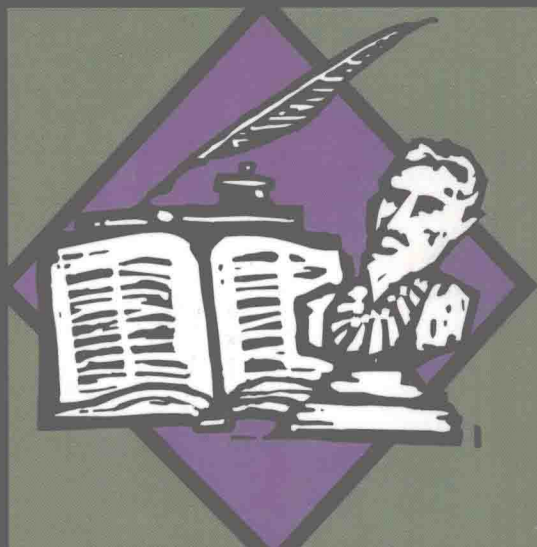
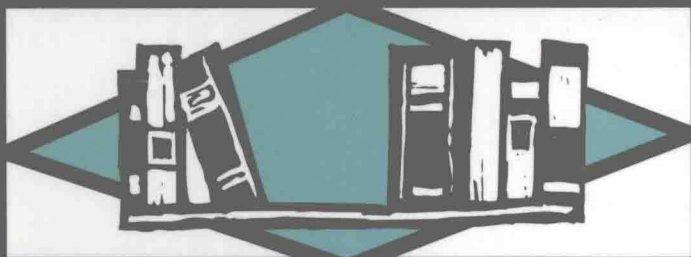


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FOURTH EDITION

STUDY &  
CRITICAL  
THINKING  
SKILLS IN  
COLLEGE



Maureen T. McWhorter

# **Study and Critical Thinking Skills in College**

Fourth Edition

**Kathleen T. McWhorter**  
Niagara County Community College



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# Preface

Over the past several decades, educators have become increasingly aware of the need to teach students how to learn and study. Many two- and four-year colleges offer learning and study skills courses, “how to study” manuals are readily available, and even prestigious graduate and professional schools provide instructional or tutorial services in study skills. The field of study skills, once relatively unknown, now enjoys wide acceptance and academic legitimacy.

Another relatively new discipline—the field of critical thinking skills—has experienced similar growth and acceptance. Critical thinking skills have become an important part of the college curriculum, and many institutions include critical thinking skills requirements as part of their general education programs. Consequently, instruction in critical thinking skills has become a rapidly expanding frontier within higher education.

Although these two fields, study skills and critical thinking, have evolved independently of each other, they are integrally connected. This text represents a unique endeavor: to integrate study skills and critical reading and to provide a unified instructional sequence for skills development.



*Study and Critical Thinking Skills in College* was written to enable students to become academically competitive and to prepare them for success in the workplace. It aims to achieve the following goals:

## Active Learning

A primary purpose of the text is to approach study as an active thinking process. For many students, learning is a passive assimilation process, and their goal is to acquire as many facts and as much information as possible. This book encourages students to take an active role in learning by thinking critically about and interacting with text and lecture material. It focuses on sorting, interpreting, synthesizing, and evaluating ideas and information. It provides students with a repertoire of active study and thinking strategies that will enable them to handle college course work confidently and effectively.

## Critical Thinking

A basic assumption of this work is that students can learn how to learn and can be taught to think critically. The second major purpose of this book, then, is to teach specific learning and thinking strategies. Learning is approached as a highly versatile and adaptive process. Students are encouraged to analyze learning tasks and to choose appropriate strategies that suit the nature of the task and their prior knowledge and experience. Critical thinking is presented as an integral part of all learning and study tasks.

The text presents six levels of thinking based on Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Students are also encouraged to analyze the level of thinking each learning task requires and to adapt their approaches accordingly.

## Attitudes Toward Learning

While a major emphasis is on cognitive skills, skills in the affective and behavioral domains that shape and control learning are also introduced. Developing positive attitudes toward learning, taking charge and accepting responsibility for one's own learning, analyzing one's own learning style, using effective organizational and time-management skills, and managing stress are discussed.

## Workplace Applications

All of the skills taught in this text have immediate academic application. Many of the skills, however, are applicable to and contribute to success in the workplace as well. A secondary purpose of the text, then, is to promote students' success in the workplace as well as in the classroom.

## Metacognitive Skills

The final purpose of this book is to apply current research findings in the areas of metacognition, schema theory, and writing as learning. Metacognitive strategies are built into specific learning and study techniques. Academic thought patterns, emphasized throughout, function as schema that provide students with overriding concepts or blueprints with which to organize text, research, and lecture material, and to approach assignments, exams, and term papers. Writing as a learning process is also incorporated into various study and review techniques.



## Content Overview

*Study and Critical Thinking Skills in College* presents a unique integration of study and critical thinking skills. Study and learning are approached as cognitive processes that require various levels and types of thinking. Students are taught to become active learners by analyzing tasks, selecting appropriate learning strategies, and monitoring and revising their strategies to suit the nature of the tasks. Metacognition, the learner's awareness and control over his or her cognitive processes, is, then, a central focus here. A secondary focus is the use of academic thought patterns as thinking and organizing strategies, providing students with a thread that can tie together seemingly divergent courses.

- ◆ **Part 1 introduces students to college learning and thinking and establishes a focus on student success.** These chapters encourage students to develop specific success strategies. They learn to become familiar with the college system,

take responsibility for their own learning, establish goals, manage their time, reduce stress, communicate effectively in the classroom and think critically to solve problems. Specific strategies for success as well as organizational and time-management skills are presented.

- ◆ **Part 2 teaches students fundamental approaches to the learning process and to essential critical thinking strategies.** In Chapter 7 students analyze their own learning style, consider how to use their learning style to choose study methods, and discover how to adapt to various teaching styles. Chapter 8 discusses principles of learning and memory and their application to academic tasks.
- ◆ **Part 3 shows students how to apply skills to various academic disciplines.** Techniques for approaching the social sciences, natural sciences, mathematics, arts and humanities, and career fields are discussed. The importance of learning specialized and technical vocabulary is stressed, and specific learning strategies are suggested.
- ◆ **Part 4 offers students skills and strategies for mastering course content.** The section begins with a chapter on academic patterns of thought, emphasizing their predominance and use across various academic disciplines. The remaining chapters discuss techniques and strategies for lecture notetaking, textbook reading and study, and organization and synthesis of course content, and discuss academic thought patterns as organizing features.
- ◆ **Part 5 equips students with the skills and strategies needed in preparing for and taking exams.** Students learn to organize their review, use thematic study, and develop study strategies for specific academic disciplines. They learn specific strategies for answering objective test questions, writing essay exams, and controlling test anxiety.
- ◆ **Part 6 strengthens students' research, thinking, and writing skills.** Students learn to analyze written assignments, develop research strategies, and prepare term papers. Chapter 19 includes examples of term papers, and describes the kinds of thinking required to prepare each; guidelines for writing term papers are given.


These part divisions were designed to give the user of this text the greatest possible flexibility. The opening chapters provide a basic framework and introduction to study and critical thinking; the remaining units and chapters may be rearranged according to instructor preference. This flexible organization allows instructors to maximize their ability to meet specific course objectives and to accommodate the needs of their students.

## Special Features

The following features significantly enhance the text's effectiveness as a motivational teaching tool:

- ◆ **Student Review Panel.** Fourteen students were asked to review selected chapters of *Study and Critical Thinking Skills in College* to provide their unique points of view on how well the book addresses their study skills needs. Selections from our panelists' comments can be found in the front of the book.

- ◆ **Focus Questions.** Each chapter begins with a brief list of questions that identifies key chapter topics and provides students with purposes for reading. The questions can also serve as a means of checking recall after reading the chapter.
- ◆ **Thinking Critically . . . About.** These boxed inserts relate critical thinking skills to chapter content and offer practical suggestions and tips for developing critical thinking skills.
- ◆ **In-Chapter Exercises.** Numerous exercises within each chapter provide students with opportunities to immediately apply and evaluate techniques. While the exercises take a variety of forms, their focus is the practical application of skills in realistic college course situations, and they often require the use of the students' own textbooks or course materials.
- ◆ **Working Together Activity.** Each chapter contains an exercise designed for group interaction. Its purpose is to promote collaborative learning, allowing students to listen to and learn from the thinking processes of other students.
- ◆ **Further Analysis.** Each chapter includes a practical reading-study problem that is an application of chapter content. Students are directed to analyze the situation and to offer possible solutions.
- ◆ **Further Reading.** A brief reference list is provided for each chapter. These references, to both popular and academic sources, provide for further exploration of topics presented in the chapter.
- ◆ **Interactive Chapter Review.** Each chapter concludes with one or more activities at each of the six levels of thinking. These activities reinforce chapter content while ensuring that students apply, analyze, synthesize, and evaluate their learning.
- ◆ **The Work Connection.** Each chapter ends with an activity that encourages students to explore workplace applications of chapter content. By extending chapter skills to the workplace, students realize the long-term benefits of the skills they are learning.



## Changes in the Fourth Edition

The Fourth Edition of *Study and Critical Thinking Skills in College* focuses on strengthening three important aspects of learning and study skills:

1. The critical thinking skills students gain by repetition and emphasis in various formats and features throughout the book
2. The classroom communication skills and life skills students learn in new chapters
3. The increased motivation students experience when the connections between academic success and success in the workplace are clearly linked and demonstrated.

The following specific revisions have been made to this fourth edition:

- ◆ A new chapter on **stress management** (Chapter 4) shows students how to recognize symptoms of stress and to change their thinking and habits to reduce stress.

- ◆ A new chapter on **communication skills for the classroom** (Chapter 5) teaches students to listen critically, participate in class, ask and answer questions, work with classmates, and make oral presentations.
- ◆ An entire chapter devoted to **learning and teaching styles** (Chapter 7) teaches students how to adapt to various teaching styles and how to select study methods to suit their learning style.
- ◆ **Expanded material on test taking skills** now includes two chapters: reasoning skills for objective exams (Chapter 17) and taking essay exams (Chapter 18). New sections have been written on standardized tests, practicum exams, and competency and exit exams.
- ◆ A new **Interactive Chapter Review** guides students to respond to chapter content at the six levels of thinking described in Chapter 1.
- ◆ A new **The Work Connection** activity at the end of each chapter demonstrates the relevancy of chapter content to success in the workplace.
- ◆ Entirely new material on **learning from and evaluating electronic media** has been added to Chapter 13. It discusses video, film, CD-ROMs, and Internet sources, including e-mail, Web sites, and newsgroups.

## The Teaching and Learning Package

Each component of the teaching and learning package has been crafted to ensure that the course is a rewarding experience for both instructors and students.

The **Instructor's Manual and Test Bank** provides many suggestions for using the text, including how to structure and organize the course and how to approach each section of the book. The manual also contains a ten-item multiple-choice quiz for each chapter of the text. 0-321-04572-6

In addition, a series of other skills-based supplements are available for both instructors and students. All of these supplements are available either free or at greatly reduced prices.

### NEW! Electronic and Online Offerings

**Reading Road Trip Multimedia Software.** For instructors who would like to give their students additional practice in reading skills, our multimedia Reading Road Trip software is packaged free with this text. It is also available as a site license. The software takes students on a tour of 15 cities and landmarks throughout the United States. Each of the 15 modules corresponds to a reading or study skill (for example, finding the main idea, understanding patterns of organization, and thinking critically). All modules contain a tour of the location, instruction and tutorial, exercises, interactive feedback, and mastery tests.

**NEW! PowerPoint Presentations for *Study and Critical Thinking Skills in College*.** A series of PowerPoint presentations is available for each chapter in *Study and Critical*



*Thinking Skills in College.* These presentations, designed for instructors, contain approximately 15 to 20 slides. They can be downloaded free from the Web at <http://longman.awl.com/basicskills/mcwhorter>.

**NEW!** **The Writer's Toolkit.** This CD-ROM offers a wealth of tutorial, exercise, and reference material for writers. It is compatible with either a PC or Macintosh platform, and is flexible enough to be used either occasionally for practice or regularly in class lab sessions. The Writer's Toolkit is included free with this text.

**NEW!** **The Longman Electronic Newsletter**—Twice a month during the spring and fall, instructors who have subscribed receive a free copy of the Longman Basic Skills Newsletter in the e-mailbox. Written by experienced classroom instructors, the newsletter offers teaching tips, classroom activities, book reviews, and more. To subscribe, visit the Longman Basic Skills Web site at <http://longman.awl.com/basicskills>, or send an e-mail to [BasicSkills@awl.com](mailto:BasicSkills@awl.com)

**The Longman English Pages Web site.** Both students and instructors can visit our free content-rich Web site for additional reading selections and writing exercises. From the Longman English pages, visitors can conduct a simulated Web search, learn how to write a résumé and cover letter, or try their hand at poetry writing. Stop by and visit us at <http://longman.awl.com/englishpages>.

*Teaching Online: Internet Research, Conversation and Composition, Second Edition.* Ideal for instructors who have never surfed the Net, this easy-to-follow guide offers basic definitions, numerous examples, and step-by-step information about finding and using Internet sources. Free to adopters. 0-321-01957-1

*Researching Online, Third Edition.* A perfect companion for a new age, this indispensable new supplement helps students navigate the Internet. Adapted from *Teaching Online*, the instructor's Internet guide, *Researching Online* speaks directly to students, giving them detailed, step-by-step instructions for performing electronic searches. Paperback version available free to students when the instructor adopts *Study and Critical Thinking Skills in College*. 0-321-05802-X

## **NEW!** For Additional Reading and Reference

**The Longman Textbook Reader.** This reader offers five complete chapters from freshman-level textbooks in the following disciplines: computer science, biology, psychology, communications, and business. Each chapter includes all the original features from the text, as well as additional comprehension quizzes, critical thinking questions, and group activities. Available free to students when instructors adopt *Study and Critical Thinking Skills in College*. 0-321-04617-X

**The Dictionary Deal.** Two dictionaries can be shrinkwrapped with any Longman Basic Skills title at a nominal fee. *The New American Webster Handy College Dictionary*

(0-451-18166-2) is a paperback reference text with more than 100,000 entries. *Merriam Webster's Collegiate Dictionary*, tenth edition (0-87779-7-9-9), is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use.

**Penguin Quality Paperback Titles.** A series of Penguin paperbacks is available at a significant discount when shrinkwrapped with any Longman Basic Skills title. Some titles available are: Toni Morrison's *Beloved* (0-452-26446-4), Julia Alvarez's *How the Garcia Girls Lost Their Accents* (0-452-26806-0), Mark Twain's *Huckleberry Finn* (0-451-52650-3), *Narrative of the Life of Frederick Douglass* (0-451-52673-2), Harriet Beecher Stowe's *Uncle Tom's Cabin* (0-451-52302-4), Dr. Martin Luther King, Jr.'s *Why We Can't Wait* (0-451-62754-7), and plays by Shakespeare, Miller, and Albee. For a complete list of titles or more information, please contact your Addison Wesley Longman sales consultant.

**New! Newsweek Alliance and Interactive Guide to Newsweek.** Instructors may choose to shrinkwrap a 12-week subscription to *Newsweek* with this text. The price of the subscription is greatly discounted from the cover price. Available with the subscription is a free "Interactive Guide to *Newsweek*"—a workbook for students who are using the text. In addition, *Newsweek* provides a wide variety of instructor supplements free to teachers, including maps, Skills Builders, and weekly quizzes. *Newsweek* subscription card: 0-321-04759-1. Interactive Guide to *Newsweek*: 0-321-05528-4

## For Instructors

*Reading Critically: Texts, Charts, and Graphs.* For instructors who would like to emphasize critical thinking in their courses, this brief book (65 pages) provides additional critical thinking material to supplement coverage in the text. Free to instructors. 0-673-97365-4

## For Students

*Learning Together: An Instruction to Collaborative Learning.* This brief guide to the fundamentals of collaborative learning teaches students how to work effectively in groups, how to revise with peer response, and how to co-author a paper or report. Shrinkwrapped free with any Longman Basic Skills text. 0-673-46848-8

**NEW! The Longman Planner.** This useful planner helps students organize their time effectively, providing calendars, to-do lists, and additional useful information. Shrinkwrapped free with *Study and Critical Thinking Skills in College*. 0-321-04573-4

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Seana Logsdon, Medaille College  
Rose Manzer, Sir Sanford Fleming College  
Cheryl McLean, Edmonds Community College  
Patricia Mochnacz, University of Manitoba  
Jayne Nightengale, Rhode Island College  
Mary Parish, Minneapolis Community College and Technical College  
Jim Roth, Spokane Community College  
Cecilia Russo, St. John's University  
Gladys Shaw, University of Texas-El Paso  
Barbara Quinn Smukler, College of Mount Saint Vincent  
Helene Stapleton, Cayuga Community College  
Sharon Stevens, Oklahoma City Community College  
Gail Watson, County College of Morris  
Carolyn J. Wilkie, Indiana University of Pennsylvania

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Kathleen T. McWhorter

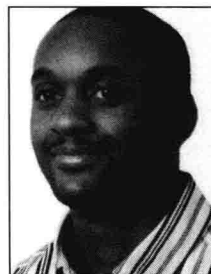
# Student Review Panel

*"Every Student Should Take This Kind of Class!"*

Patricia Seigworth, student reviewer

*We are proud to introduce our Student Review Panel, fourteen students who have helped us make this edition of **Study and Critical Thinking Skills in College** an even more complete resource for your college success. Each reviewer read a portion of the manuscript and suggested ways that we could improve this book. Many of their suggestions were incorporated into the final draft.*

"Chapter 1 could be given to students in the form of a handbook," offers **Sheldon Heath**, who has been working as a peer advisor at the campus learning center for 2 years. Sheldon served three years in the army before beginning college. As a communications major, Sheldon worked at the campus radio and television stations while taking related courses. He suggests that students participate in extracurricular activities pertaining to their major or their areas of study. Doing so can help keep the material learned in class lively and interesting, and connected to real life applications. Sheldon will be interning with Fox Philadelphia this summer after receiving his bachelor's degree.



Sheldon Heath  
Indiana University of  
Pennsylvania



Sheri Ann Souder  
California State  
University-Long Beach

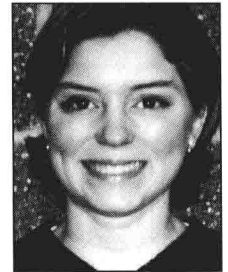
After several developmental courses to build her English and math skills, **Sheri Ann Souder** is studying engineering and business part-time while working full-time. Sheri points out that it's important that students don't allow others to isolate them because of differences or stereotypes. As the only woman in her first engineering class she noticed that some people seemed to make assumptions about her. "Then came the midterm," she recalls, "and I did better than most of the guys in the class. Now in classes, they are curious about what I'm doing for projects, [and] where am I getting my information."



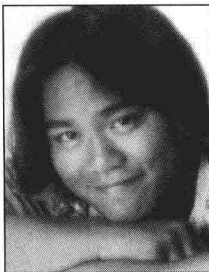
Karen Quiros  
Community College  
of Morris

**Karen Quiros**, currently in her second semester, plans to transfer to a four-year college to study business administration after completing her associate's degree. Her goal is to become an accountant. Like many students, Karen works part-time in addition to attending classes. She believes that one key to a successful future is to plan out your life ahead of time. Keeping your long-term plan in mind can aid you in your decisions and help you meet your goals. Karen recommends that readers use the six-step approach to problem solving in Chapter 6, starting on page 91, to help with decisions and long-term planning.

A speed-reading course helped **Jennifer Livingston** improve her reading level from 9<sup>th</sup> grade to graduate level last semester. She is weighing career options that include business, nursing or radiology technician, and golf professional. Jennifer reviewed the stress management chapter for us. She recommends that you make the stress reduction strategies in Chapter 4 routine practices in your life. With so many potential sources of stress—schoolwork, relationships, family life, and employment—Jennifer feels that watching carefully for signs of stress as described in the stress questionnaire on page 64 can help you avoid serious problems.



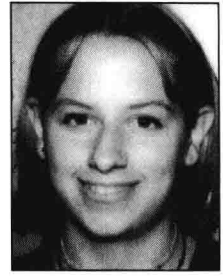
Jennifer Livingston  
Edmonds Community  
College



Mark Lorilla  
University of Texas—  
El Paso

For **Mark Lorilla**, education is the starting point for understanding other people. Mark traveled extensively with his family during his father's military career and currently lives near the border between the United States and Mexico. His observations of people struggling to communicate have convinced him of the importance of being able to exchange ideas and perceptions. Mark thinks a central goal of the college experience is opening your mind to different ways of thinking during class discussions, though this is, at times, challenging. Mark plans to develop his writing and public speaking skills with an eye toward a career as a writer or a teacher.

**Rachael Lipp** used the last edition of *Study and Critical Thinking Skills in College* for a study skills course during her first semester. Rachael believes that, in the future, everyone will have to know how to operate the Internet. She finds the sections on computers and the Internet very useful. Also useful for Rachael is the advice about using a textbook index for reviewing, found on page 236. As a media communications major, Rachael shares her musical interests, talk, and personal thoughts with listeners in a radio show which she co-hosts with another one of our student reviewers, Molly Jacobs.



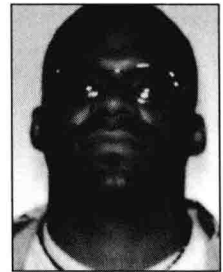
Rachael Lipp  
Medaille College



Molly Jacobs  
Medaille College

**Molly Jacobs** is seeking a bachelor's degree in media in order to pursue a television career because she is interested in people and the events of their lives—especially celebrities. Molly reviewed Chapter 6 on decision making and problem solving. She mentioned, as did other reviewers, that reading through a portion of the manuscript helped her realize how well prepared she is, having taken a study skills course. She recommends that students work on the exercises in each chapter as a way to understand the information more thoroughly and to relate the information to their own lives.

After five years of trying to arrange his life to make college possible, **Brian Boykins** is on his way. Brian believes that he is called to the ministry. He observes, "Sometimes I don't have the words to explain myself clearly enough; I don't have the vocabulary. That brings home to me how important knowledge and education is." Brian now knows "Learning is for life. I never understood that growing up on the streets. Get into the book when you take a course, not just the syllabus, not just what's going to be on the test. Read to learn, not to pass."



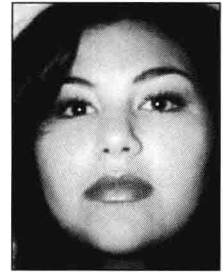
Brian Boykins  
Oklahoma City  
Community College



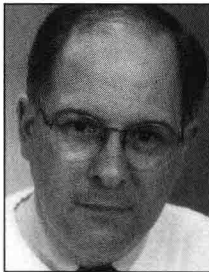
Patricia Seigworth  
Indiana University of  
Pennsylvania

**Patricia Seigworth** has been taking one course at a time while working a full-time job at the university. She has plans to earn a business degree, *but after working more closely with the teachers at the learning center, she is also considering teaching.* Asked for advice for new students, Patricia recounts, “Non-traditional students are often so eager to succeed that the only grade they will accept for themselves is an A. I can remember when I got a B in a class for the first time and lost my 4.0 GPA. I was devastated. A friend I was working with said, ‘Patty, now you’re going to relax and enjoy getting this education.’ And I have done that.”

Future criminal psychologist, **Nefertiti Duenas** learned to read earlier than many people did because her mother is a teacher. She skipped one grade in school, and when her family moved to the United States from Mexico, she was offered the opportunity to skip another. She first became fully aware of her own effective study habits when she started college and took a study skills course. On the subject of study groups, Nefertiti advises, “Study groups are not social gatherings.” Recognizing their value, she organized a study group with classmates that has developed into an ongoing team, meeting regularly to prepare for exams.



Nefertiti Duenas  
University of Texas-  
El Paso



Dean Schlegel  
Edmonds  
Community College

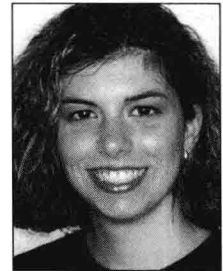
With twelve years of experience working with youth groups through his church, **Dean Schlegel** decided that, as a leader and role model, he needed to continue his education. Dean took a study skills class to develop skills to better manage a full course load in addition to taking care of his business, two teenagers still living at home, his work with the youth groups, and helping his wife with the twelve children in her day care. Dean advises, “Watch your load. Take it easy at first. Ease into college life, especially if you haven’t been in school for a while.” He adds, “It is important to have a match between my life goals and my semester schedule. I don’t have time to waste taking classes that don’t help me achieve my goals.”



Angelica Cervantes  
California State  
University-Long  
Beach

Working part-time as a peer advisor since her second year in college, **Angelica Cervantes** says that even at the end of her college career, she still learned new techniques from reviewing this text. She will receive her bachelor's degree this year and plans to go on to graduate school or seek credentials in elementary education. Angelica found the information on group projects and presentations in Chapter 5 very helpful. She recommends that new students consider the pointers for participating in class (page 81) and for approaching students who are not participating in group projects in a way that is not offensive (page 85).

“At first we thought the book was common sense. Some of it is, but a lot is new and it goes into more detail,” reports **Michelle Deming**, who used the third edition of *Study and Critical Thinking Skills in College* in a study skills course last semester. She considers the advice in Chapter 13 on previewing textbooks to be important guidance for new students. Michelle was very excited about the Internet information, which is all new in this fourth edition. Michelle plans to earn her associate's degree and then transfer to a four-year college. She is interested in a career in business and sales.



Michelle Deming  
Community  
College of Morris



Mark James  
Oklahoma City  
Community College

**Mark James** returned to college when a back injury ended his employment after eight years on the job. He explains, “I can't change the injury. I can't change the job situation. I can't change the philosophy of the company. All I can do is change me.” In choosing a computer career, Mark believes, “I'm going to have something unique, something that makes me indispensable that I bring to an employer.” How would Mark advise new students? “I treat school like a job. I get dressed to go to work. I schedule classes for mornings, stay to read and study in the afternoon, and go home when my work is finished.”

*We extend our sincere thanks to each of our panel members for their generous commitment of time and careful attention to this project. We hope the examples and advice that inspired and guided the final revisions of **Study and Critical Thinking Skills in College** will inspire and guide students of our text to even greater success in college and in life.*



# Quick Guide to the Book

*Study and Critical Thinking Skills in College* teaches students a full range of cognitive and affective strategies for succeeding in their college studies and participating in campus life. The text combines step-by-step directions for mastering specific study skills such as time management, lecture notetaking, class participation, and exam preparation. At the same time, it integrates comprehensive and careful development of critical thinking skills in multiple contexts: in solving problems, evaluating learning, writing term papers, and thinking ahead to the world of work. In addition to skill-based exercises within chapters, each chapter of *Study and Critical Thinking Skills in College* ends with a full range of interactive applications for students.

## Study Skills

- Establishing Goals and Managing Your Time, Chapter 3, pages 39–62
- Adapting to Various Teaching Styles, pages 119–121
- Strategies for Improving Encoding, Storage, and Retrieval, pages 134–138
- Developing a Course Master File, pages 179–182
- Notetaking for Class Lectures, Chapter 12, pages 203–230
- Organizing and Synthesizing Course Content, Chapter 14, pages 275–301
- Preparing for Exams, Chapter 16, pages 323–345
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