



USED BOOK

# INTEGRATING COLLEGE STUDY SKILLS

*Reasoning in Reading, Listening, and Writing*

*Fourth Edition*

**PETER ELIAS SOTIRIOU**

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***Integrating***

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***College Study Skills***

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***Reasoning***

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***in Reading, Listening, and Writing***

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***Fourth Edition***

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***Peter Elias Sotiriou***

*Los Angeles City College*



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## Preface

In this fourth edition of *Integrating College Study Skills*, I have listened attentively to my reviewers' astute and thoughtful comments, and my revisions are responses to their suggestions. I have made many changes in Part One, especially in Chapter 2. Now titled "Your Learning Inventory," Chapter 2 offers new sections on motivation, learning styles, and stress management. The exercises in this chapter, in Chapter 1 on "Getting to Know Your College," and in Chapter 3 on "Using the Library" also include more collaborative assignments, which call for groups of four or five students to complete a particular study skills activity. In addition, the library chapter has been moved to Chapter 3 from its former position as Chapter 12; it now contains a section on completing the research paper and addresses in more detail the uses of the computer as a college research tool. All of these changes have been made to enhance the value of Part One to both the beginning and returning college student.

The reviewers unanimously requested exercises that are based on longer textbook selections; so at the end of the chapters in Part Two—Basic Reading, Listening, and Writing Skills—I have included textbook excerpts that are more than twice as long as those they replace. Reviewers also suggested an additional full-length textbook chapter, so you will find a complete chapter on biology at the end of Part Five as well as the full-length sociology chapter that appeared in the third edition. Moreover, in response to praise for the thematic focus of many of the chapters, I have addressed three new college topics: Business in Chapter 5, Anthropology in Chapter 7, and Early Childhood Development in Chapter 12. In this fourth edition, then, seven chapters now have a thematic focus—Chapters 4–8 and Chapters 11 and 12. I have also replaced or revised dated exercises and material.

I have reorganized Part Three so that Chapter 11 discusses the traditional and commonly used note-taking techniques, while Chapter 12 offers additional material on how to visually represent lecture and study notes.

Yet I have retained much that has made the first three editions of *Integrating College Study Skills* so successful. The book is still based on the sound pedagogical premise that reading, listening, and writing are interconnected activities, informing and transforming each other. The exercises are still consistently sequential, building upon previous exercises and chapter material. All the exercises continue to be on topics college students initially study, and the expanded thematic focus gives students

the opportunity to investigate more topics in greater depth. Finally, as in the previous editions, students who complete the exercises in this fourth edition will be mirroring in various ways the kinds of activities they will complete in their college courses. *Integrating College Study Skills* continues to be one of the more challenging study skills textbooks on the college market today.

I hope that this fourth edition responds to the varied and changing demands of both teachers and students for a textbook that, in one semester, successfully prepares students for the academic challenges of college work. In its fourth edition and its eleventh year of publication, *Integrating College Study Skills* encourages both teacher and student to view careful reading, listening, and writing as worthwhile college goals.

### **Acknowledgments**

Many thanks go to Lisa Timbrell and Rebecca Deans Rowe, assistant editors, who smoothly moved this textbook through its preproduction stages; to Greg Hubit, who efficiently carried this fourth edition through its various production deadlines; to Calvin Anderson, librarian emeritus at Los Angeles City College, who provided useful suggestions and a careful reading of Chapter 3; and, as always, to my patient wife Vasi and understanding sons Elia and Dimitri, who gave me the many solitary hours required to complete this fourth edition.

I am also thankful for the comments made by my reviewers: Edith Alderson, Joliet Junior College; Janice Beran, McLennan Community College; Jan Bradley, Southwest Missouri State University; Kathy Clark, Linn-Benton Community College; Catherine Cavalaio, Marygrove College; Virda K. Lester, Tuskegee University; Kelli Jayn Nichols, University of Washington; Sharon Robertson, University of Tennessee, Martin; and Diane Scott, Mesa College.

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## ***How To Use This Book***

There are several compelling reasons for enrolling in a study skills course. You may want to upgrade your textbook reading skills, you may want to improve your note-taking skills to capture the key points your instructors make, or you may want to improve your test-taking skills. If you complete the exercises in this textbook, you will become a more successful college student—one who is able to read, take notes, and complete exams more efficiently.

### ***How This Book Is Organized***

Before you begin to do the exercises in this textbook, you need to know how it is put together. The first part is called “Skills for Beginning Your College Career.” Here, you will learn about the basic survival skills that college students need to know: how to use your college’s counseling services, your particular learning style, when and what to study, how much time to devote to your studies, how to cope with stress in college, and other equally important skills. This first part will point you in the right direction.

The next part of the textbook is the longest, dealing with the essential reading, listening, and writing skills you will need to succeed in college. In this part, “Basic Reading, Listening, and Writing Skills,” you will learn several key reasoning skills. You will be shown how to locate the main idea, how to identify and use details, and how to summarize and paraphrase. You will also learn how to read and listen for inferences and how to read graphs, charts, and tables. Throughout this part, you will see how these skills apply to reading, listening, and writing. This is a unique feature of *Integrating College Study Skills*. As the title suggests, you will learn to integrate each study skill into the three activities of reading, listening, and writing. In this part you will also be introduced to material from college subjects. In Chapters 4–8 and in Chapters 11 and 12, the exercises for each chapter focus on one college subject.

In Part Three, “Taking Lecture and Study Notes,” you will be drawing on the skills learned in the previous part to improve your note-taking skills. You will learn how to condense information and use abbreviations. You will also be introduced to the numeral-letter, laddering, and Cornell note-taking systems, which will help you organize and remember your lecture and study notes, and to ladder and mapping—visual note-taking devices that are especially helpful when you are studying for exams and you want to organize your materials efficiently.

In Part Four, “Study Skills Systems and Test-Taking Practices,” you will be given guidelines for taking various kinds of tests—objective, essay, and math or science. Most important, in this part you will learn about

the SQ3R study system, a successful method for learning and remembering what you read from textbooks.

Finally, in Part Five, “Applying SQ3R to Textbook Material,” you will apply SQ3R and all the previous study practices you have learned to reading and understanding two textbook excerpts and two complete textbook chapters.

### ***How to Use This Text***

*Integrating College Study Skills* follows a similar format throughout. Each chapter is divided into two parts—an introduction to specific study skills and then exercises that allow you to apply those skills. Follow these steps as you work through each chapter:

1. Read the introductory section carefully. The information in this section will give you the necessary skills to complete the exercises.
2. Before you begin an exercise, read the directions carefully. Know what you have to do before you begin.
3. Record your answers in the box accompanying most exercises.
4. After you complete the exercise, check your answers. You will find the answers to most odd-numbered exercises at the end of the text. Your instructor will provide the answers to the even-numbered exercises. You will also need to consult your instructor for the correct answers to all exercises involving paragraph writing and to many short-answer questions. Finally, your instructor will provide all of the answers for the examinations that follow the study readings in Part Five.
5. Follow the directions for scoring each exercise. Compare your score with the percentage score printed in boldface type. This percentage is the acceptable score, one that shows reasonable mastery of the material. If you score below the acceptable percentage, check your errors to see what went wrong. You may want to ask your instructor for help.
6. For Chapters 4–8 and Chapters 11 and 12, complete the preview questions before you begin the exercises, and complete the follow-up questions after you have completed all of the exercises. These questions will help you evaluate what you learned about the various college subjects that you studied.

### ***When You Finish the Text***

When you have finished *Integrating College Study Skills*, you should be ready for the demands of college work. You will be able to read textbooks better, take accurate lecture and study notes, effectively use test-taking practices, and write organized paragraphs and essays explaining what you have learned. Most important, when you have completed this text, you will be able to apply the same reasoning skills to your college reading, listening, and writing and view your college studies as an integrated reasoning activity.

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## ***Skills for Beginning Your College Career***

*In this part of the book, you will become acquainted with the services that your college provides. You will complete schedules for your short- and long-term projects, you will analyze your own learning style, you will learn how to manage your study area, and you will become familiar with the services found in your college library. This information and these skills provide a necessary foundation for your college career.*

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**Chapter 1** *Getting to Know Your College*

**Chapter 2** *Your Learning Inventory: Your Learning Style, Study Time, and Study Area*

**Chapter 3** *Using the Library*



