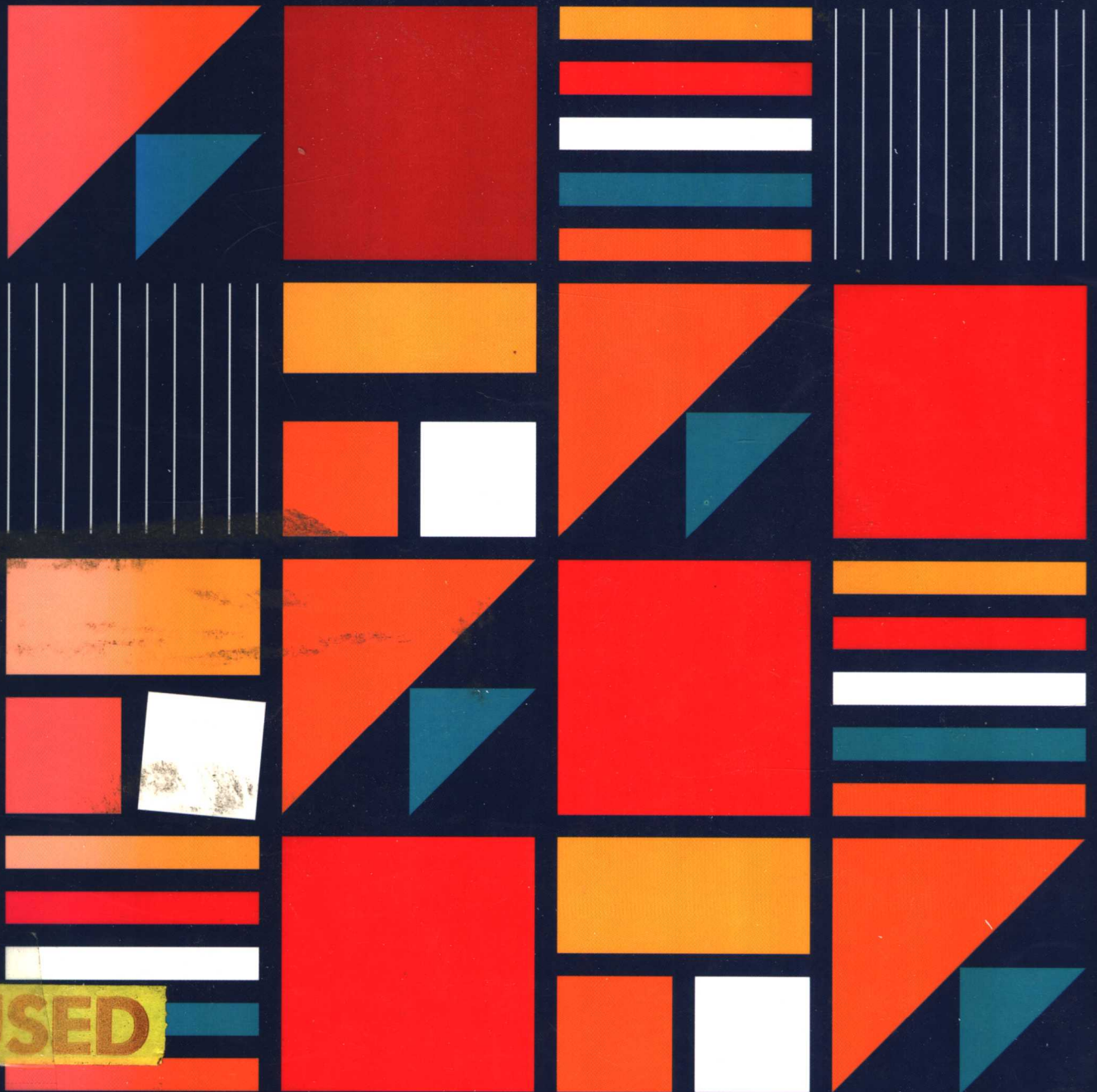


# COLLEGE STUDY SKILLS

BECOMING A STRATEGIC LEARNER

DIANNA L. VAN BLERKOM



USED

SECOND EDITION

*Second Edition*

# COLLEGE STUDY SKILLS

*Becoming a Strategic Learner*

**DIANNA L. VAN BLERKOM**  
*University of Pittsburgh at Johnstown*



**WADSWORTH PUBLISHING COMPANY**

**I(T)P® AN INTERNATIONAL THOMSON PUBLISHING COMPANY**

*Belmont, CA • Albany, NY • Bonn • Boston • Cincinnati • Detroit  
Johannesburg • London • Madrid • Melbourne • Mexico City • New York  
Paris • San Francisco • Singapore • Tokyo • Toronto • Washington*

The Wadsworth College Success Series and  
the Freshman Year Experience Editor: Michael Alread  
Editorial Assistant: Royden Tonomura  
Marketing Manager: Lauren Ward  
Production Editor: Robin Lockwood  
Interior Designer: Adriane Bosworth  
Print Buyer: Barbara Britton  
Permissions Editor: Robert Kauser  
Copy Editor: Carol Reitz  
Composition: Fog Press  
Cover: Christy Butterfield  
Printer: Courier Companies, Inc./Kendallville

Copyright © 1997

By Wadsworth Publishing Company

A Division of International Thomson Publishing Inc.

ITP The ITP logo is a registered trademark under license.



*This book is printed on  
acid-free recycled paper.*

Printed in the United States of America

2 3 4 5 6 7 8 9 10

For more information, contact Wadsworth Publishing Company, 10 Davis Drive,  
Belmont, CA 94002, or electronically at <http://www.thomson.com/wadsworth.html>

International Thomson Publishing Europe  
Berkshire House 168-173  
High Holborn  
London, WC1V 7AA  
England

Thomas Nelson Australia  
102 Dodds Street  
South Melbourne 3205  
Victoria, Australia

Nelson Canada  
1120 Birchmount Road  
Scarborough, Ontario  
Canada M1K 5G4

International Thomson Editores  
Campos Eliseos 385, Piso 7  
Col. Polanco  
115 Mexico D.F. Mexico

International Thomson Publishing GmbH  
Königswinterer Strasse 418  
53227 Bonn  
Germany

International Thomson Publishing Asia  
221 Henderson Road  
#05-10 Henderson Building  
Singapore 0315

International Thomson Publishing Japan  
Hirakawacho Kyowa Building, 3F  
2-2-1 Hirakawacho  
Chiyoda-ku, Tokyo 102, Japan

International Thomson Publishing Southern Africa  
Building 18, Constantia Park  
240 Old Pretoria Road  
Halfway House, 1685 South Africa

All rights reserved. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, or information storage and retrieval systems—without the written permission of the publisher.

#### **Library of Congress Cataloging-in-Publication Data**

Van Blerkom, Dianna L.

College study skills : becoming a strategic learner / Dianna L.

Van Blerkom. —2nd ed.

p. cm. —(Wadsworth college success series)

Includes bibliographical references and index.

ISBN 0-534-51679-3

1. Study skills. 2. Note-taking. 3. Test-taking skills.

I. Title. II. Series.

LB2395.V36 1997

378.1'7028'12—dc20

96-8444

*In loving memory of my parents,  
Rachel and Simon Adelman*

# TO THE INSTRUCTOR

Do you find yourself carrying handouts to class all the time? After years of carrying text excerpts, student examples, and exercises to supplement the text I used, I decided to write *College Study Skills: Becoming a Strategic Learner*. This text provides all of these resources so that you can concentrate on the students in your class instead of spending your time looking for supplemental materials. I have also provided a wide variety of active learning strategies that have proven to be successful with many students. Not all of them will work for every student in every situation. In fact, most students will find that no single strategy will work for all their courses; they may need to use different strategies for different courses. By giving students an opportunity to try a number of different strategies, they will be able to find the ones that work best for them.

Why is study skills instruction important? Many college students say that no one ever really taught them how to study. Although they probably did learn some study skills during their twelve years of schooling, they may not have learned the study strategies that are necessary for college success. College courses are often more difficult, more intensive, cover more material at a faster pace, and focus on topics that are completely unfamiliar to new college students. Some or all of these differences may contribute to the difficulties that some students have during their first year in college. As a result, some students are dissatisfied with their grades or their performance in their courses, but they don't know what to do to correct this problem. Often they experience anxiety and frustration and may even begin to doubt whether they have the ability to succeed in college. For many of these students, simply learning how to study and how to learn strategically in college makes the difference between failure and success. Other students take courses in study skills to improve their grades, to boost their self-esteem, or to learn better ways to study so that they can enjoy their college experience more. Becoming a strategic learner can help them achieve both their academic and their personal goals in college. If students apply what they are learning, they should see an improvement in their grades,

have more time for leisure activities, feel less stressed about their academic work, feel better about themselves, and perhaps even begin to enjoy learning.

In order to succeed in college, students must learn to apply the strategies they are learning to real course material. Practicing these strategies on material in psychology, history, biology, and sociology, for example, will help students learn to modify and adapt the strategies to the lectures, texts, exams, and assignments for their other courses. This transfer experience will help motivate students to use these new strategies in their other courses, one of the goals of study skills courses.

## UNIQUE FEATURES OF THE TEXT

You might expect to find many of the important aspects of this book in any comprehensive study skills text. However, I feel that there are many features unique to this text:

- Clear, in-depth explanations for each of the skills presented
- A step-by-step approach to success in college
- Down-to-earth suggestions that really work
- Emphasis on strategic learning
- More than 100 student examples based on other college courses
- More than 100 exercises and activities for immediate practice of new skills
- Excerpts from other college textbooks in many content areas
- Longer text passages for more realistic application to other content work

## IMPORTANT ASPECTS OF THE BOOK

This text provides a step-by-step approach to college study skills. By breaking each of the topics down into smaller units, students will be able to master each of the steps before moving on to the next. Each chapter includes instruction in the skill, student examples, exercises for practice, and activities for self-evaluation.

## INSTRUCTION

This text provides clear, easy-to-read explanations of how to study. Strategies for setting goals, managing time, improving concentration, taking notes, reading and understanding textbooks, and preparing for and taking tests are included. Because every student learns differently, a number of different strategies for taking text notes, preparing “To Do” lists, and preparing study sheets (just to name a few) are described in the text. Students are encouraged to try all of the strategies and then permitted to select the ones that work best for them. But learning to study effectively and efficiently requires more than just knowing a new skill; it also requires using that skill. In many cases, understanding why particular strategies work helps motivate students to use them in their other courses. Reasons and rationales for using these strategies are also presented so that students understand why one strategy may work in particular situations while others may not.

## **EXAMPLES**

More than 100 examples, prepared by students who were enrolled in study skills classes, have been included in the text to show students how to use the strategies that are presented. For many students, seeing an example of what they have to do makes it much easier to do it right the first time. Since there are many ways to develop a study sheet, take notes, or even keep track of assignments, a number of different examples are shown for each of the different strategies discussed in the text. These models help students understand how to use the strategies and may also motivate them to complete their assignments.

## **PRACTICE**

One of the most important goals of any successful study skills course is getting students to transfer what they learn to other course work. In order to help students achieve this goal, well over 100 activities have been designed to let students practice what they have learned. Each of the activities has been strategically placed within the chapter so that students can practice the new strategy immediately after it has been introduced. In addition, a number of the activities encourage students to practice older strategies as they are learning new ones. Most of these activities are based on excerpts from other college textbooks. In this way, students are afforded practice with material that is similar to the course material they are currently using. Finally, many of the activities require students to practice the strategies using their own course materials. In this way, students transfer the skills they have learned to their other courses while at the same time increasing their understanding of the material for their other courses. In many cases, this leads to overall higher grades, something that helps students see the real value of study skills instruction.

## **SELF-EVALUATION**

Many of the activities are designed to help students monitor their own learning. The pre- and posttest “Where Are You Now?” activities provide a quick check of the number of effective strategies students have prior to beginning each unit and the number they have made a part of their repertoire at the end of the unit. Some instructors choose to have students complete the posttests at a later date to allow more time for the students to incorporate the strategies. In addition, activities throughout the book ask students to evaluate many of the strategies that are presented in the text. It is only through self-evaluation that students can actually prove to themselves that one method of study is working for them. Once students know that a strategy is effective, they will continue to use it.

## **CHANGES IN THE SECOND EDITION**

### **CHANGES TO ALL CHAPTERS**

The second edition includes a new two-color format that highlights headings, activities, and examples. The second color also is used to point out significant features within many of the student examples throughout the text. The font was also changed to make the text more readable and so that those items in italic print stand out more clearly. A number of new activities have been developed to

replace some of the less useful ones from the first edition. Activity numbers also were changed to include the chapter number to improve clarity. A number of student examples have been changed in the second edition. The student examples also have been located more closely to their references within the chapter and boxed to separate them from the text material. The “Where Are You Now?” posttests were shortened and refer students back to the pretests in order to save space. Text excerpts have been revised and several have been lengthened to provide more realistic transfer experiences. Finally, a summary was added at the end of each chapter.

## CHANGES TO SPECIFIC CHAPTERS

Although changes were made to all of the chapters in this text, only the most significant changes have been described here.

**Chapter 1, Adjusting to College**, is a new chapter that has been added to the second edition. This chapter sets the stage for the remainder of the text by introducing issues about making the transition from high school to college, becoming an independent learner, interacting with professors, support staff, and teaching assistants, and learning to live more independently.

**Chapter 4, Improving Concentration**, has been changed substantially in the second edition. A new section entitled Concentration and Learning Style has been included to provide students with information about their own learning style(s) and how they impact on learning and success. Several learning style inventories are included as activities in this section. Some less useful information has been deleted along with several activities. A section that focuses instead on how attitude, interest, and motivation impact on concentration has been added with accompanying activities. Overall, this chapter is now much stronger and more useful to students.

**Chapter 5, Taking Lecture Notes**, is composed of the best information from Chapters 4 and 5 of the first edition. The best activities and student examples were used in the new chapter; less useful activities and examples have been deleted. Some sections have been shortened and are now presented in list form. The information on block and paragraph forms of note taking has been clarified and sample format pages have been included.

**Chapter 8, Taking Text Notes**, now includes a section on writing summaries and two student examples for discussion. Text excerpts have been updated. Many of the student examples have been modified and several new maps have been added to replace less useful ones.

**Chapter 11, Taking Objective Tests**, includes a more in-depth discussion of test anxiety. A new figure called the Test Anxiety Cycle has been added to this chapter to demonstrate the problems associated with reducing test anxiety. Also, the discussion of the class experiment on test taking was deleted and moved to the Instructor’s Manual so that it can be used as a group activity. The addition of second and third level heads throughout this chapter helps to break up the long discussions of some topics and helps students focus on many of the test-taking techniques.



## ACKNOWLEDGMENTS

I would like to thank all of my students for all they have taught me about how people learn, for allowing me to use their examples in the text, and for their encouragement and excitement throughout the development of this book. Without my husband, Mal, I would never have even started this project. Thanks for all of the support during the past three years, for taking over some of my household chores, for proofreading all of the chapters, for the lectures and test items, and especially for writing the portion of Chapter 10 on understanding memory. Special thanks to my daughter, Sharon, for doing all of the laundry, for being a guinea pig for so many of my strategies, and for being so proud of me for writing them down; to my best friend, Renee Steffenmeier, for reading the chapters before anyone else and providing me with both suggestions for improvement and encouragement to continue; and to my parents for always making education the most important priority in our home.

In addition, I would like to thank Claire Verduin for encouraging me to write this book, Angie Gantner for all of her support and assistance during the development of the manuscript, Vicki Friedberg for making the production process run so smoothly, Ann Butler, Nancy Spellman, Jane Townsend, the rest of the Wadsworth team for all of their assistance in producing the book, and Dean Paul Strzempka for all of his personal and professional support. I would also like to thank the following reviewers for their insight and excellent suggestions, which helped turn a manuscript into a textbook: Karen L. Aguirre, Miami-Dade, South Campus; Charlotte Babcock, Northern Arizona University; Muriel Davis, San Diego Mesa College; Jim Kalat, North Carolina State University; Michelle Kalina, Sierra College; Virda Lester, Tuskegee Institute; and Sharon Sundin, Southwest Texas State University.

## ACKNOWLEDGMENTS FOR THE SECOND EDITION

Many people have been important in making this second edition possible. My husband, Mal, and daughter, Sharon, have been enthusiastic and supportive throughout the entire process. Without your help, I could not have completed this text. I also appreciate all of the support and assistance that Angie Gantner-Wrahtz, Rebecca Deans-Rowe, Royden Tonomura, Jerry Holloway, and Robin Lockwood have given me throughout the development and production of this edition. I also am grateful for the support of my colleagues and students at the University of Pittsburgh at Johnstown. Their enthusiasm and encouragement have been very important to me.

Finally, the wonderful and insightful suggestions by the following reviewers helped me shape and strengthen this second edition. Nancy I. Crook, North Central Technical College; Faith Heinrichs, Central Missouri State University; Cynthia A. Hilden, Blue Mountain Community College; Carlotta W. Hill, Oklahoma City Community College; Linda L. Kleemann, Lewis and Clark Community College; Clare J. Landry, Rockford College; Marlene J. Lang, University of South Dakota; James V. Muniz, University of Scranton; and Helene Selco, Cornell University.

I thank all of you for your suggestions.

# TO THE STUDENT

This text introduces and explains many useful study strategies that will help you achieve your academic goals. If you are using this text before or during your first semester in college, you should be well prepared for the challenges ahead of you. If you have already attended one or more semesters in college, you may be enrolled in a study skills course because you were not satisfied with your previous academic performance. By learning and applying new strategies for dealing with college courses, you can improve your academic performance.

Many students are much more successful in college after completing this course. This kind of improvement does not result from just being told what to do differently but rather from hard work and persistence in applying effective study strategies to your own course material. Becoming a successful student takes time and effort—there are no miracles involved. If you are willing to learn new skills and strategies and are also motivated to practice them and use them when doing your other course assignments, you too can achieve your goals.

Speaking of goals—I have four goals for you in your use of this text. **First**, I want you to learn new strategies that will make learning and studying much more effective. **Second**, I want you to improve your performance in your other courses. **Third**, I want you to feel better about yourself both as a student and as a person. **Fourth**, I want you to actually learn to enjoy school. Instead of dreading a class, an assignment, or even an exam, I'd like you to look forward to them because you will know how to be successful in taking notes, writing that report, and preparing for and taking that exam. If you apply what you learn, you should see an improvement in your grades, have more time for leisure activities, feel less stressed about your academic work, feel better about yourself, and hopefully even begin to enjoy learning.

It is always exciting and rewarding when students tell me that this course helped them. I am often as happy as they are, I think, especially when they make the Dean's List. If your grades go up or you feel more confident about yourself as a student because of your use of this text, I'd love to hear from you, too. Please drop me a note and let me know how *College Study Skills: Becoming a Strategic Learner*, Second Edition helped you. And if you have any thoughts on how I can improve this book in subsequent editions, let me know. You can contact me by writing to:

Dianna Van Blerkom  
c/o Wadsworth Publishing Company  
Ten Davis Drive  
Belmont, California 94002

I look forward to hearing from you!

# BRIEF CONTENTS

<i>Chapter 1</i>	ADJUSTING TO COLLEGE	1
<i>Chapter 2</i>	SETTING GOALS	17
<i>Chapter 3</i>	MANAGING YOUR TIME	35
<i>Chapter 4</i>	IMPROVING CONCENTRATION	71
<i>Chapter 5</i>	TAKING LECTURE NOTES	105
<i>Chapter 6</i>	READING YOUR TEXTBOOK	143
<i>Chapter 7</i>	MARKING YOUR TEXTBOOK	167
<i>Chapter 8</i>	TAKING TEXT NOTES	205
<i>Chapter 9</i>	PREPARING FOR EXAMS	247
<i>Chapter 10</i>	IMPROVING MEMORY	289
<i>Chapter 11</i>	TAKING OBJECTIVE TESTS	325
<i>Chapter 12</i>	PREPARING FOR ESSAY TESTS	361
<i>Chapter 13</i>	TAKING ESSAY TESTS	389
<i>Chapter 14</i>	PREPARING FOR FINAL EXAMS	421
	INDEX	447

# DETAILED CONTENTS

## Chapter 1

### ADJUSTING TO COLLEGE 1

#### What's So Different? 1

- Activity 1-1: Where Are You Now?* 1
- Taking Responsibility 2
- Activity 1-2: List Your New Responsibilities* 3
- Getting to Know the Turf 4
- Activity 1-3: Identify Contact People on Campus* 4
- Using Your College Library 5
- Activity 1-4: Use Your College Library* 6

#### Academic Issues 7

- Getting Along with Your Professors 8
- Activity 1-5: Introduce Yourself* 9
- Meeting Your College Advisor 9
- Planning Your Schedule 9
- Activity 1-6: Write Your College Schedule* 10
- Getting Your Money's Worth 11
- Activity 1-7: Describe Strategies for Success* 11

#### Residence Life 12

- Getting Along with Your Roommate 12
- Taking Care of Yourself 13
- Maintaining Family Ties 13
- Activity 1-8: Living on Your Own* 14

#### What If You Have a Problem? 14

- Activity 1-9: What If You Have a Problem?* 15

**Why Are You in College? 16**  
*Activity 1-10: Describe Why You Are in College 16*  
*Activity 1-11: Where Are You Now? 16*

**Summary 16**

## **2 SETTING GOALS 17**

**What Are Goals? 17**  
*Activity 2-1: Where Are You Now? 18*  
Characteristics of Goals 18  
*Activity 2-2: Evaluate Some Written Goals 20*  
Long- and Short-Term Goals 20  
*Activity 2-3: State Your Long-Term Goals 21*  
*Activity 2-4: State Your Short-Term Goals 22*  
Academic and Personal Goals 22  
*Activity 2-5: Write Down Your Goals for Tomorrow 22*  
*Activity 2-6: Label Your Academic and Personal Goals 23*

### **Writing Effective Goal Statements 23**

Use the Five-Step Approach 24  
*Activity 2-7: Set Your Goals for This Semester 25*

### **Setting Your Goals for the New Semester 26**

Break Down Your Goals 27  
*Activity 2-8: List the Steps to Take to Achieve Your Goals 28*  
Revise Your Goals Periodically 29  
*Activity 2-9: Rewrite Your Goal Statements 29*  
Learn How to Calculate Your GPA 30  
*Activity 2-10: Calculate Some GPAs 31*

### **Achieving Your Goals for the New Semester 31**

Set Priorities for the First Three Weeks 31  
*Activity 2-11: Set Priorities for the First Three weeks 32*  
Plan for Early Success 32  
Plan Rewards 34  
Consider Consequences 34  
*Activity 2-12: Where Are You Now? 34*

**Summary 34**

## **3 MANAGING YOUR TIME 35**

**What Is Time Management? 35**  
*Activity 3-1: Where Are You Now? 36*

### **Why Is Time Management Important? 36**

**Analyze Your Use of Time 37**  
How Do You Manage Your Time Now? 38  
*Activity 3-2: Keep a Time Diary 38*  
*Activity 3-3: Plan and Review Your Daily Activities 39*  
Identify Time Available for Study 40  
*Activity 3-4: Fill in Your Fixed Commitment Calendar 43*

Identify Time Needed for Study	43
<i>Activity 3-5: Monitor Your Study Time</i>	44
<i>Activity 3-6: Time Your Text Reading</i>	47
<i>Activity 3-7: Evaluate Your Study Time</i>	47
Establish a New Time Plan	48
<b>Organize Your Study Time</b>	<b>48</b>
Create a Semester Calendar	48
<i>Activity 3-8: Fill In Your Monthly Assignment Calendar</i>	50
<i>Activity 3-9: List Important Due Dates</i>	52
Prepare Weekly Task Sheets	52
<i>Activity 3-10: Make a Weekly Plan</i>	53
Use Daily "To Do" Lists	53
<i>Activity 3-11: Complete Your "To Do" Lists</i>	55
Assign Tasks to Available Study Time	56
<i>Activity 3-12: Schedule Your Assignment</i>	57
<b>Use Good Time Management Strategies</b>	<b>59</b>
Study in One-Hour Blocks	60
Take Breaks	60
Switch Subjects	60
Tackle Difficult Assignments First	60
Plan Rewards	61
Work Until You Finish Scheduled Tasks	61
Work Ahead	62
<i>Activity 3-13: Schedule a Long-Range Assignment</i>	62
<b>Re-evaluate Your Time Plan</b>	<b>63</b>
<b>Learn to Cope with Procrastination</b>	<b>63</b>
Causes of Procrastination	63
Other Reasons Students Procrastinate	64
<i>Activity 3-14: Make a Procrastination Profile</i>	65
Strategies for Overcoming Procrastination	66
<i>Activity 3-15: List Strategies You Can Use to Overcome Procrastination</i>	68
<i>Activity 3-16: Identify Your Escapist Techniques</i>	68
<i>Activity 3-17: Where Are You Now?</i>	69
Summary	69

## 4

**IMPROVING CONCENTRATION 71**

Concentration and Performance	71
<i>Activity 4-1: Where Are You Now?</i>	72
What Is Concentration?	72
<i>Activity 4-2: Analyze Your Concentration</i>	73
Three Levels of Concentration	73
Light Concentration	74
Moderate Concentration	74
Deep Concentration	74
<i>Activity 4-3: Reflect on Your Periods of Deep Concentration</i>	75
The Concentration Cycle	76
<i>Activity 4-4: Evaluate Your Last Study Session</i>	77

## **Concentration and Learning Style 77**

- Why Your Learning Style Is Important 77
  - Activity 4-5: What's Your Learning Style?* 78
- Characteristics of Learning Styles 80
  - Activity 4-6: Find Out More About How You Learn Best* 82
- Learn About Your Professor's Style 83
- What If Your Preferred Style Doesn't Work? 84
  - Activity 4-7: Evaluate Your Instructors' Teaching Styles* 84
- Use Your Learning Style to Make Decisions 85
- A Word of Caution 86

## **Causes of Poor Concentration 86**

- Activity 4-8: Describe How You Feel When You Can't Concentrate* 87
- Concentration Problems During Lecture Classes 87
  - Activity 4-9: Evaluate Your Concentration During Lecture Classes* 88
- Concentration Problems When You Read a Textbook 88
  - Activity 4-10: List Your Distractions As You Read* 89
- Concentration Problems When You Study for Exams 90
  - Activity 4-11: Evaluate Your Concentration While You Study* 91

## **Strategies for Improving Concentration 91**

- Creating a Positive Learning Environment 92
  - Activity 4-12: Create Positive Learning Environments* 93
- Dealing with Internal Distractions 94
  - Activity 4-13: Suggest Ways of Dealing with Internal Distractions* 95
- Using Active Learning Strategies 96
  - Activity 4-14: Suggest Active Learning Strategies* 97
  - Activity 4-15: Solve Your Concentration Problems* 98
- Taking AIM to Improve Your Concentration 99
  - Activity 4-16: Take AIM to Improve Your Concentration* 100
- Monitoring Your Concentration 101
  - Activity 4-17: Monitor Your Concentration* 102
  - Activity 4-18: Where Are You Now?* 102

## **Summary 103**

# **5 TAKING LECTURE NOTES 105**

## **What Is Note Taking? 105**

- Activity 5-1: Where Are You Now?* 106

## **Why Take Lecture Notes? 106**

## **How Good Are Your Notes? 107**

- Activity 5-2: Practice Taking Notes* 107
- Activity 5-3: Evaluate Your Note-Taking Skills* 110
- Consider the Content 110
  - Activity 5-4: Take a Quiz* 110
  - Activity 5-5: Judge the Content in Your Notes* 111
- Consider the Organization 111
  - Activity 5-6: Compare Student Notes* 112
  - Activity 5-7: Test Your Notes* 114

<b>How Should You Take Notes?</b>	<b>117</b>
Prepare Before Taking Notes	117
General Formatting Tips	118
<i>Activity 5-8: Turn Statements into Phrases</i>	119
Note Taking Systems	120
<i>Activity 5-9: Practice Different Note-Taking Methods</i>	124
<b>What Should You Write Down?</b>	<b>126</b>
Main Points	126
Tips on What Else to Include in Your Notes	126
Discussion Classes	127
Math and Science Classes	128
Nonverbal Clues	128
<b>What to Do If You Miss Information</b>	<b>128</b>
<b>How to Improve Your Note-taking Skills</b>	<b>129</b>
Learn to Listen and Write	129
Learn to Abbreviate	129
<b>How Not to Take Notes</b>	<b>129</b>
<b>Edit Your Notes After the Lecture</b>	<b>131</b>
Fill in the Gaps	131
Check for Accuracy	131
Clarify Meaning	132
Rewrite to Improve Organization	133
Add Recall Words	134
<i>Activity 5-10: Add Recall Words</i>	135
Add Questions in the Margin	137
<i>Activity 5-11: Add Marginal Questions</i>	138
<b>Review Your Notes After the Lecture</b>	<b>139</b>
When and Why Should You Review?	140
How Should You Review Your Notes?	140
Use the Recall Column	140
<i>Activity 5-12: Use Recall Cues to Recite Your Notes</i>	140
Use Headings	141
<i>Activity 5-13: Use Headings to Review</i>	141
<i>Activity 5-14: Edit and Review Your Notes</i>	141
<i>Activity 5-15: Where Are You Now?</i>	142
<b>Summary</b>	<b>142</b>

**6****READING YOUR TEXTBOOK 143**

<b>You Need a New Approach in College</b>	<b>143</b>
<i>Activity 6-1: Where Are You Now?</i>	144
<b>General Strategies for Reading College Texts</b>	<b>144</b>
Buy Your Textbook Early	146
Get Acquainted with Your Textbooks	146
<i>Activity 6-2: Describe Your Textbook</i>	146



Read the Chapter Before the Lecture	147
Read Ten Pages at a Time	147
Monitor Your Comprehension	148
<i>Activity 6-3: Monitor Your Comprehension</i>	148
<b>Use a Text Reading/Study System</b>	<b>148</b>
<i>Activity 6-4: Describe the Strategies You're Now Using</i>	149
The P2R System	149
<i>Activity 6-5: Preview Your Textbook</i>	150
<i>Activity 6-6: Use the P2R System</i>	151
<i>Activity 6-7: Evaluate the P2R System</i>	152
The PREP Study System	153
<i>Activity 6-8: Use the PREP Study System</i>	154
<i>Activity 6-9: Evaluate the PREP Study System</i>	154
The SQ3R Reading/Study Method	156
<i>Activity 6-10: Use the SQ3R Method</i>	158
<i>Activity 6-11: Evaluate the SQ3R Method</i>	159
<i>Activity 6-12: Use SQ3R for Text Reading</i>	160
The S-RUN Reading System	162
<i>Activity 6-13: Use the S-RUN System</i>	162
<i>Activity 6-14: Evaluate the S-RUN Reading System</i>	162
<i>Activity 6-15: Read Your Own Texts</i>	165
<i>Activity 6-16: Where Are You Now?</i>	166
<b>Summary</b>	<b>166</b>

**7**

**MARKING YOUR TEXTBOOK 167**

<b>Is Marking Your Textbook Worth Your Time?</b>	<b>167</b>
<i>Activity 7-1: Where Are You Now?</i>	168
<b>Why Should You Mark Your Text?</b>	<b>168</b>
<b>How Should You Mark Your Text?</b>	<b>169</b>
Read, Think, Decide, and Mark	169
<i>Activity 7-2: Mark Important Information</i>	170
Mark Meaningful Phrases	170
<i>Activity 7-3: Mark Meaningful Phrases</i>	171
<i>Activity 7-4: Identify Effective Marking</i>	172
<i>Activity 7-5: Practice Marking</i>	173
<b>What Should You Mark?</b>	<b>174</b>
Mark Heading	174
Mark Main Ideas	175
<i>Activity 7-6: Mark Main Ideas</i>	175
<i>Activity 7-7: Identify Implied Main Ideas</i>	176
Focus on Supporting Material	176
<i>Activity 7-8: Mark Supporting Details</i>	177
Don't Overlook "External" Text Material	178
<b>How Much Should You Mark?</b>	<b>178</b>
Don't Mark Too Little	178
Don't Mark Too Selectively	179