

Kathleen T. McWhorter



Study and Critical Thinking Skills in College

SIXTH EDITION

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Sixth 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 thinking and to provide a unified instructional sequence for skills development.

Goals

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 book 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 ex-

perience. Critical thinking is presented as an integral part of all learning and study tasks. The text presents six levels of thinking based on the revised Bloom's taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating. 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, maintaining academic integrity, 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 also applicable to and contribute to success in the workplace. 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 One 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. Students also learn life skills, including managing finances, health, jobs, and relationships. They learn to build academic integrity by avoiding dishonest academic practices, including plagiarism and cyberplagiarism.

- ◆ **Part Two teaches students fundamental approaches to the learning process and to essential critical thinking strategies.** In Chapter 8 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 9 discusses principles of learning and memory and their application to academic tasks.
- ◆ **Part Three 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 Four 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 present techniques and strategies for lecture note taking, textbook reading and study, reading and evaluating Internet sources, and organizing and synthesizing course content, and discuss academic thought patterns as organizing features. The SQ3R reading-study system is also introduced.
- ◆ **Part Five 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.

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:

- ◆ **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.
- ◆ **How Do You See It?** Each chapter contains an activity based on a photo or cartoon that stimulates critical and creative thinking and encourages students to view chapter content from new perspectives.
- ◆ **Real Students Speak.** Each chapter contains a student profile that identifies the student, states his or her academic goals, and shares the student's advice for academic success involving the skills taught in the chapter.
- ◆ **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.
- ◆ **Interactive Chapter Review.** The final part of each chapter includes one or more activities for each of the six levels of thinking. These activities reinforce chapter content while ensuring that students apply, analyze, synthesize, and evaluate their learning.
- ◆ **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.
- ◆ **The Work Connection.** This activity, appearing near the end of each chapter, 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.
- ◆ **The Web Connection.** Each chapter concludes with an interactive activity involving Web sites that contain additional information on topics covered in the chapter. A brief description of each Web site is included, along with its URL. The sites may provide helpful tips, offer alternative viewpoints, or contain useful study aids such as worksheets, questionnaires, or checklists. Students interact with the Web site by writing about, discussing, or evaluating its content.

Changes in the Sixth Edition

The sixth edition of *Study and Critical Thinking Skills in College* updates the text and adds important topics to its already comprehensive instruction that will help students strengthen their learning and study skills.

- ◆ **New Chapter on Visual and Electronic Sources.** A new Chapter 15, "Learning from Visual and Electronic Media," discusses how to read and learn from

visual sources such as film, video, and television and how to use the CD-ROMs and Web sites that accompany many texts. A section on reading and evaluating Internet sources has been added. Students learn four different types of Web sites: educational, commercial, personal, and organizational. Students are encouraged to evaluate purpose, content, timeliness, and accuracy.

- ◆ **New “Real Students Speak.”** A new chapter feature, “Real Students Speak,” offers a profile of a college student. In each profile, the student’s academic affiliation and goals are identified, and the student’s advice for applying skills taught in the chapter is featured.
- ◆ **New Section on Academic Integrity.** A section has been added to Chapter 2 on building and maintaining academic integrity. Forms of academic dishonesty are addressed; avoiding plagiarism and cyberplagiarism is emphasized.
- ◆ **Revised Web Activities.** The feature at the end of each chapter, “The Web Connection,” which helps students find additional resources for improving learning and study skills at respected academic Web sites, has been revised to be more interactive. Students locate the site, read its content, and now perform an activity that enables them to evaluate or apply the site’s content.
- ◆ **Inclusion of Bloom’s Revised Taxonomy.** Material on the levels of thinking in Chapter 2 and in the Interactive Chapter Reviews throughout the text has been revised to reflect the updated Bloom’s taxonomy prepared by Lorin Anderson et al., *A Revision of Bloom’s Taxonomy of Educational Objectives* (2000).

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.

Instructor’s Manual and Test Bank. The Instructor’s Manual and Test Bank provide 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 10-item multiple-choice quiz for each chapter of the text.

Vocabulary Simplified. Instructors may choose to shrink-wrap *Study and Critical Thinking Skills in College* with a copy of *Vocabulary Simplified*, second edition. This book, written by Kathleen McWhorter, works well as a supplemental text by providing instruction and practice in vocabulary. Students can work through the book independently, or units may be incorporated into weekly lesson plans. Topics covered include methods of vocabulary learning, contextual aids, word parts, connotative meanings, idioms, euphemisms, and many more fun and interesting topics. The book concludes with vocabulary lists and exercises representative of 11 academic disciplines. To preview the book, contact your Longman sales consultant for an examination copy.

For Students

Online

MySkillsLab 2.0 (www.longman.com/myskillslab). This exciting new Web site houses all the media tools any developmental English student will need to improve their reading, writing, and study skills, and all in one easy-to-use place. For additional reading help, Longman offers the groundbreaking Reading Roadtrip 4.0 program that takes students on a tour of 16 cities and landmarks throughout the United States, with each of the 16 modules corresponding to a reading or study skill. The topics include main idea, vocabulary, understanding patterns of organization, thinking critically, reading rate, note-taking and highlighting, graphics and visual aids, and more. The newly updated version of this revolutionary reading resource now includes a fully revised design and new practice tests, and mastery tests for all 16 cities. Students can now begin their trip by taking a brand new **diagnostic** test that provides immediate feedback, guiding them to specific modules for additional help with reading skills. MySkillsLab 2.0 is available with any Longman title.

Longman Vocabulary Web Site. Available on MySkillsLab 2.0, this site includes hundreds of vocabulary words that every high school graduate should know, as well as hundreds of exercises in 10 topics to strengthen and increase vocabulary knowledge, audio clips to help facilitate pronunciation skills, and flash cards for practice in learning new words.

Longman Study Skills Web Site. Available on MySkillsLab 2.0, this site offers hundreds of review strategies for college success, time and stress management skills, study strategies, and more. Students can take a variety of assessment tests to learn about their organizational skills and learning styles, with follow-up quizzes to reinforce the strategies they have learned.

Print

The Dictionary Deal. Two dictionaries can be shrink-wrapped with this text either free or at a nominal fee. *The New American Webster Handy College Dictionary* is a paperback reference text with more than 100,000 entries. *Merriam-Webster's College Dictionary*, 11th edition, is a hardback reference with a citation file of more than 14.5 million examples of English words drawn from actual use. For more information on how to shrink-wrap a dictionary with your text, please contact your Longman sales representative.

The Longman Reader's Portfolio and Student Planner. This unique portfolio/planner supplement provides students with a space to plan, think about, and present their work, as well as a calendar to schedule their semester and keep key instructor information. The portfolio includes a learning style questionnaire, personal reading log, vocabulary log, textbook reading response sheet, final assessment chart, and much more.

The Longman Textbook Reader. This supplement, for use in developmental reading courses, offers five complete chapters from Addison Wesley Longman textbooks: computer science, biology, psychology, communications, and business. Each chapter includes additional comprehension quizzes, critical thinking questions, and group activities. Available free with the adoption of this Longman text. For information on how to bundle *The Longman Textbook Reader* with your text, please contact your Longman sales representative. Available in two formats: with answers and without answers.

Newsweek Alliance. Instructors may choose to shrink-wrap a 12-week subscription to *Newsweek* with any Longman text. The price of the subscription is 59 cents per issue (a total of \$7.08 for the subscription). 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. For more information on the *Newsweek* program, please contact your Longman sales representative.

For Instructors

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 (ISBN: 0-321-01957-1).

The Longman Instructor’s Planner. This all-in-one resource for instructors includes monthly and weekly planning sheets, to-do lists, student contact forms, attendance rosters, a grade book, an address/phone book, and a mini almanac. Ask your Longman sales representative for a free copy (ISBN: 0-321-09247-3).

The Longman Reader’s Journal, by Kathleen T. McWhorter. This reader’s journal, free with any textbook by Kathleen McWhorter, offers students a space to record their questions about, reactions to, and summaries of materials they’ve read. Also included is a personal vocabulary log, as well as ample space for free writing. For an examination copy, contact your Longman sales consultant (ISBN: 0-321-08639-2).

The Longman Writer’s Journal. This journal for writers, free with any Longman English text, offers students a place to think, write, and react. For an examination copy, contact your Longman sales consultant (ISBN: 0-321-08639-2).

The Longman Researcher’s Journal. This journal for writers and researchers, free with this text, helps students plan, schedule, write, and revise their research project. An all-in-one resource for first-time researchers, the journal guides students gently through the research process (ISBN: 0-321-09530-8).

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KATHLEEN T. MCWHORTER

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 provides step-by-step directions for mastering specific study skills such as time management, lecture note taking, class participation, and exam preparation. At the same time, it integrates comprehensive and careful development of critical thinking skills in multiple contexts: in solving study problems, responding to images, evaluating learning, 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.

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