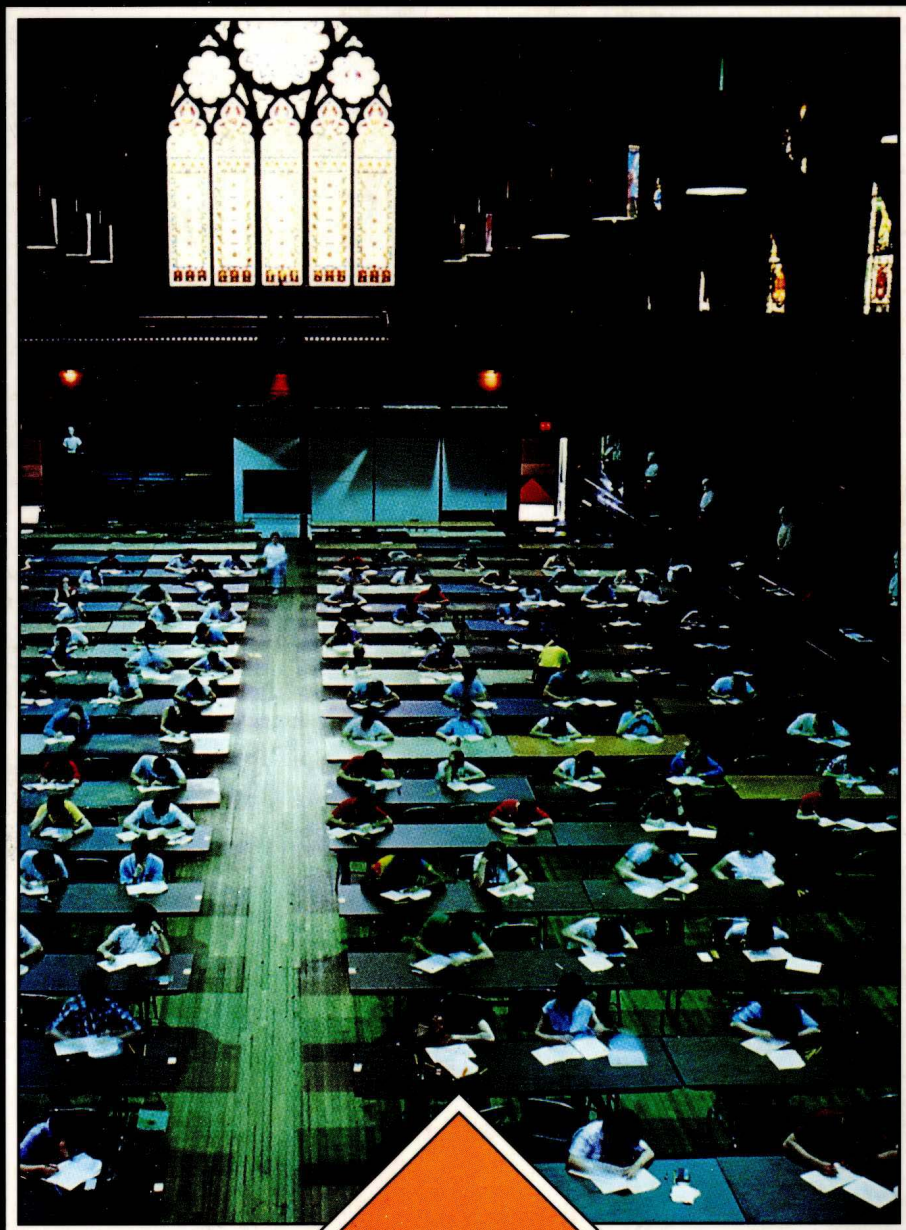


COLLEGE LEARNING AND STUDY SKILLS ***SECOND EDITION***



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Debbie Guice Longman

Rhonda Holt Atkinson

Second Edition

COLLEGE LEARNING AND STUDY SKILLS

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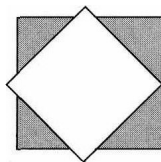
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To Alden J. Moe and Ray R. Buss for your friendship and support.



PREFACE

WE WROTE THE FIRST EDITION of *College Learning and Study Skills* to help students succeed and prosper in college. Specifically, we intended to help students develop strategies for time management, study skills, test taking, using their libraries, and writing research papers. In addition, we sought to accomplish four objectives: to provide information in a context suitable for post-secondary developmental learners; to help post-secondary developmental students become more active learners; to explain the mental processes involved in learning; and to incorporate recent theories and research into reading and study skill instruction at the post-secondary level.

We have been pleased by the response to the book. Instructors and students with whom we have spoken have felt, as we have, that the first edition of *CLASS* met these objectives. An additional survey of users of *CLASS* from around the country generally agreed. We realized, however, that revisions were needed to meet the changing needs of the students for whom the book was written.

This second edition of *College Learning and Study Skills* reflects comments from users and reviewers of the first edition. The book has been changed in two major ways. First, we have made the book easier to use by streamlining it to ten chapters and changing the organization of chapters in what we think is a logical way. For example, the chapter on active listening during lectures now immediately follows Chapter Two on time management, and a chapter on test-taking is now in the middle of the book, where it can help students prepare for their mid-term exams. No major topics in the book have been omitted. Second, a number of important topics have been added to this edition. These include the problems disabled and reentry students often face, how to set a writing schedule, and

suggestions for preparing to take objective and subjective exams. More science-oriented examples and problems have also been added.

This edition contains two new pedagogical features. One is a brief writing component called "Write to Learn" which appears several times in each chapter. The other is a "Group Learning Activity" which appears at the end of each chapter and offers opportunities for setting up student study groups. In addition, the lengthy vocabulary section at the end of the first edition of *CLASS* has been replaced by more accessible vocabulary exercises at the beginning and end of each chapter. The original vocabulary sections are still available, but as an accompanying text called *Vocabulary for College and Beyond (VOCAB)*.

A newly revised instructor's manual and computer program accompany this text. The computer disk, now easier for instructors and students to use, includes the following five programs: *HIGH-LITE* (indicating the importance of previewing and background knowledge); *TESTER* (reinforcing test-taking strategies); *SCANNER* (providing realistic practice in varying reading speed); *ANALOGY* (extending practice of complex word relationships); and *HANG-MAN* (providing practice in determining the meanings of new words, using the context, and deriving meaning through structural analysis).

Although *CLASS* is designed for use in a post-secondary study skills course, it also can serve as the principal text for an advanced reading course or as a resource for English classes or learning assistance centers. It also may be used by the student independently.

The completion of any major project requires the assistance of many people. We wish first to thank our families who support and assist us in so many ways. Second, we gratefully acknowledge the friendship and support of Karen Coltharp of Louisiana State University who helped us view the manuscript with fresh eyes. Third, we thank the following reviewers whose comments helped shape this edition:

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CONTENTS



WINNING THE GAME OF HIGHER EDUCATION

2

SETTING GOALS FOR ACADEMIC SUCCESS 4

Aptitudes 6

Abilities 7

Interests 7

Needs 8

Values 9

TRACKING GOALS: GRADING SYSTEMS 9

CAMPUS GAMEBOARDS 11

Business Office 12

Financial Aid Office 12

Admissions Office 12

Dean's Office 12

Library 13

Career Guidance and Placement Offices 13

Correspondence and Extension Division 13

Student Health Services 13

PRINCIPAL PLAYERS: FACULTY AND OTHER STUDENTS 13

Interacting with Instructors 14

Classroom Behavior 14

Out-of-Class Behavior 16

Interacting with Other Students 17

Classroom Behavior 17

Out-of-Class Interaction 19

WINNING AGAINST THE ODDS: NONTRADITIONAL STUDENTS	19
The Older Adult Student	20
<i>Frequent Obstacles Facing Returning Adult Students</i>	20
<i>Coping with Obstacles</i>	21
The ESL Student	21
Commuting Students	22
Disabled Students	23
Reentry Students	24
BECOMING A SKILLED LEARNER	25
Taking Stock	25
Learning Strategies	29
GROUP LEARNING ACTIVITY	29
SUMMARY OF MAIN POINTS	31
CHAPTER REVIEW	31
REFERENCES	33



TIME MANAGEMENT: AVOIDING “25 OR 6 TO 4” 34

VOCABULARY ACTIVITY	36
EFFECTIVE TIME MANAGEMENT THROUGH CLASS SCHEDULING	38
UNDECIDED MAJORS: A WASTE OF TIME?	39
AVOIDING PROCRASTINATION	42
Motivation	43
<i>Internal Motivation</i>	43
<i>External Motivation</i>	43
Goals: Term, Weekly, Daily	44
<i>Setting Effective Goals</i>	45
<i>Evaluating Your Goals</i>	46
Getting Started	48
Achieving Closure	49
PRIME STUDY TIME	50
Protecting Prime Study Time	50
Selecting a Study Site	51
MANAGING A TERM	52
IMPLEMENTING A WEEKLY PLAN	55
Managing the Week	55
Managing the Day	55
Making One Minute Work as Two	57
Avoiding Burnout	59
GROUP LEARNING ACTIVITY	61
SUMMARY OF MAIN POINTS	62
VOCABULARY EXERCISE	63
CHAPTER REVIEW	64



“A STUDENT LIVES”: ACTIVE LISTENING DURING LECTURES

66

VOCABULARY ACTIVITY	68
INEFFECTIVE LISTENING	71
Lack of Concentration	73
<i>External Distractions</i>	73
<i>Internal Distractions</i>	73
Inability to Find Main Idea	74
Inability to Identify Important Information	77
Poor Recall	79
ACTIVE LISTENING: COMMUNICATION BETWEEN SPEAKER AND LISTENER	80
Your Instructor, the Speaker	83
You, an Active Listener	83
<i>Determining Your Listening Responsibilities</i>	84
<i>Background Knowledge</i>	84
<i>Maximizing Listening</i>	88
GROUP LEARNING ACTIVITY	89
SUMMARY OF MAIN POINTS	90
VOCABULARY EXERCISE	90
CHAPTER REVIEW	92



NOTE-TAKING STRATEGIES: BEFORE, DURING, AND AFTER CLASS

94

VOCABULARY ACTIVITY	96
BEFORE CLASS: PREPARATION USING THE TEXT	98
Previewing the Text	98
<i>Making Predictions About Content</i>	99
<i>Previewing Basics</i>	100
<i>Constructing a Note-taking Outline Through Text Previewing</i>	100
Marking and Labeling the Text	102
<i>Text Marking: What and How Much</i>	104
<i>Text Labeling</i>	104
IN CLASS: APPLYING ACTIVE LISTENING AND TAKING EFFECTIVE NOTES	111
Basic Lecture Formats	111
<i>Lectures Dependent on the Text</i>	111
<i>Lectures Independent of the Text</i>	112
<i>Lectures That Include Media</i>	112
Note-taking: The Action in Active Listening	115
<i>Pros and Cons of Tape Recorders</i>	115
<i>Personalizing Your Notes</i>	119
Outlining	120
Taking Notes from Lecture Media	123

AFTER CLASS: THE FOLLOW-THROUGH 123

Post-Lecture Reading 123

Cornell System of Note-taking 123

Graphic Methods of Note-taking 125

Idea Maps 126

Charts 128

GROUP LEARNING ACTIVITY 131

SUMMARY OF MAIN POINTS 132

VOCABULARY EXERCISE 132

CHAPTER REVIEW 133

REFERENCES 135



MEMORY TECHNIQUES: RECALLING WHAT YOU LEARN

136

VOCABULARY ACTIVITY 138

REGISTRATION 140

SHORT-TERM MEMORY (STM) 141

WORKING MEMORY 142

REHEARSAL 142

Practice 143

Spaced Study 143

Cramming 144

Previewing 145

Recitation 145

Study Groups or Partners 145

Overlearning 146

Organization 146

Association 148

Mental and Physical Imagery 148

Acronyms and Acrostics 149

Location 150

Word Games 152

LONG-TERM MEMORY (LTM) 154

Processing Depth 154

Forgetting: Loss of Information from LTM 156

Interference 156

Disuse 157

CONTENT AREAS AND CORRESPONDING MEMORY REQUIREMENTS 157

GROUP LEARNING ACTIVITY 161

SUMMARY OF MAIN POINTS 162

VOCABULARY EXERCISE 162

CHAPTER REVIEW 164

REFERENCES 166

6

TESTS: PREPARING FOR AND TAKING THEM

168

VOCABULARY ACTIVITY	170
KINDS OF TESTS	172
PREPARING FOR TESTS	172
POSSE: A Study Plan for Objective Tests	174
PORPE: A Study Plan for Subjective Tests	175
TAKING TESTS	178
Test of Test-Wiseness	178
Key and Test-Wise Strategies	180
Taking Subjective and Objective Tests	184
Open-Book and Take-Home Tests	185
Finals	187
MENTAL PREPAREDNESS	192
Stages of Stress	192
<i>Alarm</i>	193
<i>Fear</i>	193
<i>Panic</i>	194
Stress Management	194
<i>Withdrawal</i>	194
<i>Coping</i>	197
PHYSICAL PREPAREDNESS	198
Rest and Recuperation	198
Nutrition	198
Health	199
AFTER THE TEST: FOLLOW-THROUGH	199
GROUP LEARNING ACTIVITY	201
SUMMARY OF MAIN POINTS	202
VOCABULARY EXERCISE	202
CHAPTER REVIEW	204
REFERENCES	205

7

THE LANGUAGE AND CONTENT OF TEXTS

206

VOCABULARY ACTIVITY	208
TERMINOLOGY: THE LANGUAGE OF COLLEGE COURSES	210
College Contexts	210
Using the Dictionary	213
Using a Glossary	214
Context	216
<i>Stated Context Clues</i>	218
<i>Unstated Context Clues</i>	219
Structural Analysis	223

VOCABULARY ACQUISITION	225
READING TEXTBOOKS: A CONTINUAL CALCULATION	227
Predicting Reading Rate	228
<i>Skimming</i>	229
<i>Scanning</i>	231
Topic Difficulty	234
Text Structure	235
<i>Introduction/Summary</i>	235
<i>Subject Development/Definition</i>	236
<i>Enumeration/Sequence</i>	236
<i>Comparison/Contrast</i>	236
<i>Cause/Effect</i>	236
<i>Signal Words That Indicate Text Structure</i>	237
PROCESSING INFORMATION	242
Reading for Stated Main Ideas	244
Reading to Infer Information	245
Critical Reading	246
<i>Author's Qualifications</i>	246
<i>Distinguishing Fact from Opinion</i>	247
<i>Recognizing Propaganda</i>	248
MONITORING UNDERSTANDING	250
SQ3R: A SYSTEMATIC PLAN FOR FOLLOW-THROUGH	250
GROUP LEARNING ACTIVITY	253
SUMMARY OF MAIN POINTS	254
VOCABULARY EXERCISE	254
CHAPTER REVIEW	256
REFERENCES	257



USING GRAPHICS IN TEXT

260

VOCABULARY ACTIVITY	262
PURPOSE OF TEXT GRAPHICS	264
UNDERSTANDING DIFFERENT TYPES OF TEXT GRAPHICS	265
Examining Diagrams	266
Interpreting Charts	268
<i>Tables</i>	268
<i>Flowcharts</i>	270
<i>Time Lines</i>	272
Analyzing Graphs	275
<i>Bar Graphs</i>	275
<i>Line Graphs</i>	279
<i>Circle Graphs</i>	280
Reading Maps	284
<i>Types of Maps</i>	284
<i>Characteristics of Maps</i>	285
TAKING NOTES FROM TEXT GRAPHICS	290
GROUP LEARNING ACTIVITY	290

SUMMARY OF MAIN POINTS	290
VOCABULARY EXERCISE	291
CHAPTER REVIEW	292



MAKING YOUR WAY THROUGH THE MAZE: LIBRARY AND RESEARCH SKILLS

294

VOCABULARY ACTIVITY	296
SOMEONE TO ASSIST YOU: THE LIBRARIAN	298
A THREAD TO GUIDE YOU: LIBRARY ORGANIZATION	299
The Card Catalog	299
Systems of Organization	303
A SWORD AND THE SKILL TO USE IT: A WORKING BIBLIOGRAPHY AND RESEARCH SKILLS	304
Creating a Working Bibliography	304
Research Skills	308
THE MAZE: VARIETY OF INFORMATION IN THE LIBRARY	315
General References	315
Specialized Content References	321
RUNNING THE MAZE: THE RESEARCH PROCESS	322
GROUP LEARNING ACTIVITY	322
SUMMARY OF MAIN POINTS	323
VOCABULARY EXERCISE	324
CHAPTER REVIEW	325
REFERENCES	327



WRITING THE RESEARCH PAPER

328

VOCABULARY ACTIVITY	330
TYPES OF RESEARCH PAPERS	332
PARTS OF THE RESEARCH PAPER	333
SELECTING THE SUBJECT	335
Interest and Importance	336
Library Resource Availability	336
Narrowing the Subject	336
Purpose	336
Determining Scope	337
Writing the Thesis Statement	339
Creating a Title	340
GATHERING AND EVALUATING SOURCES OF INFORMATION	342
Research Methods	342
Library Research	343
Observation	343
Interviews	343
Personal Experience	344

- Personal Inferences* 344
 - Evaluating Sources 345
 - Primary vs. Secondary Sources* 345
 - Relevancy* 345
 - Objectivity and Bias* 348
 - Author's Qualifications* 349
 - Difficulty* 349
- SYNTHESIZING SOURCES 351
 - Outlines 351
 - Charts 352
- WRITING THE PAPER: THE PROCESS 362
 - First Draft 362
 - Introduction: "Tell Them What You're Going to Say"* 362
 - Text: "Tell Them"* 363
 - Summary: "Tell Them What You Said"* 364
 - Second Draft 364
 - Elements of Style* 364
 - Final Revisions* 366
 - Plagiarism 371
- AVOIDING THE "I'M OVER-MY-HEAD FEELING: SETTING A WRITING SCHEDULE 373
 - Rationale for a Writing Schedule 373
 - Setting a Writing Schedule 374
- GROUP LEARNING ACTIVITY 375
- SUMMARY OF MAIN POINTS 376
- VOCABULARY EXERCISE 377
- CHAPTER REVIEW 378
- REFERENCES 379

SAMPLE CHAPTER A 380

PATENTS

SAMPLE CHAPTER B 392

CIVIL RIGHTS

SAMPLE CHAPTER C 420

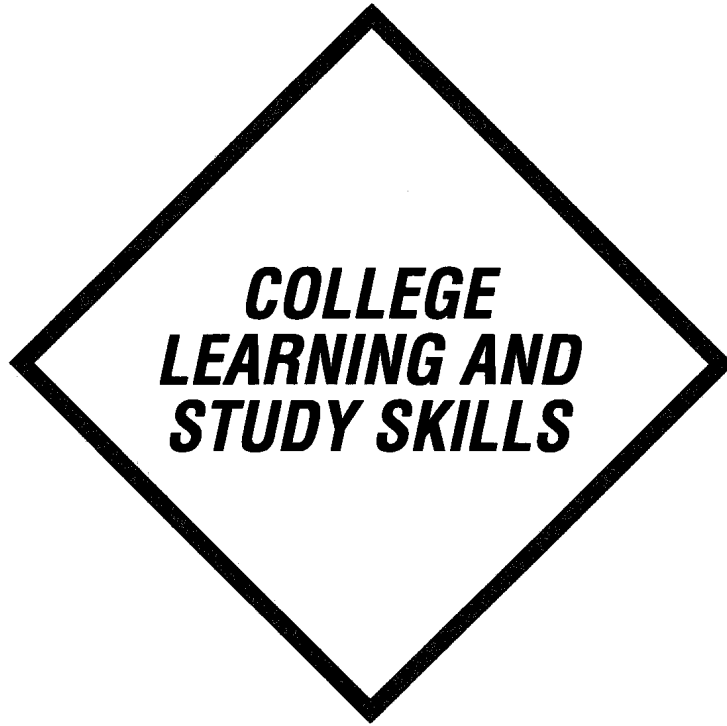
THE STATES OF MATTER

SAMPLE CHAPTER D 444

SPECIAL SPEAKING OCCASIONS

GLOSSARY 457

INDEX 469



***COLLEGE
LEARNING AND
STUDY SKILLS***

1

Winning the Game of Higher Education

