



CHAPTER

1

Being Successful in College

A New World of Reading and Studying

CHAPTER OBJECTIVES

In this chapter you will learn the answers to these questions:

- What do I need to do to be successful?
- Why is it important to set goals for myself?
- What do I need to know about the process of reading and studying?
- What are learning styles?

WHAT YOU NEED TO LEARN

What Do You Need to Do to Be Successful?

Why Is It Important to Set Goals?

What Do You Need to Know about the Reading and Studying Process?

What Are Learning Styles?

CREATING YOUR SUMMARY

Developing Chapter Review Cards

READINGS

Selection 1-1 (Nonfiction)

“A Mother’s Answer”

from *The Big Picture: Getting Perspective on What’s Really Important*

by Ben Carson with Gregg Lewis

Selection 1-2 (Student Success)

“Yes, You *Can* Strengthen Your Memory Skills!”

from *Peak Performance: Success in College and Beyond*

by Sharon Ferrett

Selection 1-3 (Study Skills)

“Wise Up! The When and How of Preparing for Tests”

from *P.O.W.E.R. Learning: Strategies for Success in College and Life*

by Robert S. Feldman

WHAT DO YOU NEED TO DO TO BE SUCCESSFUL?

Welcome to the new world of college reading and studying. It's a world in which you can be successful—if you do the right things. Most students want to be successful, of course, but not every college student knows what to do in order to succeed. One way is simply to examine what successful college students do and then make sure you do the same things yourself.

What characterizes college students who are successful? According to a study in the *Journal of College Reading and Learning*, there seem to be at least six important factors for success. What is interesting about these factors is that they are so logical and obvious. Yes, these things require some self-discipline, but so do most things in life that are worthwhile and lead to a feeling of accomplishment. These success behaviors and attitudes are within the reach of nearly all students. In fact, you may already do several of them. Keep doing them! However, there may still be ones that you can improve upon or do more consistently. They are all strategies you can begin using today, and if you use them consistently, semester by semester, you will become an even more effective and successful student. In short, anyone who wants to be a successful college student must do the things successful college students do.

The six characteristics are:

- 1. Successful students are prepared for class.** In most college courses, preparing for class means much more than completing homework assignments. Successful students prepare for class by reading the textbook assignment carefully, underlining or highlighting main points in the text, and taking notes from the text. Successful students also look over the information in their text and notes again before class so that they can understand what the instructor will be talking about and so that they can do a better job of taking notes in class. Being prepared for class enables students to participate in class discussions and to ask questions that help them understand the material and keep their attention focused.
- 2. Successful students attend every class and pay close attention.** Not only do they attend every class, they arrive early. They sit where the instructor can see them and where they can see the instructor. They turn off their cell phones. They focus their attention on what the instructor is saying, and they take notes often. They participate in class discussions, even if their participation is limited at first to asking questions. They know that going to class gives them the opportunity to learn more about the important information in their homework assignments. They know that identifying the material the instructor considers important is especially helpful when it is time to study for a test on the material. These students do more than just attend class: They “attend” in the sense that they are “attentive.” They are attentive in class, and they participate in class discussions. Successful students view attending class as an opportunity to learn—not as an occasion for socializing with friends.

- 3. Successful students perceive instructors as experts.** Successful students know that their instructors are expert resources and that instructors want their students to do well. Because successful students are always prepared for class and attend class regularly, they feel more comfortable approaching the instructor when they need assistance. They do not wait until they need a favor or need help to establish rapport with the instructor. More important, they do not wait until failure is inevitable before they ask for help. Some students perceive asking for help as showing their ignorance. Successful students, however, view this action as a positive one. They realize most instructors are very pleased when a student is interested enough to seek help.
- 4. Successful students follow an organized study routine.** Organized students regularly take time to think about (a) the things they need to do, (b) which things they need to start working on now, and, (c) what they can do at a later date. They are aware of when they are using their time well and when they are wasting time. They routinely establish daily objectives that will help them fulfill both short- and long-term goals. (Goal setting is discussed later in this chapter.) Successful students often work ahead so that work does not pile up and so that tests and deadlines do not cause them undue stress.
- 5. Successful students develop a set of study skills strategies.** Successful students constantly review what they are learning in their courses. To do this, they develop creative ways to reorganize course material. For example, they might put the information in the form of review cards, summary notes, charts, or diagrams. Depending on their learning style, some students find that making tape recordings is helpful. (Ways of organizing information are discussed in Chapter 11; learning styles are discussed later in this chapter.) Reorganizing information requires that students work actively with the information to make sense of it and then organize it in a way that will help them remember it. When preparing for exams, successful students isolate themselves from friends (other than study groups) and other distractions. They start early, review the material, and reread all the important points. They rewrite their notes. They ask for help on material they still do not understand.
- 6. Successful students take responsibility for their own success.** Successful students are realistic about the amount of time they need to study. They pass up temptations to socialize or to entertain themselves instead of study because they place a higher priority on their schoolwork than on their social life. Successful students are willing to make sacrifices in order to keep up their grades because they value the long-term rewards associated with completing a college education. They have a clear idea of why they want to earn a college degree (and it is not simply to make money), and they often know what they want to do once they have completed their college education. (If you are unclear about your major or career interest, talk with one of your college's advisors or career planning specialists.)

The *Journal of College Reading and Learning* article concludes: “Most students attain the maturity to balance their academic and social life. Those who do not know

Becoming a successful student involves behaviors and attitudes that nearly all students can adopt.



where to draw the line often drop out or fail out of college.” The good news, though, as noted at the beginning of this chapter, is that the characteristics described here are ones that almost any student can acquire and use.

Source: Robert Nelson, “Using a Student Performance Framework to Analyze Success and Failure,” *Journal of College Reading and Learning* 29, no. 1, Fall 1998, pp. 82–89.

WHY IS IT IMPORTANT TO SET GOALS?

As noted previously, successful students have a clear idea of why they want to earn a college degree and what they want to do once they finish college. In other words, they have specific goals they want to achieve. Setting goals is a factor that distinguishes not only successful students, but successful people.

Setting goals involves identifying things that you would like to accomplish, writing them down, and making a commitment to achieve them.

There are several benefits from setting goals. Three important ones are:

- **Having goals keeps you motivated.** When you set goals, you identify future achievements that are important and meaningful to you.
- **Having goals enables you to make good decisions about how you use your time and energy.** At any given moment, you can ask yourself whether what

you are doing is moving you toward achieving one of your goals or whether it is moving you away from it.

- **Having clear, written goals enables you to measure your progress toward achieving them.** It is satisfying to accomplish goals and to look back on ones you have achieved.

To be useful, goals must be specific and clear. They should also be realistic, that is, things that you can actually achieve (even though some may require considerable effort). An example of a clear, specific, and realistic goal is: “I will complete all of my courses this semester and make at least a B average.” (An example of a vague goal is, “I’ll do better this semester.” An example of an unrealistic goal is, “I’ll work 40 hours a week, take six courses this semester, and make all As.”)

It is also important to put your goals in writing. Goals that are not written down are not much better than wishes. Writing your goals down helps you make a commitment to them. You should also keep a copy of them on your desk or some other place where you will see them often. Read them daily and visualize yourself achieving them. Be sure, too, that you review the goals themselves on a regular basis, perhaps at the beginning of each month. Update them as needed by modifying them, adding new ones, and removing ones you have attained.

You should designate your goals as short-term goals, intermediate goals, or long-term goals. These designations refer to the length of time you think it will take to accomplish the goals.

KEY TERMS

short-term goal

Goal you want to accomplish within three to six months.

intermediate goal

Goal you want to accomplish within the next three to five years.

long-term goal

Goal you want to accomplish during your lifetime.

- **Short-term goals** are goals that you want to accomplish within three to six months (or during a semester). Examples would be, “To learn to use a word-processing program,” “To find a part-time job,” and “To save enough money to take a ski trip during the semester break.”
- **Intermediate goals** are those you want to accomplish within the next three to five years. Examples are, “To attain my undergraduate degree,” “To obtain an entry-level job in my career field,” and “To complete a marathon.”
- **Long-term goals** are large, often more complex goals that you want to accomplish during your lifetime. Examples are, “To establish and run my own software company,” “To get married and have a family,” and “To travel throughout Europe.”

In addition to identifying a time frame for each goal, you may find it helpful to categorize your goals. Use categories such as personal, financial, health, educational, travel, career, spiritual, and so forth.

PUTTING YOUR GOALS IN WRITING

Take a few minutes to write out your goals. Write at least three goals for each category. (These are personal and private, and they do not have to be shared with anyone.)

What are my short-term goals?

On the lines below, write at least three things you want to accomplish this semester.

1. _____
2. _____
3. _____
4. _____
5. _____

What are my intermediate goals?

On the lines below, write at least three things you want to accomplish within three to five years.

1. _____
2. _____
3. _____
4. _____
5. _____

What are my long-term goals?

On the lines below, write at least three things you want to accomplish and achieve during your lifetime.

1. _____
2. _____
3. _____
4. _____
5. _____

WHAT DO YOU NEED TO KNOW ABOUT THE READING AND STUDYING PROCESS?

In addition to doing what successful college students do, including setting goals, knowing more about the reading process can make your studying more effective.

Did you know that reading is more than just moving your eyes in a certain way and decoding and pronouncing words? In reality, reading is a form of the *thinking* process, and the goal is to comprehend the author's message. To do this, you must

KEY TERMS**prior knowledge**

What you already know about a topic.

Prior knowledge is also known as *background knowledge*.

previewing

Examining material to determine its topic and organization before actually reading it.

predicting

Anticipating what is coming next as you read.

“think along” with the author; that is, you must follow and understand his or her train of thought. Furthermore, you must make connections between what you are reading and what you already know about the topic. This background knowledge—what you already know about a topic—is called **prior knowledge**.

How can you activate your prior knowledge when you begin reading an assignment? One way is to preview the assignment. **Previewing** means examining material to determine its topic and organization before actually reading it. Successful college students look it over to see what it is about and how it is organized. They look at the introduction, headings, illustrations, and chapter summary. They think about the information they are about to learn and try to recall anything they already know about the topic. In other words, they activate and assess their prior knowledge. If the material is challenging and they do not know very much about the topic, they may want to learn a little bit more about it first. To accomplish this, they might look up a topic in an encyclopedia, a good dictionary, or go online to get additional information from the Internet. After they have finished previewing, they take a few minutes to reflect on this information. They may even take a few introductory notes about what they will be studying.

Good readers are active readers. They know that as they read they must constantly ask questions and think about how the material is organized. They use the skill of **predicting** to anticipate what is coming next. Predicting helps readers concentrate on what they are reading and helps them read actively and effectively.

Skillful readers prepare themselves to read by previewing and assessing their prior knowledge. Then they ask and answer questions as they read. Finally, they review material by rehearsing the answers to their questions. The reason good readers ask themselves questions as they read is to check their comprehension (understanding) of what they are reading. Whenever they realize they are not comprehending, they take specific steps to fix the problem. The box on pages 11–12 gives a summary of the process of reading and studying college textbooks. (Chapter 11, “Applying Core Comprehension Skills as You Study,” explains these study-reading strategies in depth.)

You may be surprised to learn that even good readers have to reread certain things when they are studying. They are especially likely to reread when the material is complicated and when the topic is new or unfamiliar to them.

Skillful readers also adjust their reading strategies and their reading rate according to the *type* of material they are reading (such as a textbook, a newspaper, a book of poems, a comic strip) and their *purpose* for reading (to gain information, to entertain themselves, to receive inspiration or comfort, and so forth). You will learn more about all of these strategies in *New Worlds*.

**SUMMARY OF THE THREE-STEP PROCESS FOR READING
AND STUDYING COLLEGE TEXTBOOKS****Step 1: Prepare to Read****Preview the selection to see what it contains and how it is organized.**

- Read the title.
- Read the introduction.
- Read headings and subheadings in each section.
- Read words in italics, bold print, or color.
- Look at all illustrations, charts, and diagrams.
- Read any questions that are included in the chapter or a study guide.
- Read the summary.

Consider the topics being presented. Ask yourself:

- “What topics does the author seem to be emphasizing?”
- “How are the topics organized?”

Assess your prior knowledge. Ask yourself:

- “What do I already know about the topic?”
- “How familiar am I with this topic?”

Plan your reading and study time. Ask yourself:

- “How long will it take me to read this assignment?”
- “Do I need to divide the assignment into smaller units?”

Step 2: Ask and Answer Questions to Enhance Your Reading**Guide your reading by asking and answering questions.**

- Turn chapter headings into questions.
- Create questions based on what the paragraphs or sections appear to be about.
- If the author has included questions, use them.
- Use questions in a study guide, if there is one.
- Use questions given out by the instructor.

Read actively.

- Look for answers to your questions.

(continued on next page)

Record the answers to your questions.

- Write the answers on notebook paper or in the margins of the textbook.
- Take notes about the material or make review cards.
- Emphasize the answers by highlighting or underlining them.

Step 3: Review by Rehearsing the Answers to Your Questions**Review the material and transfer it into long-term memory by rehearsing.**

- Recite (say aloud) the answers to your questions, and then review any you missed.
- Try to write the important points from memory, and then fill in any missing information.

WHAT ARE LEARNING STYLES?

Being aware of your learning style, or how you learn best, can help you become a more successful student. To gain insight into your learning style, complete the learning styles inventory below. When you have completed the survey and totaled your responses, read the rest of this section.

IDENTIFYING YOUR LEARNING STYLE

To gain insight into your learning style, answer the following questions. For each item, circle all the answers that describe you.

1. When I go someplace new, I usually
 - a. trust my intuition about the right direction or route to take.
 - b. ask someone for directions.
 - c. look at a map or printed directions.
2. I like to go to places where
 - a. there is a lot of space to move around.
 - b. people are talking or there is music that matches my mood.
 - c. there is good "people watching" or there is something interesting to watch.
3. If I have many things to do, I generally
 - a. am fidgety until I get most of them done.
 - b. repeat them over and over to myself so I won't forget to do them.
 - c. make a list of them or write them on a calendar or organizer.
4. When I have free time, I like to
 - a. work on a hobby or do crafts, or do an activity such as play a sport or exercise.
 - b. listen to music or talk on the phone.
 - c. watch television, play a video game, go online, or see a movie.

5. When I am talking with other people, I usually
 - a. move close to them so I can get a feel for what they are telling me.
 - b. listen carefully so I can hear what they are saying.
 - c. watch them closely so that I can see what they are saying.
6. When I meet someone new, I usually pay most attention to
 - a. the way the person walks or moves, or to the gestures the person makes.
 - b. the way the person speaks and how his or her voice sounds.
 - c. the way the person looks (appearance, clothes, etc.).
7. When I choose a book or article to read, I typically choose one that
 - a. deals with sports or fitness, hobbies and crafts, or other activities.
 - b. tells me about a topic of particular interest to me.
 - c. includes a lot of photos, pictures, or illustrations.
8. Learning about something is easier for me when I can
 - a. use a hands-on approach.
 - b. have someone explain it to me.
 - c. watch someone show me how to do it.

Total up your As, Bs, and Cs:

_____ As _____ Bs _____ Cs

If your highest total is As, you are a *tactile* or *kinesthetic* learner.

If your highest total is Bs, you are an *auditory* learner.

If your highest total is Cs, you are a *visual* learner.

KEY TERMS

learning style

The modality through which an individual learns best.

visual learner

One who prefers to see or read information to be learned.

auditory learner

One who prefers to hear information to be learned.

tactile learner

One who prefers to write information to be learned or to manipulate materials physically.

The term **learning style** refers to the modality through which an individual learns best. The modalities are visual, auditory, and tactile. A person whose learning style is visual prefers reading or seeing, an auditory learner prefers hearing information. Tactile learners prefer a hands-on approach—touching or manipulating materials.

Most students are capable of learning in any of these ways. Even so, most people have a preferred style, that is, one that they prefer to use because it makes learning easier and more effective for them. For example, one student may prefer to look at a map, while another may prefer to listen to directions for reaching the same destination; still another student might find it helpful to actually draw the map or trace the route with a fingertip. Some students might be comfortable with any of these ways or prefer a combination of them.

Students who are primarily **visual learners** learn best when they see or read material. They benefit from books, class notes, review cards, test review sheets, and the like. Students who are primarily **auditory learners** learn best when they hear the material one or more times. They benefit from classes that feature lectures and discussions. Auditory learners also benefit from reciting material or reading it aloud to themselves, making audio tapes, and participating in study groups. Students who are primarily **tactile learners** benefit from writing information down or manipulating

materials physically. They learn best from laboratory work and other types of hands-on activities. The chart below summarizes this information on learning styles. Once you have identified your preferred learning style, you can choose course formats, classroom settings, and study techniques that let you use your style to full advantage.

As noted, most students have a learning style that they *prefer* to use. However, all students will find themselves in situations that require them to utilize the other learning styles. For this reason, it is important to develop and practice with a variety of study and learning skills.

In addition to knowing your learning style, you should think about whether you prefer to work by yourself or with others. If you are a person who studies more effectively alone, you may need to take steps to “protect” your study time and your study space. If you find it helpful to study with others, you may want to find a serious study partner or form a small study group. Of course, you will want to select study-group members who are motivated. And remember that being part of a study group is not a substitute for reading and studying on your own. To benefit fully from participating in a study group, every member must prepare by reading and studying alone first.

THREE LEARNING STYLES

If This Is Your Learning Style . . .	Then These Are the Most Helpful to Your Learning
<p>Visual Learner (prefers to read or see information)</p>	<p>Reading textbooks and seeing information in print Seeing information on a computer screen, video monitor, or large classroom screen Reviewing class notes and concept maps Reading your chapter review cards Studying test review sheets</p>
<p>Auditory Learner (prefers to hear information)</p>	<p>Listening to class lectures and discussions Reciting material (saying it out loud) Reading aloud to oneself Listening to audio tapes Participating in study groups</p>
<p>Tactile Learner (prefers to write material down or to manipulate materials physically)</p>	<p>Taking notes from lectures and from your textbooks Making concept maps Rewriting lecture notes after class Preparing study cards Doing laboratory work (computer labs, science labs, etc.) Actually going through steps or procedures in a process Taking hands-on classes (science, computer science, engineering, and other technical or vocational subjects)</p>

DEVELOPING CHAPTER REVIEW CARDS



Student Online Learning Center (OLC)
Go to Chapter 1.
Select Flashcards or Chapter Test.

Review cards or *summary cards* are a way to select, organize, and summarize the important information in a textbook chapter. Preparing review cards helps you organize the information so that you can learn and memorize it more easily. In other words, chapter review cards are effective study tools.

Preparing chapter review cards for each chapter of *New Worlds* will give you practice in creating these valuable study tools. Once you have learned how to make chapter review cards, you can use actual index cards to create them for textbook material in your other courses and use them when you study for tests.

Now complete the chapter review cards for Chapter 1 by answering the questions or following the directions on each card. The page numbers indicate the place in the chapter where the information can be found. Use the type of handwriting that is easiest for you to reread (printing or cursive) and write legibly. You will find it easier to complete the review cards if you remove these pages before filling them in.

Doing What Successful Students Do

List the six characteristics of successful students. (See pages 5–6.)

1.

2.

3.

4.

5.

6.

Card 1 Chapter 1: Being Successful in College

Setting Goals

List three reasons it is useful to set goals. (See pages 7–8.)

1.

2.

3.

Card 2 Chapter 1: Being Successful in College

Three Types of Goals

Describe these three types of goals: (See page 8.)

Short-term goals:

Intermediate goals:

Long-term goals:

Card 3 Chapter 1: Being Successful in College

The Reading Process

What is *reading*? (See pages 9–10.)

What is *prior knowledge*? (See page 10.)

What is *previewing*? (See page 10.)

What do readers do when they *predict*? (See page 10.)

Card 4 Chapter 1: Being Successful in College

Three Learning Styles

Define the three learning styles and describe several helpful activities for learning for each style. (See pages 12–14.)

Visual learners:

Most helpful activities for learning:

Auditory learners:

Most helpful activities for learning:

Tactile learners:

Most helpful activities for learning:

Card 5 Chapter 1: Being Successful in College

SELECTION 1-1

A MOTHER'S ANSWER

Nonfiction

From *The Big Picture: Getting Perspective on What's Really Important*
By Ben Carson with Gregg Lewis

Ben Carson is the director of pediatric neurosurgery at the Johns Hopkins Hospital in Baltimore, Maryland. At Hopkins, where he received his training in neurosurgery, this handsome, calm, soft-spoken man with the “gifted hands” was only 33 when he was appointed the director of his department, the youngest person in the United States to be appointed to such a position. He is internationally known for his success in the intricate, delicate surgeries for separating conjoined twins who are born joined at the head and for hemispherectomies, removing one side of the brain to treat those with extreme seizure disorders.

Carson also specializes in giving young people an inspirational boost. Despite his demanding schedule, he goes out of his way to address groups of schoolchildren. In 1994 Carson and his wife, who have three sons of their own, established the Carson Scholars Fund by earmarking half a million dollars of their own money for it. Their ultimate goal is to give a \$1,000 college scholarship to a student in each public school in the nation.

When Carson was a child, no one ever would have predicted that he would become a world-famous brain surgeon. He grew up in an inner city in extreme poverty, came from a broken home, and had a hot, hair-trigger temper. By the middle of fifth grade, he was failing every subject. What changed his life and started him on a path that eventually led to a scholarship to Yale University and then on to the University of Michigan School of Medicine?

Looking back at his childhood, Carson says, “My poor mother was mortified. Here she was with a third-grade education, working two or three jobs as a domestic, cleaning other people’s houses, knowing that life didn’t hold much for her, and seeing my brother and me going down the same road. She didn’t know what to do, so she prayed and asked God to give her wisdom. What could she do to get her two young sons to understand the importance of education so that they could determine their own destiny?” In the selection below, Carson tells about the answer his mother found that helped him and his brother—and ultimately changed his life forever.

- 1 God gave her the wisdom—though my brother and I didn’t think it was all that wise. It was to turn off the television. From that point on she would let us watch our choice of only two or three television programs during the week. With all that spare time, we were to read two books a week from the Detroit Public Library.
- 2 I was extraordinarily unhappy about this new arrangement. All my friends were outside, having a good time. I remember my mother’s friends coming to her and saying, “You can’t keep boys in the house reading. Boys are supposed to be outside playing and developing their muscles. When they grow up, they’ll hate you. They will be sissies. You can’t do that!”
- 3 Sometimes I would overhear this and I would say, “Listen to them, Mother.” But she would never listen. We were going to have to read those books.
- 4 Sometimes, when I tell this story, people come up to me afterwards and ask, “How was your mother able to get you to

Prediction Exercises

Directions: Use the skill of predicting to anticipate what certain paragraphs will be about. At each of the points indicated below, answer the question, “What do you predict will happen next?”

Prediction Exercise

What do you predict will happen next?

read those books? I can't get my kids to read or even turn off the television or Nintendo."

5 I just have to chuckle and say, "Well, back in those days, the parents ran the house. They didn't have to get permission from the kids." That seems to be a novel concept to a lot of people these days.

6 At any rate, I started reading. The nice thing was my mother did not dictate what we had to read. I loved animals, so I read every animal book in the Detroit Public Library. And when I finished those, I went on to plants. When I finished those, I went on to rocks because we lived in a dilapidated section of the city near the railroad tracks. And what is there along railroad tracks, but rocks? I would collect little boxes of rocks and take them home and get out my geology book. I would study until I could name virtually every rock, tell how it was formed, and identify where it came from.

7 Months passed. I was still in fifth grade. Still the dummy in the class. Nobody knew about my reading project.

8 One day the fifth grade science teacher walked in and held up a big, shiny black rock. He asked, "Can anybody tell me what this is?"

9 Keep in mind that I never raised my hand. I never answered questions. So I waited for some of the smart kids to raise their hands. None of them did. So I waited for some of the dumb kids to raise their hands. When none of them did, I thought, *This is my big chance*. So I raised my hand . . . and everyone turned around to look. Some of my classmates were poking each other and whispering, "Look, look, Carson's got his hand up. This is gonna be good!"

10 They couldn't wait to see what was going to happen. And the teacher was shocked. He said, "Benjamin?"

11 I said, "Mr. Jaeck, that's obsidian." And there was silence in the room because it sounded good, but no one knew whether it was right or wrong. So the other kids didn't know if they should laugh or be impressed.

12 Finally the teacher broke the silence and said, "That's right! This is obsidian."

13 I went on to explain, "Obsidian is formed after a volcanic eruption. Lava flows down and when it hits water there is a super-cooling process. The elements coalesce, air is forced out, the surface glazes over, and . . ."

14 I suddenly realized everyone was staring at me in amazement. They couldn't believe all this geological information spewing from the mouth of a dummy. But you know, I was perhaps the most amazed person in the room, because it dawned on me in that moment that I was no dummy.

15 I thought, *Carson, the reason you knew the answer is because you were reading those books. What if you read books about all your subjects—science, math, history, geography, social studies? Couldn't you then know more than all*

Prediction Exercise

What do you predict will happen next?

Four horizontal lines for writing a prediction.

Prediction Exercise

What do you predict will happen next?

Four horizontal lines for writing a prediction.



Dr. Benjamin Carson has been director of the division of pediatric neurosurgery at Johns Hopkins since 1984. He is a professor of neurosurgery, plastic surgery, oncology, and pediatrics. He is also the co-director of the Johns Hopkins Craniofacial Center. His practice includes traumatic brain injuries, brain and spinal cord tumors, achondroplasia, neurological and congenital disorders, craniostylosis, epilepsy, and trigeminal neuralgia. This work includes active research programs.

Dr. Carson has written more than 90 neurosurgical publications. He has been awarded 24 honorary degrees and dozens of national citations of merit. He is the author of three best-selling books, *Gifted Hands*, *Think Big*, and *The Big Picture*.

these students who tease you and call you a dummy? I must admit the idea appealed to me—to the extent that no book was safe from my grasp. I read everything I could get my hands on. If I had five minutes, I had a book. If I was in the bathroom, I was reading a book. If I was waiting for the bus, I was reading a book.

- 16** Within a year and a half, I went from the bottom of the class to the top of the class—much to the consternation of all those students who used to tease me and call me Dummy. The same ones would come to me in seventh grade to ask, “Hey, Benny, how do you work this problem?” And I would say, “Sit at my feet, youngster, while I instruct you.”
- 17** I was perhaps a little bit obnoxious. But after all those years it felt so good to say that to those who had tormented me.
- 18** The important point here is that I had the same brain when I was still at the bottom of the class as I had when I reached the top of the class.
- 19** The difference was this: In the fifth grade, I thought I was dumb so I acted like I was dumb, and I achieved like a dumb person. As a seventh grader I thought I was smart, so I acted and achieved accordingly. So what does that say about what a person thinks about his own abilities? What does this say about the importance of our self-image? What does it say about the incredible potential of the human brain our Creator has given us?

Source: Ben Carson with Gregg Lewis, *The Big Picture: Getting Perspective on What's Really Important* (Grand Rapids, MI: 1999), Zondervan Publishing House, pp. 48–50.

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SELECTION 1-1

Nonfiction*(Continued)***Comprehension and Vocabulary Quiz**

This quiz has four parts. Your instructor may assign some or all of them.

Comprehension

Directions: Items 1–5 test your comprehension (understanding) of the material in this selection. These questions are much like those that a content area instructor would expect you to know after reading and studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answers in the spaces provided.

- _____ 1. The type of rock Ben identified was:
- lava.
 - obsidian.
 - opal.
 - onyx.
- _____ 2. Mr. Jaeck's reaction to Ben's correct answer was:
- joy.
 - anger.
 - shock.
 - disappointment.
- _____ 3. Before the event described in the passage, the reason Ben never raised his hand was:
- he didn't want to show off.
 - he didn't want to embarrass those who didn't know the answer.
 - he was waiting for his big chance.
 - he didn't know the answer.
- _____ 4. As an adult, Ben Carson probably believes that:
- parents should set the rules.
 - children should set the rules.
 - parents and children should set the rules together.
 - there should be no rules.

5. Ben Carson says that he realized that he “had the same brain” when he was still at the bottom of the class as he had when he reached the top. He mentions this to show that:
- he did not expect his brain ever to change in any way.
 - although he was intelligent, his perception of himself had caused him to act as if he were a “dummy.”
 - he did not have high enough expectations for himself when he was at the top of the class.
 - more research needs to be done on the human brain.

Vocabulary in Context

Directions: Items 6–10 test your ability to determine the meaning of the word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you need to use a dictionary to confirm your answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answers in the spaces provided. **Note:** Chapter 2 presents the skill of using context clues.

Pronunciation Key: ă pat ā pay âr care ä father ě pet ē be ĭ pit
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒo took
 ōō boot ǔ cut yōō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

6. The nice thing was my mother did not *dictate* what we had to read. Our company’s dress code prohibits nose rings, brow rings, and other facial “jewelry,” but otherwise does not *dictate* what we may wear at work.
- dictate** (dĭk’ tāt) means:
- like
 - say as an order or command
 - say aloud in order to be written down
 - understand

- _____ 7. When I finished those, I went on to rocks because we lived in a *dilapidated* section of the city near the railroad tracks.

The city refurbished the *dilapidated* Civil War mansion and turned it into a museum.

dilapidated (dī lăp' ĭ dāt əd) means:

- a. shabby; rundown
- b. historic
- c. fashionable; up-to-date
- d. dangerous

- _____ 8. The elements *coalesce*, air is forced out, the surface glazes over, and . . .

Scientists believe that planets may form because great heat and pressure cause particles to *coalesce*.

coalesce (kō ə lēs') means:

- a. disintegrate; dissolve
- b. disappear
- c. fly apart
- d. fuse; unite

- _____ 9. They couldn't believe all this geological information *spewing* from the mouth of a dummy.

My car's radiator hose broke, *spewing* hot water everywhere.

spewing (spyōō' ĩng) means:

- a. gushing forth; streaming out
- b. sending
- c. trickling; dribbling
- d. gathering

- _____ 10. Within a year and a half, I went from the bottom of the class to the top of the class—much to the *consternation* of all those students who used to tease me and call me Dummy.

My brother's tattoos caused my conservative parents great *consternation*.

consternation (kɔ̃n stər nā' shən) means:

- a. joy; happiness
- b. relief
- c. dismay; upset
- d. pride

Word Structure

Directions: Items 11–15 test your ability to use word-structure clues to help determine a word’s meaning. *Word-structure clues* consist of roots, prefixes, and suffixes. In these exercises, you will learn the meaning of a word part (a root) and use it to determine the meaning of the several other words that have the same word part. If you need to use a dictionary to confirm an answer choice, do so. Write your answers in the spaces provided. **Note:** Chapter 2 presents the skill of using word-structure clues.

In paragraph 6 of the selection you encountered the word **dictate**. This word contains the Latin root **dict**, which means “say” or “tell.” The word *dictate* has several meanings, including “to *say* as an order or a command” and “to *say* aloud information that is to be written down.” Use the meaning of **dict** and the list of prefixes on pages 66–67 to help you determine the meaning of each of the following words.

- _____ 11. **Predictable** means:
- able to explain what has happened.
 - preventable; avoidable.
 - able to say or tell ahead of time.
 - not able to know in advance.
- _____ 12. When one person **contradicts** another, it means that person is:
- speaking with anger.
 - saying something with impatience.
 - speaking in defense of the other person.
 - saying the opposite of what the other person has said.
- _____ 13. Speech teachers help students with their **diction**, which means:
- the quality of their speaking.
 - stuttering.
 - proper breathing.
 - the ability to carry on a conversation.
- _____ 14. A **dictator** is one who:
- says the opposite of what others say.
 - says what others want to hear.
 - tells others what to do or say.
 - tells interesting stories.
- _____ 15. A religious **edict** is a:
- ceremony; ritual.
 - document that tells or proclaims a new law.
 - follower of a religion; believer.
 - place of worship.

Reading Skills Application

Directions: Items 16–20 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You have not studied all of the skills at this point, so these items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 3 through 9 of *New Worlds*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *New Worlds*, you will practice and develop these skills. Write your answers in the spaces provided.

- _____ 16. What is the authors' primary purpose for writing this selection?
- to prove that self-image affects whether a person uses his or her potential
 - to explain the important role reading can play in a person's life
 - to pay tribute to a mother's wisdom
 - to show that students can be wrong about a classmate they view as a "dummy"
- _____ 17. Which of the following is the meaning of the word *novel* as it is used in paragraph 5?
- frightening
 - unpleasant
 - familiar
 - new
- _____ 18. Which pattern has been used to organize the information in paragraph 15 of the selection?
- comparison-contrast
 - cause and effect
 - sequence
 - list
- _____ 19. Which of the following statements best expresses the main idea of paragraph 16?
- Within a year and a half, I went from the bottom of the class to the top of the class—much to the consternation of all the students who used to tease me and call me Dummy.
 - The same ones would come to me in the seventh grade to ask, "Hey, Benny, how do you work this problem?"
 - And I would say, "Sit at my feet, youngster, while I instruct you."
 - Other students teased Ben and called him Dummy.

- _____ 20. Based on the information in the selection, the authors would most likely agree with which of the following statements?
- Even slow learners can be successful.
 - Being a good reader is the one key to success.
 - Believing in yourself can be the key to success.
 - A person’s mother is the key to his or her success.

SELECTION 1-1

Nonfiction

(Continued)



Collaboration Option

Writing and Collaborating to Enhance Your Understanding

Option for collaboration: Your instructor may direct you to work with other students or, in other words, to work *collaboratively*. In that case, you should form groups of three or four students as directed by your instructor and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group’s answers.

- Reacting to What You Have Read:** Think of an experience in school—good or bad—that made you see yourself differently as a student. Describe the experience and explain how it changed the way you perceived yourself.

- Comprehending the Selection Further:** Even though she herself could not read, Ben Carson’s mother required her young sons to read two books each week and write book reports. She pretended to read them and then put check marks on them. Based on her actions, what conclusions can you draw about the importance she placed on reading?

3. **Overall Main Idea of the Selection:** In one sentence tell what the authors want readers to understand about how seeing himself differently as a learner affected Ben Carson's success as a student. (Be sure you include Ben Carson's name in your overall main idea sentence.)



Internet Resources

Read More about This Topic on the World Wide Web

Directions: For further information about the topic of the selection, visit these websites:

www.carsonscholars.org

This website includes color photos of Carson's book covers, information about him, and information about his foundation.

www.myhero.com

The My Hero website includes biographies and articles about extraordinary people. Type in "Ben Carson" in the Hero Search box.

www.amazon.com

This online bookstore features customer reviews of nonfiction books and novels. Type in the title of Dr. Carson's book *The Big Picture* to find readers' reviews and learn more about Dr. Carson.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista (www.google.com, www.yahoo.com, www.altavista.com) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

Ben Carson

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

"Who sponsors this website?"

"Is the information contained in this website up-to-date?"

"What type of information is presented?"

"Is the information objective and complete?"

"How easy is it to use the features of this website?"

SELECTION 1-2

YES, YOU CAN STRENGTHEN YOUR MEMORY SKILLS!

Student Success

From *Peak Performance: Success in College and Beyond*

By Sharon Ferrett

You may have heard people say, “I just don’t have a good memory.” Do you have a good memory? Do you think some people are simply born with better memories? In reality, memory is a process. As a complex process, memory is not an isolated activity that takes place in one part of the brain. It involves many factors that you can control. How well you remember depends on factors such as your attitude, interest, intent, awareness, mental alertness, observation skills, senses, distractions, memory devices, and willingness to practice. Most people with good memories say that the skill is mastered by learning the strategies for storing and recalling information.

The following selection may look lengthy, but it is clearly written and contains valuable information. It presents valuable strategies that can help you remember information. Keep in mind that the first step of remembering is consciously intending to remember. To remember information, you must be willing and interested in remembering it.

Memory Strategies

- 1 **1. Use all your senses.** Memory is sensory, so using all your senses (sight, hearing, touch, smell, and taste) will give your brain a better chance of retaining information. Assume that you are taking a medical terminology or vocabulary-building course. You may want to look at pictures and visualize in your mind images with the new terms or words. Actively listen in class, tape all lectures (ask for instructor’s permission), and play them back later. Recite definitions and information aloud. Rewrite key words and definitions on note cards. Draw pictures and illustrations of these words whenever possible. Use the computer to write definitions or descriptions. Discuss the new terms with your study team. Try to use the new words in your own conversations. Listen for the new words and notice how others use them in conversation. Keep a log of new words, definitions, and uses of the word.
- 2 **2. Make learning visual.** Consider a student who is preparing for a test in a computer class. She is primarily a visual learner and feels most comfortable reading the manual, reading her textbook, and reviewing her notes. Visual learners recall information best when they see it. They like watching a video and looking at illustrations and pictures.
- 3 **3. Make learning auditory.** Another student in the computer class is an auditory learner. He remembers best when he hears instructions and responds more to spoken

Prediction Exercises

Directions: Use the skill of predicting to anticipate what the upcoming paragraphs will be about.

Prediction Exercise

What do you predict the paragraphs in this section will be about?

Successful students use a variety of strategies to strengthen their recall of important information.



words. Auditory learners need to hear the message by listening to tapes and CDs, and talking aloud when they study.

- 4 **4. Make learning physical.** A third student in the computer class likes hands-on experience. He writes out commands and directions and gets actively involved. Whether you like to learn by reading or listening, you will retain information better if you use all your senses and make learning physical. Read aloud, read while standing, jot down notes, lecture in front of the classroom to yourself or your study team, go on field trips, draw diagrams and models, and join a study group.
- 5 **5. Write down information.** Writing is physical and enhances learning. When you write down information, you are reinforcing learning by using your eyes, hand, fingers, and arm. Writing uses different parts of the brain than does speaking or listening.
 - Writing down a telephone number helps you remember it.
 - Taking notes in class prompts you to be logical and concise and fills in memory gaps.
 - Underlining important information and then copying it onto note cards reinforces information.
 - Writing a summary after reading a chapter will also reinforce information.
 - Summarizing in your own words helps to transfer information to long-term memory.

6 6. Study in short sessions. The brain retains information better in short study sessions. After about an hour, the brain needs a break to process information effectively. Break large goals into specific objectives and study in short sessions. For example, if you are taking a marketing course, preview a chapter in your textbook for 20 minutes and mind map the chapter on sales for 20 minutes. [Mapping is discussed in Chapter 11 of *New Worlds*.] Then, take a ten-minute break. Tips for this type of studying include:

- Take regular, scheduled breaks.
- Treat yourself to a small, healthy snack.
- Return to complete your goal.

Even when you are working on something complex, such as completing a term paper or a major project, you are more effective when you take frequent breaks.

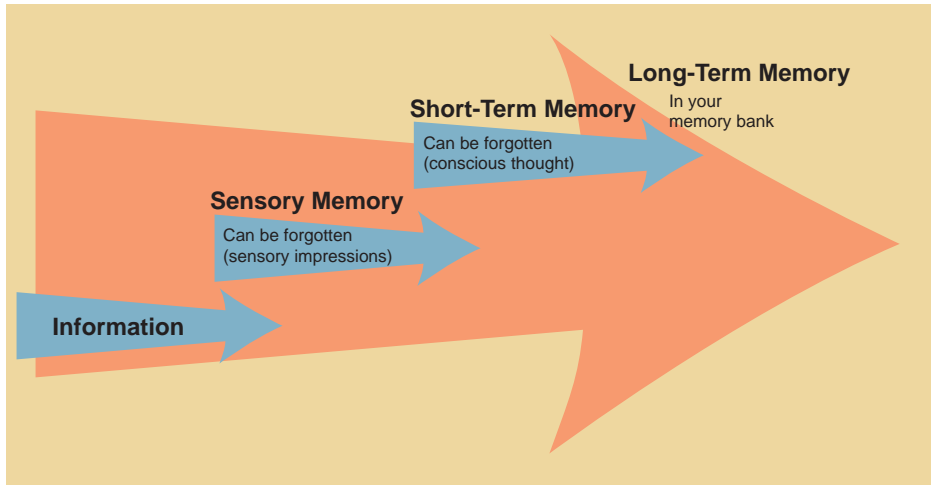
7 7. Integrate your left brain and your right brain. Think of both sides of your brain as members of a team that can cooperate, appreciate, and support each other. By using both sides of your brain, you can enhance your memory. For example, you may have a term paper assignment that constitutes 50 percent of your final grade. You want to turn in a well-researched, accurately written, neatly typed paper. The left side of your brain insists that it be error-free. Your preferred style of learning leans toward the right side, so your reaction to this assignment might be frustration, fear, and resistance.

8 By using a word processor, you can support both sides of the brain. You satisfy the structured side that wants a flawless paper while allowing your creative side to correct mistakes easily by using the spell check.

9 8. Go from the general to the specific. Many people learn best by looking at the big picture and then learning the details. Try to outline from the general (main topic) to the specific (subtopics). Previewing a chapter gives you an overview and makes the topic more meaningful. Your brain is more receptive to specific details when it has a general idea of the main topic.

10 9. Associate and connect. By associating and linking new material with old material, you make it meaningful. Suppose you are learning about the explorer Christopher Columbus's three ships. Think of three friends whose names start with the same first letter as the ships' names: Pinta, Santa Maria, and Nina (e.g., Paul, Sandy, and Nancy). Associate these names with the three ships, and you should be able to recall the ships' names.

11 10. Recite. When you say information aloud, you use your throat, voice, and lips, and you hear yourself recite. You may find this recitation technique helpful when you are dealing with difficult reading materials. Reading aloud



and hearing the material will reinforce it for you and help move information from your short-term memory to your long-term memory. (See Figure above.) Reciting may also be helpful when preparing to give a speech. Try to practice in the actual place where you will be speaking. Visualize the audience, practice demonstrating your visual aids, write on the board, use gestures and pauses. Tape your speech and play it back. To remember names, recite the person's name when you meet and say it several times to yourself out loud.

- 12 11. Use mnemonic devices.** Mnemonic (nee-MON-nik) devices are memory tricks that help you remember information. However, there are problems with memory tricks. It can take time to develop a memory trick, and it can be hard to remember the trick if you make it too complicated. Also, memory tricks don't help in understanding the information or develop skills in critical thinking. They are best used for sheer rote memorization. Some mnemonic devices include:
- 13**
- *Rhythm and rhymes.* In elementary school, you might have learned the rhyme, "In 1492 Columbus sailed the ocean blue." It helped you to remember the date of Columbus' voyage. Rhythms can also be helpful. Many people have learned to spell the word *Mississippi* by accenting all the *i*'s and making the word rhythmic.
- 14**
- *Acronyms.* Acronyms are words formed from the first letters of a series of other words, such as HOMES for the Great Lakes (Huron, Ontario, Michigan, Erie, and Superior) and EPCOT (Experimental Prototype Community of Tomorrow).

Prediction Exercise

What do you predict paragraphs 12–19 will be about?

- 15 • *Grouping.* Grouping long lists of information or numbers can break up the task and make it easier for you. Most people can remember up to seven numbers in a row, so it is fortunate that phone numbers (without area codes) are no longer than that.
- 16 • *Association.* If your ATM identification number is 9072, you might remember it by creating associations with dates. Maybe 1990 is the year that you graduated from high school, and 1972 was the year you were born.
- 17 • *The method-of-place technique.* As far back as 500 B.C., the Greeks were using a method of imagery called *loci*—the method-of-place technique. This method is still effective today because it uses imagery and association to aid memory. Here's how it works:
- 18 Memorize a setting in detail and then place the item or information that you want to remember at certain places on your memory map. Some people like to use a familiar street, their home, or their car as a map on which to place their information. The concept is the same. You memorize certain places on your street, in your home, or in your car. You memorize a specific order or path in which you visit each place. Once you have this map memorized, you can position various items to remember at different points.
- 19 These strategies are very effective in strengthening your memory skills. Certain strategies might work better for you than others, depending upon your personality and learning styles. Everyone has his or her personal strengths and abilities. You can master the use of memory strategies with effort, patience, and practice. As you build your memory skills, you will also enhance your study habits and become more disciplined and aware of your surroundings.

Review and Reflection

- 20 The sooner and the more often you review information, the easier it is to recall. Ideally, your first review should be within the first hour after hearing a lecture or reading an assignment. Carry note cards with you and review them again during that first day. Studies show that within 48 hours, you forget 85 percent of what you have learned. If you review right after you hear it and again within 24 hours, however, your recall soars to 90 percent. Discuss, write, summarize, and recite in your own words what you have just read or heard.
- 21 Practice information that you want to remember. For example, when you first start driver training, you learn the various steps involved in driving. At first, they may seem overwhelming. You may have to stop and think through each step. After you have driven a car for a while, however, you

Prediction Exercise

What do you predict the paragraphs in this section will be about?

don't even think about all the steps required to start it and back out of the driveway. You check your mirror automatically before changing lanes, and driving safely has become a habit. The information is in your long-term memory. The more often you use information, the easier it is to recall. You could not become a good musician without hours of practice. Sports, public speaking, flying an airplane, and learning to drive all require skills that need to be repeated and practiced many times.

SELECTION 1-2

Student Success*(Continued)***Comprehension and Vocabulary Quiz**

This quiz has four parts. Your instructor may assign some or all of them.

Comprehension

Directions: Items 1–5 test your comprehension (understanding) of the material in this selection. These questions are much like those that a content area instructor would expect you to know after reading and studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answers in the spaces provided.

- _____ 1. Memorizing information is easier if you:
- make learning visual.
 - make learning auditory.
 - make learning physical.
 - all of the above
- _____ 2. An auditory learner could memorize information more easily by:
- writing key words and definitions on note cards.
 - talking aloud when studying.
 - going on field trips.
 - drawing diagrams and models.
- _____ 3. After about an hour of studying, the brain needs:
- time to process information.
 - to be creative.
 - a healthy snack.
 - reinforcement from a study group.
- _____ 4. Using “ROY G. BIV” to represent the colors of the rainbow (red, orange, yellow, green, blue, indigo, violet) would be an example of the mnemonic device known as:
- an acronym.
 - grouping.
 - association.
 - imagery.
- _____ 5. If you do not review within 48 hours, you will forget what percent of what you have learned?
- 24%
 - 80%
 - 85%
 - 90%

Vocabulary in Context

Directions: Items 6–10 test your ability to determine the meaning of the word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you need to use a dictionary to confirm your answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answers in the spaces provided.

Pronunciation Key: ă pat ā pay âr care ä father ě pet ē be ĭ pit
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒ took
 ōō boot ǔ cut yōō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

- _____ 6. Taking notes in class *prompts* you to be logical and concise and fills in memory gaps.
- A health scare usually *prompts* people to take better care of themselves.
- prompts** (prŏmpts) means:
- prevents
 - hurries
 - moves to action
 - enables
- _____ 7. Taking notes in class prompts you to be logical and *concise* and fills in memory gaps.
- TV Guide* gives *concise* thumbnail descriptions of shows and movies.
- concise** (kən sīs') means:
- informative
 - succinct
 - useful
 - attentive

8. For example, you may have a term paper assignment that *constitutes* 50 percent of your final grade.

In the United States, the Bill of Rights *constitutes* the basis of democracy.

constitutes (kɔn' stī tōōts) means:

- amounts to; equals
- replaces; substitutes for
- decreases; reduces
- is confused with

9. You satisfy the structured side that wants a *flawless* paper while allowing your creative side to correct mistakes easily by using the spell check.

The ice skater's *flawless* performance earned her a 10 from each of the judges.

flawless (flô' līs) means:

- lengthy
- thorough
- simple
- perfect; without error

10. Memory tricks are best used for sheer *rote memorization*.

Because I did not understand the quadratic formula, I learned it by *rote memorization*.

rote memorization (rōt mēm ə rə zā' shən) means:

- a memorizing process using physical movement.
- a memorizing process using repetition, often without full comprehension
- a memorizing process using rhymes and rhythms
- a memorizing process using visual cues

Word Structure

Directions: Items 11–15 test your ability to use word-structure clues to help determine a word's meaning. *Word-structure clues* consist of roots, prefixes, and suffixes. In these exercises, you will learn the meaning of a word part (a root) and use it to determine the meaning of several other words that have the same word part. If you need to use a dictionary to confirm your answer choice, do so. Write your answers in the spaces provided.

In paragraph 2 of the selection, you encountered the word **visual**. This word contains the Latin root **vis**, which means “to see.” The word *visual* describes something that can be seen by the eye or that pertains to the sense of sight. Use the meaning of **vis** and the list of prefixes on pages 66–67 to help you determine the meaning of each of the following words that contain the same root.

- _____ 11. If you **revise** a paper you are writing, you:
- look for a different topic to write about.
 - look at it again to see if you need to make corrections or changes.
 - retype it.
 - start over on it.
- _____ 12. **Provisions** for a camping trip consist of:
- things you see while camping.
 - food and other items you foresee that you will need.
 - the plans you make.
 - the route you plan to drive to get there.
- _____ 13. In the business world, Bill Gates is considered **visionary** because he:
- tells fantasy stories.
 - sees things all wrong.
 - prescribes glasses.
 - foresees what will be important in the future.
- _____ 14. A **visionless** person:
- has no imagination.
 - has no glasses.
 - is blind.
 - wear glasses.
- _____ 15. An Olympic downhill skier who **visualizes** the course before competing:
- skis the course first for practice.
 - sees the course in his mind.
 - looks at a picture of the course ahead of time.
 - looks at a map of the course.

Reading Skills Application

Directions: Items 16–20 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You have not studied all of the skills at this point, so these items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 3 through 9 of *New Worlds*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *New Worlds*, you will practice and develop these skills. Write your answers in the spaces provided.

- _____ 16. The overall organization of the selection is a:
- comparison.
 - sequence.
 - list.
 - contrast.
- _____ 17. According to information in the selection, the method-of-place technique:
- uses recitation.
 - has been used for centuries.
 - is based on rhymes.
 - involves grouping.
- _____ 18. It can be concluded that a ZIP code is easier to remember than a driver's license number because:
- the ZIP code can be made into an acronym.
 - you can use all of your senses to learn it.
 - a ZIP code has fewer than 7 digits.
 - you can apply the method-of-place method to learn the ZIP code.
- _____ 19. The author would be most likely to agree with which of the following statements?
- Mnemonics should be used all of the time.
 - Mnemonics are foolproof.
 - Mnemonics are useful, but they have limitations.
 - Mnemonics are difficult to learn.
- _____ 20. Which of the following sentences represents the main idea of paragraph 21?
- Practice information that you want to remember.
 - For example, when you first start driver training, you learn the various steps involved in driving.
 - You may have to stop and think through each step.
 - Sports, public speaking, flying an airplane, and learning to drive all require skills that need to be repeated and practiced many times.

SELECTION 1-2

Writing and Collaborating to Enhance Your Understanding

Student Success

(Continued)



Collaboration Option

Option for collaboration: Your instructor may direct you to work with other students or, in other words, to work collaboratively. In that case, you should form groups of three or four students as directed by your instructor and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group's answers.

- 1. Reacting to What You Have Read: Of the memory strategies mentioned in the selection, which ones do you already use? Describe the courses and/or ways in which you use them. (If you do not use any of the techniques mentioned in the selection, describe the techniques that you use instead.)

Handwritten response lines for the first question.

- 2. Comprehending the Selection Further: Based on information in the selection about learning styles and memory techniques, check which techniques might work best for each style. For each strategy, place a check mark in the appropriate column. Some strategies may work for more than one type of learner.

Table with 10 rows of strategies and 3 columns: Visual Learners, Auditory Learners, Hands-on Learners.

3. **Overall Main Idea of the Selection:** In one sentence tell what the author wants readers to understand about memory. (Be sure to include the word “memory” in your overall main idea sentence.)



Internet Resources

Read More about This Topic on the World Wide Web

Directions: For further information about the topic of the selection, visit these websites:

www.usu.edu/arc/idea_sheets/index.htm

This site is sponsored by the Utah Academic Resource Center. It presents “Idea Sheets” that contain information, strategies, self-assessment, and practice exercises. Check out the section on “Memory Improvement”; it includes idea sheets on concentration, forgetting, memory improvement, and mnemonic devices.

www.mindtools.com/pages/main/newMN_TIM.htm

This site provides a wealth of information about the principles behind the use of mnemonic devices, as well as an array of specific techniques.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista (www.google.com, www.yahoo.com, www.altavista.com) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

memory strategies

or

mnemonics

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

“Is the information contained in this website up-to-date?”

“What type of information is presented?”

“Is the information objective and complete?”

“How easy is it to use the features of this website?”

SELECTION 1-3

Study Skills

WISE UP! THE WHEN AND HOW OF PREPARING FOR TESTS

From *P.O.W.E.R. Learning: Strategies for Success in College and Life*

By Robert S. Feldman

Do you feel uneasy whenever your instructor announces that there will be a test? Do you wait until the last minute to start preparing for tests? Are you usually surprised by the types of questions or type of material on tests? If you answered yes to any of these questions, then this selection is for you! The author, Dr. Robert Feldman, is a psychology professor who has extensive experience and expertise in the strategies students need for academic success.

*As noted at the beginning of this chapter, you should start preparing for your final exams from the first day of the semester. In other words, you should learn as you go. In this selection, Dr. Feldman takes this a step further by giving specific strategies for preparing for various types of test questions and for dealing with test anxiety. This reading selection is presented in Chapter 1 of *New Worlds* so that you can use the valuable techniques in it from the beginning of the semester. Chapter 11 presents strategies for organizing textbook information so that you can learn it for tests.*

Ready Your Test-Taking Skills

- 1 How much you reap the benefits of a test depends on a number of considerations: the kind of test it is, the subject matter involved, and above all how well you prepare for it. Preparation for tests requires a number of strategies. Among the most important are the following:

Remember Everything You Do in a Course Is Preparation for a Test

- 2 Completing a reading assignment. Writing a paper. Filling out a worksheet. Everything you do during a course helps to prepare you for a test. There is no surer way to get good grades on tests than to attend class faithfully and to complete all class assignments seriously and on time. Preparing for tests is a long-term proposition. It's not a matter of "giving your all" the night before the test. Instead, it's a matter of giving your all to every aspect of the course.

Know What You Are Preparing For

- 3 Determine as much as you can about the test before you begin to prepare for it. The more you know about the test, the better you'll be able to get ready. To find out about an upcoming test, ask these questions:
 - Is the test called a "test," "exam," "quiz," or something else? As you can see in Table 1 on page 44, the names imply different things. For simplicity's sake, we'll use the

Prediction Exercises

Directions: Use the skill of predicting to anticipate what certain sections will be about. At each of the points indicated below, answer the question, "What do you predict this section will be about?"

term *test* throughout this selection, but know that these distinctions exist and they should affect the way you prepare.

- What material will the test cover?
- How many questions will be on it?
- How much time is it expected to take? A full class period? Only part of the period?
- What kinds of questions will be on the test?
- How will it be graded?
- Will sample questions be provided?
- Are tests from previous terms available?

Form a Study Group

- 4 Study groups are small, informal groups of students who work together to learn the course material and study for a test. Forming such a group can be an excellent way to prepare. Some study groups are formed for particular tests, while others meet consistently throughout the term.
- 5 The typical study group meets a week or two before a test and plans a strategy for studying. Members share their understanding of what will be on the test, based on their own perceptions of what an instructor has said in class about the upcoming test. Together, they develop a list of review questions to guide their individual study. The group breaks up and the members study on their own.
- 6 A few days before the test, members of the study group meet again. They discuss answers to the review questions, go over the material, and share any new information they may have about the upcoming test. They may also quiz one another about the material to identify any weaknesses or gaps in their knowledge.
- 7 Study groups can be extremely powerful tools because they help accomplish several things:
 - They help members to organize and structure the material, which forces members to approach the material in a systematic and logical way.
 - They aid in the sharing of different perspectives on the material.
 - They help prevent students from overlooking any potentially important information.
 - They force their members to rethink the course material, explaining it in words that they and the other group members will understand. This helps both understanding and recall of the information when it is needed on the test.
 - They also help motivate members to do their best. When you're part of a study group, you're no longer

TABLE 1
QUIZZES, TESTS, EXAMS . . .
WHAT'S IN A NAME?

Although they may vary from one instructor to another, the following definitions are the ones most frequently used:

Quizzes. A **quiz** is a brief assessment, usually covering a relatively small amount of material. Some quizzes cover as little as one class's worth of reading. Although a single quiz usually doesn't count very much, instructors often add quiz scores together, and collectively they can become a significant part of your final course grade.

Tests. A **test** is a more extensive, more heavily weighted assessment than a quiz, covering more material. A test may come every few weeks of the term, often after each third or quarter of the term has passed, but this varies with the instructor and the course.

Exams. An **exam** is the most substantial kind of assessment. In many classes, just one exam is given—a *final exam* at the end of the term. Sometimes there are two exams, one at the midpoint of the term (called, of course, a midterm) and the other at the end. Exams are usually weighted quite heavily because they are meant to assess your knowledge of all the course material up to that point.

working just for yourself; your studying also benefits the other study-group members. Not wanting to let down your classmates in a study group may sometimes give more of a push to your study habits than you get from working only for yourself.

- 8 There are some potential drawbacks to keep in mind. Study groups don't always work well for students with certain kinds of learning styles in which they prefer to work independently. In addition, "problem" members, who don't pull their weight, may result in difficulties for the group. In general, though, the advantages of study groups usually far outweigh their possible disadvantages.

Match Test Preparation to Question Types

- 9 Test questions come in different types (see Table 1, page 44), and each requires a somewhat different style of preparation.
- 10 **Essay Questions** Essay questions are meant to see if you have a broad knowledge of the material being tested. You'll need to know not just a series of facts, but also the connections between them, and you will have to be able to discuss these ideas in an organized and logical way. Essay exams focus on the ways in which the various pieces of information on a topic fit together. The best approach to studying for an essay exam involves four steps:

- Carefully read your class notes and any notes you've made on assigned readings that will be covered on the upcoming exam. Also go through the readings themselves, reviewing underlined or highlighted material and marginal notes.

Prediction Exercise

What do you predict this section (paragraphs 9–16) will be about?

Study groups, made up of a few students who study together for a test, not only help members organize material, they can also provide new perspectives and motivate members to do their best.



- Play professor: Think of likely exam questions. To do this, you can use the key words, phrases, concepts, and questions you've earlier created in your notes. In addition, your instructor may have given you a list of possible essay topics.
- Without looking at your notes or your readings, answer each potential essay question aloud. Don't feel embarrassed about doing this. Talking aloud is often more useful than answering the questions silently in your head. You can also write down the main points that any answer should cover. But you probably shouldn't write out complete and full answers to the questions, because your time is probably better spent learning the material you'll be tested on. The one exception: if your instructor tells you exactly what essay question is going to be on the exam. In that case, it pays to write out the answer.
- After you've answered the questions, check yourself by looking at the notes and readings once again. If you feel confident that you've answered particular questions adequately, check them off. You can go back later for a quick review. But if there are questions that you have trouble with, review that material immediately. Then repeat the third step above, answering the questions again.

11 Multiple-Choice, True-False, and Matching Questions While the focus of review for essay questions should be on major issues and controversies, and on integration of the material—more of a “big picture” focus—studying for multiple-choice, true-false, and matching questions requires more attention to the details.

12 Almost anything is fair game for multiple-choice, true-false, and matching questions, and so you can't afford to overlook anything when studying. This means that your studying needs to be detail-oriented. And it means that you must put your memory into high gear and master a great many facts.

13 It's a particularly good idea to write down important facts on index cards like the samples on the next page. Remember the advantages of these cards: They're portable and available all the time, and the act of creating them helps drive the material into your memory. Furthermore, you can shuffle them and test yourself repeatedly until you know you've mastered the material.

14 Short-Answer and Fill-In Questions Short-answer and fill-in questions are similar to essays in that they require you to recall key pieces of information; that is, you have to dredge the information up from your memory rather than, as is the case with multiple-choice, true-false, and matching questions, finding it on the page in front of you. However, short-answer and fill-in questions—unlike essay questions—typically don't

Political reforms of progressive age:

- direct primaries: people vote for whom they want to run;
not appointed
- initiative: people propose laws on their own
- referendum: gov. proposes; people say yes or no
- recall: people can remove politicians from office before they
finish term

Endoplasmic reticulum (ER):

- Smooth ER—makes fats (lipids)
 - Rough ER—has ribosomes which make proteins
- Together, they make membranes for whole cell
(for plasma membrane, mitochondrion, etc.)
- Also make more of themselves

demand that you integrate or compare different types of information. Consequently, the focus of your study should be on the recall of specific, detailed information.

- 15 Test Yourself** Once you feel you've mastered the material, test yourself on it. There are several ways to do this. One is to create a complete test for yourself in writing, making its form as close as possible to what you expect the actual test to be. For instance, if your instructor has told you the classroom test will be primarily made up of short-answer questions, your test should be too. One bonus: Constructing a test is actually an excellent way of studying the material and cementing it into memory.
- 16** You might also construct a test and administer it to a classmate or a member of your study group. In turn, you could take a test that someone else has constructed. The combined experience of making and taking a test on the

same general subject matter is among the very best ways to prepare for the real thing.

- 17 Deal with Test Anxiety** What does the anticipation of a test do to you? Do you feel shaky? Frantic, like there's not enough time to get it all done? Do you feel as if there's a knot in your stomach? Do you grit your teeth? Fortunately, test anxiety is a temporary condition characterized by fears and concerns about test taking. Almost everyone experiences it to some degree, but if it is too great, it can make it harder for you to study and do your best on a test.
- 18** You'll never eliminate test anxiety completely, nor do you want to. A little bit of nervousness can energize you, making you more attentive and vigilant. Like any competitive event, testing can motivate you to do your best. So think of test anxiety as a desire to perform at your peak—an ally at test time.
- 19** On the other hand, for many, anxiety can spiral into the kind of paralyzing fear that makes your mind go blank. So you definitely want to keep it in its place. There are several ways to do this:
- *Prepare thoroughly.* The more you prepare, the less test anxiety you'll feel. Good preparation can give you a sense of control and mastery, and it will prevent test anxiety from overwhelming you.
 - *Take a realistic view of the test.* Remember that no single test determines how you'll do for the rest of your life. Your future success does not hinge on your performance on any single exam.
 - *Learn relaxation techniques.* You can learn to reduce or even eliminate the jittery physical symptoms of test anxiety by using relaxation techniques. The basic process is straightforward: You want to breathe evenly, gently inhaling and exhaling. Focus your mind on a pleasant, relaxing scene such as a beautiful forest or a peaceful spread of farmland, or on a sound such as ocean waves.
 - *Visualize success.* Think of an image of your instructor handing back your test, on which you've received an A. Or imagine your instructor congratulating you on your fine performance the moment you walk into your classroom on the day after the test. Positive visualizations such as these, which highlight your potential success, can help replace negative images of failure that may be fueling your test anxiety.

Prediction Exercise

What do you predict this section (paragraphs 17–19) will be about?

SELECTION 1-3

Comprehension and Vocabulary Quiz**Study Skills***(Continued)*

**Student Online
Learning Center (OLC)**
Go to Chapter 1.
Choose Reading
Selection Quiz.

This quiz has four parts. Your instructor may assign some or all of them.

Comprehension

Directions: Items 1–5 test your comprehension (understanding) of the material in this selection. These questions are much like those that a content area instructor would expect you to know after studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answers in the spaces provided.

- _____ 1. A good strategy for preparing for a test is to:
- find out as much as you can about the type of test, length, grading, etc.
 - match your test preparation to the type of questions that will be on the test.
 - form a small study group.
 - all of the above
- _____ 2. Preparing study cards is an effective way to prepare for multiple-choice test questions because:
- the very act of creating them helps drive the material into your memory.
 - they allow you to discover different perspectives on the material.
 - they allow you to “play professor.”
 - they help you “give your all” the night before the test.
- _____ 3. In order to prepare for any exam you should:
- memorize as many specific details as possible in the order that they were presented in class.
 - eliminate test anxiety completely.
 - test yourself on the material once you feel you’ve mastered it.
 - all of the above
- _____ 4. Essay questions are similar to short-answer and fill-in questions in that they both:
- require you to integrate and compare different types of information.
 - require more attention to details when you are studying.
 - require you to put your memory in high gear and master a great many facts.
 - require you to recall key pieces of information.

- _____ 5. Most students benefit from participating in a study group because it:
- helps prevent students from overlooking any potentially important information.
 - forces members to approach the material in a systematic and logical way.
 - helps motivate members to do their best.
 - all of the above

Vocabulary in Context

Directions: Items 6–10 test your ability to determine the meaning of the word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you need to use a dictionary to confirm your answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answers in the spaces provided.

Pronunciation Key: ă pat ā pay âr care ä father ɛ pet ē be ĭ pit
 ī tie îr pier ɔ pot ō toe ô paw oi noise ou out ɔ̄ took
 ōō boot ʊ cut yōō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

- _____ 6. They try to help members organize and structure the material, which forces members to approach the material in a *systematic* and logical way.

Using a *systematic* approach to managing your money can lead you to early financial freedom and security.

systematic (sĭs tə măt' ĭk) means:

- related to money
- methodical in procedure or plan
- determined by a group rather than an individual
- difficult and unrewarding

- _____ 7. In general, though, the advantages of study groups usually *outweigh* their possible disadvantages.

Our company president took early retirement because he felt the stress of the job had begun to *outweigh* the benefits.

outweigh (out wā') means:

- to cancel out
- to have greater importance than
- to weigh more than
- to decrease

- _____ 8. Short-answer and fill-in questions are similar to essays in that they require you to recall key pieces of information; that is, you have to *dredge* the information up from your memory rather than, as is the case with multiple-choice, true-false, and matching questions, finding it on the page in front of you.

My grandmother is remarkable: It takes her a few minutes, but she is always able to *dredge* up birthdates of all 16 of her grandchildren.

dredge (drěj) means:

- to record in written form
- to forget
- to come up with by deep searching
- to comment upon with insight

- _____ 9. A little bit of nervousness can energize you, making you more attentive and *vigilant*.

Vigilant parents would never allow their elementary-school age children to go to the mall unsupervised or alone.

vigilant (vĭj' ə lənt) means:

- selfish and uncaring
- extremely immature
- highly emotional
- alertly watchful

- _____ 10. Positive visualizations such as these, which highlight your potential success, can help replace negative images of failure that may be *fueling* your test anxiety.

The actor and his wife were seen having a loud argument in public, thus *fueling* rumors of a possible divorce.

fueling (fyōō' əl ĭng) means:

- supporting; stimulating
- diminishing; decreasing
- ending; stopping
- spreading

Word Structure

Directions: Items 11–15 test your ability to use word-structure clues to help determine a word’s meaning. *Word-structure clues* consist of roots, prefixes, and suffixes. In these exercises, you will learn the meaning of a word part (a root) and use it to determine the meaning of the several other words that have the same word part. If you need to use a dictionary to confirm an answer choice, do so. Write your answers in the spaces provided.

In paragraph 13 of the selection you encountered the word **portable**. This word contains the Latin root *port*, which means “to carry” or “to bear.” The word *portable* describes something that can be carried or moved about. Use the meaning of *port* and the list of prefixes on pages 66–67 to help you determine the meaning of each of the following words that contain this same root.

- _____ 11. If someone is arrested for **transporting** illegal goods across a state line, the person was trying to:
- move illegal goods from one state to another.
 - sneak across the state line.
 - induce others to pursue a life of crime.
 - report a crime to the police.
- _____ 12. Newspaper and television **reporters** gather information and:
- write it down.
 - bring it to the public.
 - disprove it.
 - speak it into a microphone.
- _____ 13. People who are in the **import-export** business:
- sell items in a retail store.
 - inspect products brought into a country.
 - bring some products into a country and send out others.
 - produce items to be sold wholesale.
- _____ 14. If illegal immigrants are **deported** from a country, they are:
- charged with a crime.
 - placed in jail.
 - given citizenship.
 - legally forced to leave the country.
- _____ 15. If there are large beams that **support** the roof of a structure, the beams:
- angle toward the ceiling.
 - are curved.
 - bear the weight of the roof.
 - are made of wood.

Reading Skills Application

Directions: Items 16–20 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You have not studied all of the skills at this point, so these items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 3 through 9 of *New Worlds*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *New Worlds*, you will practice and develop these skills. Write your answers in the spaces provided.

- _____ 16. What is the author's primary purpose for writing this selection?
- to prove that test preparation and test grades are highly correlated
 - to explain how to prepare for tests and deal with test anxiety
 - to explain the different types of tests
 - to prove that working with a study group can enhance test performance
- _____ 17. Which of the following is the meaning of *key* as it is used in the second bulleted item in paragraph 10?
- familiar
 - confusing
 - foreign
 - important
- _____ 18. Which pattern has been used to organize the information in paragraph 7 of the selection?
- comparison and contrast
 - cause and effect
 - sequence
 - list
- _____ 19. Based on the information in the selection, the author would most likely agree with which of the following statements?
- If students know more about test preparation, they can improve their performance on tests.
 - Test anxiety is a fact of life and nothing can be done about it.
 - There are test-taking techniques that can make every student successful in college.
 - Study groups are the secret of success when preparing for tests in college.

- _____ 20. The author has credibility because he:
- a. has had experience himself as a highly successful college student.
 - b. presents the results of interviews with successful students.
 - c. is an expert on learning and study skills.
 - d. has conducted extensive research projects on study skills.

SELECTION 1-3

Study Skills
(Continued)



Collaboration Option

Writing and Collaborating to Enhance Your Understanding

Option for collaboration: Your instructor may direct you to work with other students or, in other words, to work *collaboratively*. In that case, you should form groups of three or four students as directed by your instructor and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group’s answers.

1. **Reacting to What You Have Read:** “Know thyself,” the old saying goes. Through experience, most college students discover techniques that prepare them to do well on tests. List at least three things that you have discovered that help *you* prepare effectively for tests.

2. **Comprehending the Selection Further:** List and explain the four ways to deal with test anxiety.

3. **Overall Main Idea of the Selection:** In one sentence tell what the author wants readers to understand about what you should do when preparing for tests. (Be sure to include the words “prepare,” “test,” and “test anxiety” in your overall main idea sentence).



Internet Resources

Read More about This Topic on the World Wide Web

Directions: For further information about the topic of the selection, visit these websites:

www.aboutcollege.com

The About College website contains information pertinent to students, parents, and anyone else interested in learning about the adjustment to college life.

www.mhhe.com/power

This website presents additional information about Dr. Feldman’s textbook, *P.O.W.E.R. Learning: Strategies for Success in College and Life*.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista (www.google.com, www.yahoo.com, www.altavista.com) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

test taking

or

test anxiety

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

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