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College Reading and Study Skills

Fourteenth Edition

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Sample Preface. Do not distribute.
Across thirteen editions, *College Reading and Study Skills* has demonstrated that reading and study skills are inseparable. A student must develop skills in each area in order to handle college work successfully. With this goal in mind, I have tried to provide complete coverage of both reading and study skills throughout and to show their relationship and interdependency. In doing so, my emphasis has been on direct instruction. My central aim is to teach reading and study skills through a how-to approach.

**NEW TO THE FOURTEENTH EDITION**

The new edition of *College Reading and Study Skills* features a stronger emphasis on discipline-specific college reading, expanded coverage of critical thinking, and revised and expanded coverage of the digital age as it affects reading and study. The thematic reader (Part Six) features two new themes—the first on non-traditional addictions and the second on discrimination.

**NEW CHAPTER ON DISCIPLINE-SPECIFIC READING SKILLS.** Chapter 12, “Reading and Thinking Critically in Academic Disciplines,” focuses on five academic disciplines: social sciences and history, life and physical sciences, mathematics, literature and the humanities, and career fields. The chapter begins by examining four types of critical thinking skills: decision-making, problem-solving, creative thinking, and scientific thinking, skills important to many academic disciplines. Because students need to learn to adapt their reading skills to suit the nature of each discipline, the chapter identifies characteristics unique to each discipline and shows students how to adapt their reading skills to accommodate these unique characteristics. Critical thinking skills are also presented for each discipline.

**ENHANCED EMPHASIS ON CRITICAL THINKING SKILLS.** Critical thinking skills are now featured in every chapter. New “Thinking Critically” boxes have been added that demonstrate the relevance of critical thinking skills to chapter content. For example, in Chapter 4, students are encouraged to evaluate the effectiveness of their highlighting; in Chapter 6 they are encouraged to sharpen their critical thinking skills when previewing. Chapter 8 shows students the techniques used by writers to signal important information in a paragraph.

**NEW COVERAGE OF DIGITAL READING SKILLS.** Increasingly more reading, both academic and everyday, is done digitally; digital reading requires both adaptation of existing skills and development of new ones. Success Workshop 1, “Read and Learn Online,” explores the differences between print and digital reading. Because digital reading requires new and different skills, the workshop offers strategies for focusing and concentrating while reading online and asks students to brainstorm techniques for overcoming numerous online challenges.

**NEW COVERAGE OF FAKE NEWS.** Fake news, false information that is deliberately and intentionally presented to mislead readers or listeners, is a current topic of discussion and debate in many academic communities and in social media. Facebook, Twitter, and Google have all addressed this issue by suspending the accounts of thousands of fake news sites. As such, it is important that students be aware of its risk and dangers. Success Workshop 6, “Build Your Information Literacy and Recognize Fake News,” defines fake news, offers suggestions for evaluating information sources, and presents strategies for identifying fake news.
NEW THEMATIC READINGS. Part Six of the book contains nine readings, grouped according to three themes. Two themes have been replaced with more current and engaging readings. Theme A considers non-traditional addictions and includes readings on Netflix addiction, addictive consumption, and food addiction. Theme B addresses discrimination: anti-Muslim bigotry, racial profiling and biased policing, and discrimination against people who are single. Theme C, Controversies in Science, has been retained. It considers the following topics: designer babies, the massive concentration of plastic in oceans, and consequences of global warming.

NEW CHAPTER REORGANIZATION. Chapter 1 has been reorganized to include new coverage of digital study aids such as electronic time management tools, notetaking organizers, and self-test flash card systems.

CONTENT OVERVIEW

College Reading and Study Skills, Fourteenth Edition, presents the basic strategies for college success, including time management, analysis of learning style, active reading, and note taking. The text offers strategies for strengthening literal and critical comprehension, as well as improving vocabulary skills. Students also discover methods for reading and learning from textbook assignments, including outlining and summarizing, and for taking exams. The reading and study skills I have chosen to present are those most vital to students’ success in college. Each unit teaches skills that are immediately usable—all have clear and direct application to students’ course work.

Because I believe that critical thinking and reading skills are essential to college success, these skills are emphasized in the text. I introduce students to critical thinking skills by explaining Bloom’s hierarchy of cognitive skills early and then showing their academic application throughout the text. College Reading and Study Skills offers direct skill instruction in critical reading and includes key topics such as making inferences, asking critical questions, analyzing arguments, and evaluating Internet sources.

The units of the text are interchangeable, which enables the instructor to adapt the material to a variety of instructional sequences.

SUCCESS WORKSHOPS. Appearing at the beginning of Parts One through Five, the Success Workshops use a fun, lively, and accessible format to provide students with skills that will directly and immediately contribute to their college success. Topics include reading and learning online; managing one’s electronic life; working with new course formats: online, hybrid, and flipped courses; strengthening concentration to improve reading rate and flexibility; building information literacy and recognizing fake news; thinking critically about course content; and managing stress.

PART ONE: BUILDING A FOUNDATION FOR ACADEMIC SUCCESS. This section provides an introduction to the college experience and presents skills, habits, and attitudes that are essential to academic success. In Chapter 1, students learn to assess their learning style and develop active learning strategies. Chapters 2 and 3 focus on classroom skills: note taking and classroom communication.

PART TWO: USING COLLEGE TEXTBOOKS. The chapters in this section teach students to read and learn from college textbook assignments. Chapter 4 teaches students how to identify and organize what they learn using paraphrasing, highlighting, marking, outlining, summarizing, and mapping. Chapter 5 discusses the learning and memory processes and the principles on which many of the skills presented throughout the text are based.

PART THREE: ESSENTIAL READING SKILLS. This section focuses on the development of reading skills for both textbooks and other common academic reading assignments. In Chapter 6, students learn active reading strategies for before, during, and after
reading. Students are shown methods of learning specialized vocabulary and discover systems for vocabulary learning in Chapter 7. Chapter 8 focuses on paragraph reading skills. Chapter 9 focuses on recognizing thought patterns.

PART FOUR: THINKING CRITICALLY AS YOU READ. Critical thinking is the focus of the two chapters in this section. Chapter 10 emphasizes evaluation of an author’s message. It includes making inferences, distinguishing between fact and opinion, recognizing tone, evaluating data and evidence, and analyzing arguments. Chapter 11 focuses on evaluating an author’s techniques: connotative and figurative language, missing information, generalizations, assumptions, and manipulative language.

PART FIVE: STRATEGIES FOR ACADEMIC ACHIEVEMENT. The purpose of this section is to prepare students for reading, assignments, and exams in the various academic disciplines. Chapter 12 covers five academic disciplines: social sciences and history, life and physical sciences, mathematics, literature and the humanities, and career fields. The chapter first examines four types of critical thinking skills important to many academic disciplines: decision-making, problem-solving, creative thinking, and scientific thinking skills. The chapter then examines each of the academic disciplines in-depth and presents material on how to apply critical thinking skills. In Chapters 13 and 14, students learn specific strategies for preparing for and taking objective tests, standardized tests, and essay exams, as well as for controlling test anxiety.

PART SIX: THEMATIC READINGS. This section contains nine readings, grouped according to three themes: non-traditional addictions, discrimination, and controversies in science. These readings, which represent the kind of texts that may be assigned in academic courses, provide students with an opportunity to apply skills taught throughout the text.

PART SEVEN: SAMPLE TEXTBOOK CHAPTER: TEXTBOOK READING AND WRITING. Finally, a textbook chapter selection taken from an introduction to sociology college text, titled “Race and Ethnicity,” allows students to work with actual textbook material to apply skills taught throughout the text. The chapter is representative of college textbooks, of the learning aids they contain, and of classroom activities built around chapter reading assignments.

SPECIAL FEATURES

The following features enhance the text’s effectiveness and directly contribute to students’ success:

- **Learning Style.** The text emphasizes individual student learning styles and encourages students to adapt their reading and study techniques to suit their learning characteristics, as well as the characteristics of the learning task.

- **Reading as a Process.** This text emphasizes reading as a cognitive process. Applying the findings from the research areas of metacognition and prose structure analysis, students are encouraged to approach reading as an active mental process of selecting, processing, and organizing information to be learned.

- **Metacognition.** Students are encouraged to establish their concentration, activate prior knowledge, define their purposes, and select appropriate reading strategies prior to reading. They are also shown how to strengthen their comprehension, monitor that comprehension, select what to learn, and organize information. They learn to assess the effectiveness of their learning, revise and modify their learning strategies as needed, and apply and integrate course content.

- **Skill Application.** Students learn to problem-solve and explore applications through case studies of academic situations included at the end of each chapter. The exercises are labeled “Applying Your Skills.” “Using the Sample Chapter” questions
have students apply skills from the book to the sample textbook chapter in Part Seven. “Analyzing a Study Situation” questions present students with mini-cases and ask them how to best approach an academic challenge. Finally, “Working on Collaborative Projects” exercises provide opportunities for group work.

- **Learning Experiments/Learning Principles.** Each chapter begins with an interactive learning experiment designed to engage students immediately in an activity that demonstrates a principle of learning that will help students learn the chapter content. The student begins the chapter by doing, not simply by beginning to read.

- **Chapter Learning Goals.** Each chapter opens with chapter learning objectives that correspond to the major headings in the chapter.

- **Interactive Assignments.** The Success Workshops, the Learning Experiments at the beginning of each chapter, and the Using College Textbooks feature engage students and function as interactive learning opportunities.

- **Writing to Learn.** The text emphasizes writing as a means of learning. Writing-to-learn strategies include paraphrasing, self-testing, outlining, summarizing, and mapping.

- **Realistic Reading Assignments.** Exercises often include excerpts from college texts across a wide range of disciplines, providing realistic examples of college textbook reading. Furthermore, “Using College Textbooks” sections guide students in making the most of their textbooks.

- **Thematic Readings.** Nine readings, grouped according to three themes, are contained in Part Six. These readings provide realistic materials on which to apply skills taught in the text. They also provide students with an essential link between in-chapter practice exercises and independent application of new techniques in their own textbooks, as well as valuable practice in synthesizing and evaluating ideas.

- **Self-Test Chapter Summaries.** Linked to the chapter’s learning goals, the chapter summaries use an interactive question–answer format that encourages students to become more active learners.

- **Quick Quizzes.** A multiple-choice quick quiz is included at the end of each chapter. Each quiz assesses mastery of chapter content, provides students with feedback on their learning, and prepares students for further evaluation conducted by their instructor.

- **Visual Appeal.** The text recognizes that many students are visual learners and presents material visually, using photographs, maps, charts, tables, and diagrams.

## THE TEACHING AND LEARNING PACKAGE

### Reading

Reach every student by pairing this text with MyLab Reading

MyLab™ is the teaching and learning platform that empowers you to reach every student. By combining trusted content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. When students enter your developmental reading course with varying skill levels, MyLab can help you identify which students need extra support and provide them targeted practice and instruction outside of class. Learn more at www.pearson.com/mylab/reading.

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## Text-Specific Ancillary Materials

- **Annotated Instructor’s Edition.** This supplement is an exact replica of the student text with answers provided. ISBN: 0-13-522806-9/978-0-13-522806-7
- **Instructor’s Manual.** This supplement contains teaching suggestions for each chapter along with numerous tests formatted for easy distribution and scoring. It includes a complete answer key, strategies for approaching individual chapters, a set of overhead projection materials, and suggestions for integrating the many Pearson ancillaries. Online only. ISBN: 0-13-522705-4/978-0-13-522705-3
- **Test Bank.** This supplement includes content-based chapter quizzes and mastery tests to enable students to apply skills taught in every chapter. Online only. ISBN: 0-13-522704-6/978-0-13-522704-6
- **Pearson MyTest.** This supplement is created from the Test Bank and is a powerful assessment generation program that helps instructors easily create and print quizzes, study guides, and exams. Select Pearson’s questions and supplement them with your own questions. Available at www.pearsonmytest.com. ISBN: 0-13-522710-0/978-0-13-522710-7.
- **PowerPoint Presentations.** This supplement contains a presentation for each chapter structured around the chapter learning objectives. You can use these presentations as is or edit them to suit your lecturing style. Available for download from the Instructor Resource Center. ISBN: 0-13-522709-7/978-0-13-522709-1

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