LEARNING TO THINK THINGS THROUGH

A GUIDE TO CRITICAL THINKING ACROSS THE CURRICULUM

Fourth Edition

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PEARSON
To Matt

And to my I-Group: Mickey, Francis, Mari, Gus
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New to the Fourth Edition

One goal of this new edition is to expand the emphasis on the critical writing that is so important a part of learning to think critically in a discipline. A second goal is to make the book clearer, more sharply focused, and more up to date. A third goal (actually a goal since the first edition) has been to make the book short enough (a) to function as a guide for students who may well have extensive discipline-based materials to work through in addition, (b) to allow students, if possible, to read the whole book near the beginning of the semester (see pages xxvii–xxviii), and (c) simply not to look daunting. Accordingly, though new sections have been added to each chapter, this edition is shorter than the previous two.

■ Ideas for Writing. In keeping with a greater emphasis on critical writing, there is a new section at the end of each chapter on "Ideas for Writing." This section suggests topics or questions from the chapter or the book as a whole for students to write about in a short assignment, a longer essay, or in their journal. The section also prompts students to come up with similar ideas for writing on their own.

■ Tell Your Story. A section at the end of each chapter asks students to reflect on and write about their own personal history, their own story, with respect to critical-thinking or discipline-based concepts. For example, a topic in Chapter 1 is "Egocentrism as an Impediment to Critical Thinking," and a question in the "Tell Your Story" section asks: "Think of your life as a whole. How has your own native egocentrism changed in your life from childhood to the present?" Or in Chapter 2: "How have your goals and purposes changed over the course of your life?" Or in Chapter 3: "What is your attitude toward the discipline you are studying? How has your attitude toward it changed over the years, maybe even before you ever took a course in it? What are some factors that might help you personally to become more open to it?" (Note that writing about the "Tell Your Story" questions may not always involve critical thinking. Rather, the questions ask students to engage in reflection on their lives in a way that lays a foundation for further critical reflection, after
they have learned to use the elements, the standards, and the
discipline itself.)

- I have gone over each sentence of the third edition to make
the book more compact and more streamlined. I have made
changes, including substantial cuts, to virtually every page.
These changes not only made the book shorter, but allowed the
addition of new sections as well.

- I have made extensive revisions to Chapter 5. In addition to
making explanations more focused throughout, I have (a) com-
pletely revamped the section on Thinking in Systems and (b)
incorporated "thinking in the discipline" directly into "The
Core Process of Critical Thinking" (see page 169). This latter
change removes some of the separation between critical thinking
and critical thinking in a discipline. It emphasizes the idea that,
in any question where the disciplines are relevant (and that
in the end includes most questions), I need to incorporate
concepts from the discipline into my thinking.

- The critical-thinking character traits are now introduced in a
single, focused subsection, instead of being mentioned piece-
meal, one or two at the end of each chapter. Logically, it is now
part of the section "How Do You Fit into the Picture? Becoming
a Critical Thinker."

- Over 70 percent of the discipline-based textbooks used in exam-
amples and exercises have been updated, eliminated, or changed to
texts published after 2006.

Another thread of the fourth edition further emphasizes the
theme of "believing the results of one's reasoning"—internalizing
ideas learned in class and importing them into one's ordinary life,
making them part of one's reality. Helping students learn to do this
(and even to do it habitually) is, for me, one of the great challenges
of teaching. In several places in the fourth edition, a question is asked
in ordinary, everyday language, for example:

Suppose you are selling your car to a man who doesn't know much about
cars, and he is willing to pay you much more than you know the car is
worth. What should you do?

Then the question is asked again, this time specifically from the
point of view of the discipline, for example in an ethics course:

Address the following from either a rights perspective or a consequentialist
perspective, or both: Suppose you are selling your car to a man who doesn't
know much about cars, and he is willing to pay you much more than you
know the car is worth. What should you do?
The point is that these are not two separate questions. They are, at the very least, closely related. In many cases they are really identical (or should be identical, if I take the discipline seriously). The intent here is to help break down the barrier between what is learned in school ("school stuff" page 117) and the reality of everyday life. (See the box on pages 120–121, exercises 3.10, 5.11, 5.12, as well as several sections and exercises retained from earlier editions.)
This book is a guide for learning to think critically in a discipline, a subject matter, an area, or a field of study. I use these terms more or less interchangeably throughout the book. The book applies to disciplines taught at any level of generality, at any educational level. This includes courses in humanities, social and natural sciences, business, arts, nursing, professional areas, the freshman experience, and so on, as well as multidisciplinary courses.

I specifically mean to include courses that emphasize doing as well as understanding: Composition courses stand out in particular. (There are exercises suitable for student writing, and the text promotes full integration of the composition course with other courses students are taking, across the curriculum.) But the book applies to any discipline that emphasizes mindful doing: physical education, nursing, business, math, veterinary science, agriculture, foreign languages. (In fact, in the purest sense, all courses emphasize doing: learning physics is learning to do physics—learning physics is learning how to engage actively in the process of thinking one's way through the physical world.)

Although this book was not written to be the main text in a course specifically in critical thinking, I have used it that way in my own courses, and many teachers of critical thinking have used Richard Paul's model in their courses (see page xx). In my own critical-thinking courses, I have asked my students to use the model to analyze and evaluate newspaper editorials; to apply it to problems in their personal lives; to analyze their relationships with other people; to analyze, compare, and evaluate news sources and advertising; to evaluate their own study skills; to think through their own egocentric and sociocentric tendencies; to think through artworks and a wide variety of other topics. Several times the only other texts required in my course were ones from other courses the student was taking. There, the goal was to help the students learn to think through the disciplines or subject matter they were studying in those other courses. What permits this diversity is the great flexibility of Paul's model of critical thinking.

This book is a guide to critical thinking in the curriculum and intended to be inexpensive, so it can be used economically as an
adjunct text in a course. I have tried to keep it short enough so students can be required to read it all the way through near the beginning of the semester. That way they can refer to it again and again, applying specific critical-thinking concepts to different parts of the subject matter as the course moves along, gradually coming to integrate those parts. Learning to Think Things Through works best, I believe, when used in a course in conjunction with subject-matter materials, including textbooks or readings brought in by the teacher or the students. "Readings" can include video or audio material of any sort, chapters, specific problems, case studies, primary sources, journal articles, or virtually any outside material. Many questions in this book direct students to apply critical-thinking concepts to the texts in the course.

Many teachers in a field or discipline want their students to learn to think critically about the subject matter they are studying and to learn to think about the world in terms of that subject matter. They want their students not to be passive recipients of information absorbed from the teacher or the text. Rather, teachers want their students to become active learners who pay attention to crucial elements of reasoning, such as assumptions, purposes, implications, and consequences, and who do this in a way that meets high intellectual standards. This book will help accomplish those goals.

Using Learning to Think Things Through in a Course

Teachers can use this book in a range of ways. I favor using the text as a highly integrated part of the course as a whole. The goal, again, is to keep students actively thinking their way through the course and the subject matter, rather than sinking back into being passive recipients.

As the teacher, I can have them identify key concepts of the discipline for each chapter, unit, lesson, lecture, and presentation. I ask them to construct applications of the concepts from their own experience, integrate the concepts, and draw up concept maps. Students can be given frequent practice at formulating key questions, finding relevant information and evaluating its significance, and searching for alternatives. I can have the students analyze readings or important course material right from the beginning of the course. The model of SEEI (pages 30–33) is particularly valuable in helping students learn to clarify and deepen their understanding of anything in the course; it also helps students' note taking and review for exams; for the teacher, it provides a flexible way to assess students' understanding, both informally and on exams. (In my own courses, a substantial portion of my tests asks students to state, elaborate on (in their own words), give an original example and an illustration of the important concepts or ideas in the course. It has transformed my exams.)
In addition to giving students ongoing practice at thinking critically within the discipline, activities such as these furnish you with valuable insight into where exactly your students are in the course. These activities can be done in group work or individually, in class or as homework assignments, in written or oral form, with or without specific feedback from you. Activities such as these and many others are identified in *Learning to Think Things Through*, and exercises on such thinking activities appear at the end of each chapter.

This book can be used in courses in any number of other ways. You can have students work through the book on their own. Assigning exercises at the end of each chapter (some of which have suggested answers) can significantly help students in their critical thinking with minimal input from you.

Many teachers find it valuable to devote some class time to helping students learn how to assess their own work and the work of fellow students, giving one another critical feedback on the thinking. The elements (Chapter 2) and standards (Chapter 4) are an ideal vehicle for this. Devoting this class time, even though it might seem at first glance to cut down on the amount of time devoted to teaching the discipline, allows you to give frequent short written assignments throughout the semester (shown to be highly effective in helping students retain and internalize the discipline) and to make sure students receive at least some feedback on them. Having students assess one another’s work does this without increasing the amount of valuable time you spend on reading and correcting student assignments. In my classes I often keep copies of student responses that apply a critical-thinking concept to a discipline. After getting permission from those students, I pass out their responses (anonymously) to students in subsequent classes. The brunt of learning is placed where it ought to be, as a responsibility of the students themselves. You are then freer to become the resource and the facilitator of learning.

The elements, standards, and subject-matter concepts make this task of self-assessment focused and beneficial both for the student being assessed and the student doing the assessing. Both are engaged in doing critical thinking about the subject matter. This book contains exercises specifically on such self-focused assessments, and many more can be readily constructed from the elements and standards.

Consider a simple example. One of the elements is *purpose*, and one of the standards is *clearness*. In my courses, I give frequent written assignments. For each of them, I ask students to write down at the top what, in their best judgment, is the purpose of the assignment. This exercise in and of itself helps students to focus their thinking (and to be aware that the assignments in fact have a purpose—sometimes a surprise). Then I ask students, in pairs or in groups of four, to assess how *clearly* each statement of purpose was written.
That gives students specific critical-thinking feedback on an important standard, and the clarity of their responses almost invariably improves. Similar feedback can be given from student to student about any of the elements and any of the standards.

One further note on using *Learning to Think Things Through*: the model presented here is highly integrated, and there is great benefit in having students read the entire book near the beginning of the course, rather than piecing it out as the course progresses. The flexibility and comprehensiveness of the model are not as available to students when they learn one part at a time and then try to get a sense of the whole. After getting a sense of the whole, students can then work on those aspects that give them difficulty.

### The Model

This book, built on Richard Paul's model of critical thinking, is intended as a short, connected presentation, suitable for use in a subject-matter course. Essential parts of it are set forth in Paul and Elder's *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*\(^1\) and in *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*.\(^2\) The model is the one Paul, Linda Elder, I, and a number of other workshop facilitators at the Foundation for Critical Thinking, have used in workshops and academies over the years.

The model has quantitative empirical backing. Jennifer Reed, in her doctoral dissertation, tested Paul's model in history classes at the community college level. It fared well not just compared to a didactic course in history, but also compared to an alternative model of critical thinking where the key concepts were taught implicitly rather than explicitly (with no significant differences in knowledge of history content).\(^3\)

Two parts of this model form the core of this book:

1. **Elements of reasoning.** These are the central concepts of reasoning itself. Paul often describes them as the "parts" of thinking. When I reason through something, I may be trying to do any number of things: I may be trying to see the *implications* of holding a certain *point of view*, for example, or I may be trying to come to some *conclusion*, based on certain *assumptions* I start out with. I may be deciding that I need more *information* to decide this *question at issue*. I may simply wonder what my *purpose* is in a certain venture and what my *alternatives* are. The elements of reasoning extract the common concepts from this virtually unlimited set of reasoning activities. Thus, to learn to reason is to come to mastery of concepts like implications, points of view, conclusions, assumptions, information, question
at issue, and purpose. Concepts such as these are elements of reasoning. Chapter 2 is devoted to the elements.

2. **Standards of critical thinking.** It can be seriously misleading to say critical thinking is learning how to think. Critical thinking is learning how to think *well*. It is thinking that meets high standards of quality. Again, I can think through something well in many ways. I can figure out that one conclusion is more *accurate* than another. I can see implications more *clearly* than I saw them before. I can focus on the most *important* aspects of a problem. I can realize I have thought through an issue *sufficiently*, and now it is time to act. The standards are an attempt to formulate the heart of what constitutes the quality component in critical thinking. Like the elements, the standards are a set of concepts. I think through an issue *well* when I think it through accurately and clearly, when I focus on what is most important to deciding the issue, and when I think it through sufficiently. To learn to reason well is to come to mastery both of the elements and of standards such as accuracy, clearness, importance, and sufficiency. Concepts such as these are standards of critical thinking. Chapter 4 is devoted to the standards.

The general injunction, then, in Paul’s model, is this:

> Take any problem, in any area, and think it through using the elements of reasoning and in accord with the standards of critical thinking.

Developing a greater ability to think in terms of the elements and standards promotes a flexibility that is ideally useful, and maximally transferable, in teaching for critical thinking in a subject-matter course anywhere in the curriculum.

In *Learning to Think Things Through*, both elements and standards are applied to thinking within the discipline. Part of this, in any field, is learning to think the way someone in that discipline thinks. That means being able to think in terms of specific systems taught in the discipline (Chapter 5). More than that, it means being able to think in terms of those fundamental and powerful concepts and central questions that lie at the heart of the discipline, and to view the world at large from the point of view of the discipline. These are described in Chapter 3.

My presentation of Paul’s model differs from his in a few respects. I have added *context* and *alternatives* to his eight elements, and I have given only the briefest introduction to intellectual traits, such as intellectual courage and intellectual humility.
Putting It All Together

A general picture is presented in Chapter 5. It is a picture of the core process of critical thinking, of answering critical-thinking questions in the subject matter. It is tagged by the acronym QEDS. You begin by looking critically at the question being asked (Q). You think it through using the elements (E) and the central concepts and questions of the discipline (D). You assess and revise your thinking using the standards (S).

This core process, common to all areas of thinking, is what makes critical thinking transferable. By internalizing it in your course, students can learn to think more effectively in other courses, in the interconnections between disciplines, and in their lives as related to the disciplines.

Critical Writing Across the Curriculum

An emphasis on critical writing runs through the book. It is addressed in the text, in insert boxes in chapters, in any number of exercises (of course, you can easily change pure writing assignments to group discussion questions), in new sections added to the fourth edition, and in a model for "Using the Core Process to Write a Paper."

A Note on the Exercises

A number of key guiding concepts run all the way through Learning to Think Things Through, and students can be assigned to apply them to the discipline again and again, in many different ways. There are exercises on each of them:

- individual elements, or the elements assembled into a circle
- the standards individually, or as a standards check
- evaluating around the circle
- SEEI (state, elaborate, exemplify, illustrate)
- fundamental and powerful concepts
- the central question
- the point of view of the discipline
- impediments to critical thinking
- thinking in systems
- critical writing
- raising good questions
- reasoning things out
- believing the results
- intellectual traits of a critical thinker

You can also, independently of the exercises, give students assignments that require them to apply these guiding concepts to anything in the course: to their writing, reading, experiences, theories, research,
and so forth. These can be assigned at any point in the course, even before students have read about them in *Learning to Think Things Through*, or long after they have finished reading it. (I myself would like to see questions based in these key guiding concepts as the central part of a capstone course, requiring students to bring together insights from courses across their whole educational experience.)

The exercises in each chapter have a section called “Daily Practice: At incorporating critical thinking into your life and your learning” (see the instructions on pages 44–45). I’ve tried in these sections to address what I think is a difficult problem in student learning: to help students start to do the subtly hard work of generalizing these concepts and organizing their understanding of the world in terms of them, and to do this in an ongoing way that doesn’t stop as soon as they leave the classroom.

Teachers of physics see forces and energy at work everywhere. Teachers of sociology see social forces at work everywhere. Both kinds of force are obvious, unavoidable. But I believe we sometimes underestimate how radically different that is from students’ experience. This is not really a remark only about students. I believe it is a remark about almost all of us. Teachers of physics are not in the habit of seeing social forces at work all around them. Teachers of sociology are generally not explicitly noticing the physical forces that are omnipresent.

This is subtle because many students can often do this kind of generalizing if the instructor *prompts* them the right way: “Find three examples of social forces in your life.” But that doesn’t mean they will do the generalizing themselves unprompted. Many of the fundamental and powerful concepts in courses—and this includes critical-thinking concepts—are alien to students’ experience in this sense: students have years of seeing families just as families, as if that category was sufficient in itself. If I’m teaching the social structure of the family, my hope is that they will start to see families in terms of social forces—and that they will do so on their own, in an ongoing way, unprompted by me except at the beginning. There is a sense in which, as a teacher, what I am aiming for is nothing less than a transformation, at least a small one, in the way they view their own experience. I want them to see the world in terms of critical thinking and the discipline. Thus, the “Daily Practice” sections are an attempt to ask students to spend some time each day doing whatever they ordinarily do—but to conceptualize it in terms of one of the guiding concepts just listed: to filter the world through the elements, standards, and concepts of the discipline.

In addition to those specific sections, some other exercises work the same way. They can be assigned to students more than once during the course, thus fostering intellectual perseverance and allowing them to rethink earlier conclusions they came to, so their responses
can change and deepen. These exercises can be applied at any time in the course (even as a pre-test before the appropriate reading has been done), to virtually any topic, in the discipline or to students' lives outside school:

- Exercises 1.1, 1.7, 1.10, 1.14, 1.18, 1.19
- 2.1–2.3; each of the exercises on individual elements: 2.4–2.13; 2.16, 2.17, 2.18
- 3.7, 3.9, 3.11, 3.15, 3.17, 3.21
- 4.2, 4.3, 4.5, 4.7, 4.9, 4.11–4.14, 4.16
- 5.1 a b c d; 5.13, 5.16, 5.18

How to Contact Me. If you have questions about *Learning to Think Things Through*, or if you are just willing to share how you use it in your classes, I would appreciate hearing from you.

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For deep personal support, I want to thank not only Richard Paul and Linda Elder, but also Ralph Johnson, Matthew Nosich, Andy McCaffrey, Nicole Fargo, and the members of my I-Group, Spirit Group, and NOMC.
The aim of this book is to help you improve your critical thinking about the subject matter of the courses you are taking. A secondary goal, a by-product of the first, is to help you improve your ability to think effectively in your life as a whole. The way you use this book is likely to be different from the way you use most books in courses.

First, this isn't a book you can just read through. You can't get stronger by reading about how to exercise. In the same way, you can't get better at critical thinking merely by reading about critical thinking—not even if you're very intelligent. You have to do it. You have to take problems or questions the text asks and actually think them out as you work your way through the book—at least some of them. In addition, it helps if you can get feedback on your thinking. You have to do this again and again.

What this book teaches is not a body of information. If the book is successful for you, you will learn to do something that requires more than just learning information, and more than just learning skills. It is not just about how to think critically—it is about actually thinking critically.

Learning to do something cannot be accomplished just by reading about it. You can't get thinner merely by reading about dieting; your basketball game won't improve merely by hearing about how to shoot free throws. Your writing won't improve merely by learning that you have to consider your audience—you actually have to consider your audience. To improve the way you do something takes both instruction (in this case, reading the book, receiving feedback) and practice (doing it).

Second, depending on what your instructor says, you may need to read the book all the way through right near the beginning of the course, including doing the thinking work. That's because the book gives a unified overall model for critical thinking, and you have to see how the parts all fit together. In the model presented in this book, you think in terms of the elements of reasoning (Chapter 2), the subject you are studying (Chapter 3), the standards of reasoning (Chapter 4), and putting it all together (Chapter 5). You need a grasp of the whole model to think your way through questions in the discipline. In the
end, the book promotes a different way of approaching the world—by thinking your way through it.

In some fields you proceed step by step, learning a skill well, and only then going on to the next skill (and hoping you don’t forget the first one on the way). Critical thinking is different. A major goal of critical thinking is always to keep the whole in mind as you are working through the parts.

So, with this book, it is better to work all the way through to the end and get the big picture, even if there are some glaring gaps in your understanding. (That’s probably the way you learned almost all complex skilled activities, particularly those that are important in your life: you don’t learn to drive by first mastering the gas pedal and only later starting to work on how to use the brakes. The same is true of shopping for groceries, learning to dance, raising children, and understanding yourself and others: you engage in the process as a whole, gradually filling in gaps, sometimes making mistakes, improving, coming to insights within the process.)

Third, Learning to Think Things Through is not a book you can work through once and then be done with. Instead, you’ll have to refer back to it whenever problems arise for you. After working all the way through it the first time, there will be glaring gaps in your understanding of various aspects of critical thinking. When you have trouble with assumptions, for example, you need to reread the section on assumptions in Chapter 2. But also look in the index under "assumptions" for other passages that may help. Do some of the exercises on assumptions, especially those that are starred (*) and have suggested answers in the back of the book. At the end of the course, some parts will still be unclear and confusing. Even so, you can still use the model as a whole. It will still be practical: in the course you are taking, in other courses, and in decisions you have to make in your own life.

Fourth, this is a guide to thinking critically within the discipline you are studying: composition, geology, educational psychology, business—any field or subject matter. Only a fraction, if any, of the examples in the text and exercises, however, will be from the discipline you are actually studying. It is still vitally important that you work your way through them. They have been selected so as to convey critical-thinking concepts across the curriculum, for all disciplines.

No technical knowledge is presumed in this book. Except for the discipline you are currently studying, you are not expected to know the specific field being discussed.

Critical thinking transfers. If you consciously learn critical-thinking techniques in one field, you may have those techniques available for another field. By the end you may find your learning in your other
courses becomes faster, more in your control, more lasting, and more beneficial for your life outside school.

Finally, in the end you will have to be the judge of whether using the model here improves your thinking. Certainly it won’t be all or nothing. Critical thinking is a matter of degree. At the end of the course you should find yourself more often checking for accuracy, identifying assumptions, drawing relevant conclusions, thinking questions out in terms of the fundamental and powerful concepts of the discipline you are studying.

One way to think about the process is to imagine yourself in the hands of a good coach, a critical-thinking coach. This book is the manual the coach is asking you to follow, and the coach will give you feedback along the way.

Who is the coach? Well, in a way, it is your instructor. On a much deeper level, though, it is the healthy, thinking organism within you. In the end, you are going to accept processes and thinking guidelines only if they work for you. You will have to see them pay off—in your studies, in your grasp of the subject matter, in your understanding of your relations with other people—before you incorporate them into your life. But you first have to give them a chance to see if they do pay off.
Why is this course important?
This course will help you transition to college, introduce you to campus resources, and prepare you for success in all aspects of college, career, and life. You will:
• Develop Skills to Excel in Other Classes
• Apply Concepts from College to Your Career and Life
• Learn to Use Media Resources

How can you get the most out of the book and online resources required in this class?
Purchase your book and online resources before the First Day of Class. Register and log in to the online resources using your access code.

Develop Skills to Excel in Other Classes
• Helps you with your homework
• Prepares you for exams

Apply Concepts from College to Your Career and Life
• Provides learning techniques
• Helps you achieve your goals

Learn to Use Media Resources
• www.mystudentsuccesslab.com helps you build skills you need to succeed through peer-led videos, interactive exercises and projects, journaling and goal setting activities.
• Connect with real students, practice skill development, and personalize what is learned.

Want to get involved with Pearson like other students have?
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See you on PearsonStudents where our student customers live. When students succeed, we succeed!
MyStudentSuccessLab is an online solution designed to help students acquire the skills they need to succeed. They will have access to peer-led video presentations and develop core skills through interactive exercises and projects that provide academic, life, and career skills that will transfer to ANY course.

It can accompany any Student Success text, or be sold as a stand-alone course offering. To become successful learners, students must consistently apply techniques to daily activities.

How will MyStudentSuccessLab make a difference?

Is motivation a challenge, and if so, how do you deal with it?
Video Presentation – Experience peer led video ‘by students, for students’ of all ages and stages.

How would better class preparation improve the learning experience?
Practice activities – Practice skills for each topic - beginning, intermediate, and advanced - leveled by Bloom’s taxonomy.

What could you gain by building critical thinking and problem-solving skills in this class?
Apply (final project) – Complete a final project using these skills to create ‘personally relevant’ resources.
MyStudentSuccessLab Feature set:

**Topic Overview:** Module objectives.

**Video Presentation - Connect:** Real student video interviews on key issues.

**Practice:** Three skill-building exercises per topic provide interactive experience and practice.

**Apply - Personalize:** Apply what is learned by creating a personally relevant project and journal.

**Resources:** Plagiarism Guide, Dictionary, Calculators, and Assessments (Career, Learning Styles, and Personality Styles).

**Additional Assignments:** Extra suggested activities to use with each topic.

**Text-Specific Study Plan (available with select books):** Chapter Objectives, Practice Tests, Enrichment activities, and Flashcards.

MyStudentSuccessLab Topic List -

1. Time Management/Planning
2. Values/Goal Setting
3. Learning How You Learn
4. Listening and Taking Class Notes
5. Reading and Annotating
6. Memory and Studying
7. Critical Thinking
8. Problem-Solving
9. Information Literacy
10. Communication
11. Test Prep and Test Taking
12. Stress Management
13. Financial Literacy
14. Majors and Careers

MyStudentSuccessLab Support:

- **Demos, Registration, Log-in** - www.mystudentsuccesslab.com under “Tours and Training” and “Support.”
- **Email support** - Send an inquiry to MyStudentSuccessLab@pearson.com
- **Online Training** - Join one of our weekly WebEx training sessions.
- **Peer Training** - Faculty Advocate connection for qualified adoptions.
- **Technical support** - 24 hours a day, seven days a week, at http://247pearsoned.custhelp.com
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