

P A R T

1

Orientation

*Preparing and Organizing Yourself
for Success in College*

CHAPTERS IN PART ONE

- 1 Making Yourself Successful in College
- 2 Approaching College Reading and
Developing a College-Level Vocabulary
- 3 Approaching College Assignments:
Reading Textbooks and Following Directions





CHAPTER 1

Making Yourself Successful in College

CHAPTER OBJECTIVES

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

- What do successful college students do?
- How can I motivate myself to do well in college?
- How can I set goals for myself?
- What are learning styles?
- How can I manage my time more effectively?

SKILLS

Doing What Successful Students Do**Motivating Yourself****Setting Your Goals****Identifying Your Learning Style****Managing Your Time**

- Setting Up a Weekly Study Schedule
- Making the Most of Your Study Time
- Planning Further Ahead: Creating a Monthly Assignment Calendar and Using a Daily To Do List

CREATING YOUR SUMMARY

Developing Chapter Review Cards**READINGS**

Selection 1-1 (Study Skills)

“Why Go to College?” from *P.O.W.E.R. Learning: Strategies for Success in College and Life*

by Robert S. Feldman

Selection 1-2 (Business)

“Getting Ready for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow” from *Understanding Business*

by William Nickels, James McHugh, and Susan McHugh

Selection 1-3 (Literature)

“Saved” from *The Autobiography of Malcolm X*,
as told to Alex Haley

*Education is our passport to the future, for tomorrow
belongs to the people who prepare for it today.*

Malcolm X

Industry and patience are the surest means to plenty.

Benjamin Franklin

DOING WHAT SUCCESSFUL STUDENTS DO

Some students are more successful than others. Why? One answer is that successful students know how to motivate themselves, set goals for themselves, and manage their time. They also have identified their learning style, the way they learn best. In this chapter, you will learn how to do all of these things. If you start now and consistently apply the techniques and strategies in this chapter, you will become a more successful college student. Getting off to a good start is important because, as the proverb says, “Well begun is half done.” This is just a way of saying that a good beginning goes a long way toward your ultimate success.

Moreover, the Greek philosopher Aristotle observed, “We are what we repeatedly do. Excellence then is not an act, but a habit.” This is valuable advice. If you make good study techniques and time management a habit, each semester you can become a better, more effective student.

It is helpful to look more closely at exactly what successful students do. One especially interesting research study involved college students who were highly effective *despite the fact that they did not have high entrance scores*. In other words, anyone looking at these students’ test scores would not have predicted that they would do well in college. The researchers asked the students themselves what it was that enabled them to be so successful. They learned from these effective students that they all shared five important characteristics:

- 1. Effective students are highly motivated.** Successful students have an inner drive to do well. They are goal-oriented; they have specific careers in mind. They believe that they are responsible for their own success or failure; they attribute nothing to “good luck” or “bad luck.”
- 2. Effective students plan ahead.** Successful students are organized. They develop good study habits. They establish a study schedule and stick to it. They study at the same time each day, and in the same place.
- 3. Effective students focus on understanding.** Successful students use instructors’ oral and written feedback to monitor their progress and make changes if necessary. They assess their own strengths and weaknesses on the basis of instructors’ comments in class, evaluations of homework assignments, and grades on tests. If they start to do poorly or fall behind in a subject, they adjust their schedule to spend more time on it, and they immediately seek help from an instructor, a tutor, or a friend. Moreover, successful students are familiar with

their learning style—the way they learn best—and they take steps to use this learning style when they study.

4. **Effective students are highly selective.** Successful students concentrate on main ideas and important supporting details when they read assignments. To identify important information, they pay attention to how paragraphs are organized and to signals and clue words in their textbooks and class notes. They do not try to memorize everything when they study. They use instructors' suggestions, course outlines, textbook features, and class notes to guide their efforts.
5. **Effective students are involved and attentive.** Successful students focus on their academic work in class and outside of class. In class, they pay attention, take notes, and participate in discussions. They make a point of arriving early, and they help themselves concentrate by sitting near the front. Outside of class, they study in quiet places to avoid distractions. They put academic work ahead of social life, and they limit time spent watching television, playing video and computer games, and surfing the Internet. They find a “study buddy” or join a study group so that they can study with others who are serious about school. They take advantage of their college's tutoring center and other resources. If supplemental instruction is available, they participate in it. They concentrate on the present rather than worrying about the past or daydreaming too much about the future.

Source: Adapted from John Q. Easton, Don Barshis, and Rick Ginsberg, “Chicago Colleges Identify Effective Teachers, Students,” *Community and Junior College Journal*, December–January 1983–1984, pp. 27–31.

Perhaps the most interesting aspect of these characteristics of successful college students is that there is nothing that is especially complicated or difficult about achieving them. With planning and determination, any student can make these behaviors part of his or her own life in college.

Another, more recent study also looked at students who had low high school grades and low college entrance scores. Although these students were not expected to do well in college, half of them achieved a relatively high college grade point average (GPA). The rest were on scholastic probation after several semesters. Researchers wanted to know, What was the difference between those who succeeded and those who did not?

Careful interviews with all the students revealed these characteristics of the successful students:

1. They attend and participate in class.
2. They are prepared for class.
3. They perceive instructors as experts.
4. They adhere to an organized study routine.
5. They develop a repertoire of study skills and strategies.
6. They take responsibility for their own learning.

Sounds familiar, doesn't it? The findings were strikingly similar to those of the earlier study conducted by different researchers at a different college. The unsuccessful students in this study "readily admitted that they did not engage in these behaviors and explained that their social lives held higher priority." Clearly, practicing these obvious "success behaviors" and making your college education a priority can make you more successful too.

Source: JoAnn Yaworski, Rose-Marie Weber, and Nabil Ibrahim, "What Makes Students Succeed or Fail? The Voices of Developmental College Students," *Journal of College Reading and Learning*, vol. 30, no. 2 (Spring 2000), pp. 195–221.

MOTIVATING YOURSELF

In college, you are responsible for motivating yourself. Developing an interest in and a commitment to your courses is not your instructors' responsibility; it is your responsibility. Developing the discipline and commitment to make yourself successful is not your parents' responsibility; it is your responsibility. If you assume the responsibility, then you can feel justifiably proud when you succeed, because the credit goes to you. The truly valuable and worthwhile things in life are seldom easy, but that is one of the things that gives them their value.

Fortunately, motivating yourself is easier than you may think. For one thing, college is a stimulating place to be! As you progress through college, you will find how pleasurable and satisfying learning can be. Also, there are specific, effective self-motivation techniques you can use. Here are a dozen strategies that you can use to get motivated and to stay motivated throughout the semester.

- 1. Write down your educational goals for the semester.** The act of writing down semester goals can be motivating in and of itself. Clear goals can also motivate you to use your time well. Specific goals (for class attendance and participation, homework, and grades) help you select activities that will move you toward your goals. In addition, achieving any worthwhile goal is a deeply satisfying experience that will motivate you to achieve more goals. (Goal-setting is discussed on pages 10–12.)
- 2. Visualize your success.** Visualize successful outcomes that you want to make happen in the near future, such as earning a high grade on an assignment or completing the semester successfully. Then visualize the future further ahead: Imagine yourself in a cap and gown being handed your college diploma; imagine an employer offering you the job you've dreamed of. Make your mental images as sharp and vivid as possible. Imagine the feelings as well, such as the happiness and pride you will feel in your accomplishment.
- 3. Think of classes as your easiest learning sessions.** If you spend three hours a week in class for a course, view those hours as your *easiest* three hours of learning and studying for the course. Remind yourself of this when you feel frustrated by a course or when you are tempted to skip class. Your instructor, who is an expert, is there to explain and to answer questions. Adopting this perspective can make a big difference.

Simply doing the things that successful students do can enable you to succeed in college.



- 4. View your courses as opportunities.** Especially if a course is difficult, consider it a challenge rather than a problem or an obstacle. The brain grows only when it is challenged. Accept the fact that you are required to take a variety of courses to broaden your educational background. Later in life, you will most likely come to appreciate these courses more than you can now. Taking the “long view” can be motivating.
- 5. Develop emotional strategies for dealing with difficult courses.** For example, to keep from feeling overwhelmed, a good strategy is to focus on the material you are studying at the time rather than worrying about what is coming next or whether it will be difficult. Another strategy is to consider the feeling of accomplishment and pride that will come from succeeding at a challenging subject. Realize, too, that you can enjoy a subject even if you never make a top grade or become an expert in it.
- 6. Seek advice and study tips from good students in your courses.** Ask them what they are doing to be successful. If they like a course that seems difficult or boring to you, ask them why they enjoy the subject. Ask them how they approach assignments and prepare for tests.
- 7. Choose the right friends.** By “right” friends, we mean friends who support and encourage your class participation and studying. Find a “study buddy” or form a small study group with others who are serious about college. It is also helpful to find a mentor (a wise and trusted counselor or instructor) who can give you advice, support, and encouragement.

- 8. Divide big projects into smaller parts.** To motivate yourself, break large projects into smaller, more manageable tasks. (For instance, a 20-page reading assignment can be divided into four shorter readings of 5 pages each, and you may even want to read these during short study sessions on two different days.) Sometimes you will find it necessary to set priorities or to sequence the smaller tasks. (For example, to write a paper, you might have to get information from library books or the Internet, take notes, write an outline of your paper, and so forth.)
- 9. Give yourself rewards.** Reward yourself for successfully completing an activity such as a homework assignment or studying for a test. For example, have a snack or take a short walk.
- 10. Make positive “self-talk” a habit.** Say encouraging things to yourself, such as, “I think I can do this assignment, even though it might take a while” and “If other students in my class can do this, I can too.” Over time, this actually changes your beliefs. Also, use a technique called *thought stopping* to shut off negative self-talk, such as, “I’ll never learn this!” or “This test is impossible.” When you find that you are giving yourself negative feedback, just say “Stop!” and substitute some *positive* self-talk. Don’t let frustration overcome you and destroy your productivity. Recognizing that frustration is a normal part of learning (and of life) will help you develop tolerance for it.
- 11. Think in terms of being satisfied if you do your best.** Reassure yourself that if you truly do your best, you can feel satisfied with your effort, regardless of the outcome. You will never have to wonder whether you could have done better if only you had tried harder. Best of all, you will have no regrets.
- 12. Remind yourself that motivation and success reinforce each other.** Motivation leads to success; success increases motivation; increased motivation leads to more success; and so on! In other words, motivation and success go hand in hand. Celebrate each small success and use it as a springboard to even greater success.

From this list, pick at least two strategies that are new to you and that you think would work for you. Add them to your short-term goals list, and then use them throughout the semester to increase your motivation.

Some students who are having a difficult time in a subject mistakenly believe that the subject is easy for those who are doing well in it. They do not realize that those students are successful *because* they are working very hard. Some students who are having difficulty in a course tell themselves that they just don’t have the ability to do well, and therefore, there is no reason to try. Of course, the very way you become better at a subject is by working at it. Thinking that a subject is easy for everyone else or that you just don’t have the ability is really just an excuse for not trying very hard or for not trying at all. Don’t fall into this trap.

SETTING YOUR GOALS

Most successful students (in fact, most successful people) have this in common: They establish goals, and they put their goals *in writing*. They write down *what they want to accomplish* and the *length of time* in which they plan to accomplish it. Putting your goals in writing is a very simple technique that can help you turn wishes into reality.

Why should you bother to write out your goals? There are several reasons. First, goals that are not written down are not much better than wishes. (“I wish I had a college degree.” “I wish I had a career I enjoyed.”) Unwritten goals will probably remain just wishes. Second, writing your goals helps you make a commitment to them. If a goal is not even important enough to write down, how likely do you think you are to accomplish it? Third, writing out your goals gives you a yardstick, a written record, that you can use to measure your progress. Finally, no one wants to look back and feel regret about things he or she might have done or accomplished but hasn’t. When your life is over, what do you want to be remembered for? Surely that is important enough to write down. Another way to think about setting goals is to ask yourself what you *don’t* want to be doing a year from now, several years from now, or several decades from now.

You may find it helpful to put your goals into categories, such as educational, financial, spiritual, personal (including family matters), physical (health and fitness), and career. An example of an educational goal might be, “To complete all my courses this semester and earn at least a grade of B in each.” An example of a financial goal might be, “To save enough money during the next year to make a down payment on a new car.”

Sometimes it becomes necessary to choose between two or more competing goals. For example, suppose that you wanted to attend college full time and work full time. You would have to give up the second goal in order to have enough time for studying. Or you would have to modify both goals, deciding to attend college part time and work part time. Competing goals do not always make it necessary to give up a goal, but they do make it necessary to be realistic, to set priorities, and to adjust your time and efforts.

A famous expert in time management, Alan Lakein, gives these recommendations for setting goals:

- **Be specific.** An example of a specific goal is, “I will exercise for 30 minutes five days a week for the next three months.” A vague goal such as “I will get more exercise” is not very helpful.
- **Be realistic.** “I will exercise for 30 minutes five days a week” is also an example of a realistic goal. An unrealistic goal would be “I will exercise two hours a day for the rest of the year.” Unrealistic goals are not helpful, and they can be frustrating and discouraging as well.
- **Revise your goals at regular intervals.** People change, and so do their situations and priorities. Therefore, it is important to review your goals regularly and revise them whenever necessary.

Source: Alan Lakein, *How to Get Control of Your Time and Your Life* (New York: Signet, 1973), pp. 30–37, pp. 64–65.

KEY TERMS**long-term goal**

Goal you want to accomplish during your lifetime.

intermediate goal

Goal you want to accomplish within the next 3 to 5 years

short-term goal

Goal you want to accomplish within 3 to 6 months.

Lakein also recommends setting three types of goals based on how important the goals are and the amount of time required to accomplish or achieve them. The three types of goals are long-term, intermediate, and short-term. **Long-term goals** are ones you want to accomplish during your lifetime; **intermediate goals** are ones you want to achieve within the next three to five years; **short-term goals** are ones you want to accomplish within three to six months. (As a student, you may find it helpful to think of short-term goals as ones you would like to accomplish during the semester.) Your short-term goals should help you achieve your intermediate goals, which in turn should help you achieve your long-term, lifetime goals. For instance, improving your reading skills is a short-term goal that will contribute to the intermediate goal of earning a college degree, and ultimately to the long-term goal of an interesting, satisfying career. Of course, some goals will fall between half a year and three years. Regardless of the precise length of time, it's still helpful to think in terms of long-term, intermediate, and short-term goals.

The box below will give you an opportunity to formulate and record your long-term, intermediate, and short-term goals. When you have put your goals in writing, identify one or two from each category that are especially important to you now. Whenever you must decide how to use your time, choose activities that will help you reach those goals.

Keep a list of your goals where you can see and read them often. You might keep them at the front of a notebook, for instance, or on your desk. Some of your

PUTTING YOUR GOALS IN WRITING

Take a few minutes to write down 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 long-term goals?

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

1. _____
2. _____
3. _____

What are my intermediate goals?

On the lines below, write three things you want to accomplish during the next 3 to 5 years.

1. _____
2. _____
3. _____

What are my short-term goals?

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

1. _____
2. _____
3. _____

goals will be achieved quickly and removed from your list, but you may find that others will remain on your list for a long time, perhaps even a lifetime.

IDENTIFYING YOUR LEARNING STYLE

In addition to managing your study time, you need to identify your learning style, or how you learn best. 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 I have not been before, I usually
 - A. trust my intuition about the right direction or route to take.
 - B. ask someone for directions.
 - C. look at a map.
- 2.** I like to go to places where
 - A. there is lots 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 see.
- 3.** If I have lots of things to do, I generally
 - A. feel nervous or fidgety until I get most of them done.
 - B. repeat things to myself so I won’t forget to do them.
 - C. jot them down on a list or write them on a calendar or organizer.
- 4.** When I have free time, I like to
 - A. work on a handicraft or hobby, or do an activity such as play a sport or exercise.
 - B. listen to a tape, a CD, or the radio, or talk on the phone.
 - C. watch television, play a computer or video game, or see a movie.
- 5.** When I am talking with other people, I typically
 - A. pay attention to their gestures or 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 the gestures the person makes.
 - B. the way the person speaks, what the person says, and how his or her voice sounds.
 - C. the way the person looks and is dressed.

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7. When I select books, magazines, or articles to read, I generally choose ones that
 - A. deal with sports or fitness, hobbies and crafts, or other activities.
 - B. tell me about something that happened or tell a story.
 - C. include lots of photos, pictures, or illustrations.
8. Learning 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, then total up your Bs, and your 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 or kinesthetic learner

One who prefers to touch and manipulate materials physically or to incorporate movement when learning.

Learning style refers to the modality through which an individual learns best. Everyone has a *modality*, or sensory channel, through which he or she prefers to learn because learning is easier and more efficient that way. Your learning style, of course, is the way you learn best.

The three primary modalities for learning are seeing (visual modality), hearing (auditory modality), and touch (tactile modality) or movement (kinesthetic modality). People who are **visual learners** prefer to see or read the material to be learned and will benefit from books, class notes, concept maps, review cards, test review sheets, and the like. Others are **auditory learners**, preferring to hear the material in the form of lectures and discussions. Auditory learners often benefit from reciting material or reading aloud to themselves, making or using audiotapes, and participating in study groups. Still others are **tactile learners**, who benefit from touching and manipulating materials, or **kinesthetic learners**, who benefit from physical movement. Tactile learners prefer laboratory work and other hands-on projects. Kinesthetic learners like to “go through the motions” of doing something; they also benefit from writing things down or typing out material to be learned. (The three basic learning styles are summarized in the box on page 14.)

Of course, people learn in more than one way, and most people use some combination of modalities simultaneously. And even though most people prefer to use one modality more heavily than the others, a person’s learning style can change as he or she acquires more practice and skill in using the other modalities.

Did your results on the learning style survey surprise you, or did they simply confirm what you already knew about how you prefer to learn? If you know your learning style, you can put yourself in situations in which you learn best; you can utilize study techniques and strategies that take advantage of your strengths. Moreover, when material is presented in a way that does not match your learning style,

you can take steps to compensate and “work around” the problem by studying the material the way *you* learn best.

There is one other aspect of learning that you might also want to think about: whether you prefer to work by yourself or with others. If you prefer working alone, make it a priority to find a quiet place where you will not be disturbed. You may also find that self-paced courses, computer-assisted instruction, telecourses, or other on-line or distance-learning options work well for you. On the other hand, if you are a person who finds it advantageous to study with others, you will benefit from being part of a study group or having a study partner. When selecting study partners, remember to select other students who are serious and motivated. Also, keep in mind that participating in a study group does not guarantee success. You must prepare yourself to work with a group: You must read and study on your own first.

THREE LEARNING STYLES

If This Is Your Learning Style . . .	Then These Activities Are the Most Helpful to Your Learning
Visual learner (prefers to read or see information)	Reading textbooks and seeing information in print Reviewing class notes and concept maps Reading your chapter review cards Studying test review sheets
Auditory learner (prefers to hear information)	Listening to class lectures and discussions Reciting material (saying it out loud) Reading aloud to yourself Listening to audiotapes Participating in study groups
Tactile or kinesthetic learner (prefers to manipulate materials physically or incorporate movement)	Taking notes from lectures and from 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)

MANAGING YOUR TIME

Time, like money, is valuable, and, like money, it should be spent wisely. Managing your time means making decisions about how you choose to spend time. When you look at the numbers in the box below, you will realize how much decision making is necessary in order to gain control of your time.

Fortunately, there are several strategies that you can use to control your time. In this section, you'll learn how to set up a weekly study schedule and make the most of your study sessions; you'll also look at two other important planning tools: a monthly calendar and a daily To Do list.

HOW DO YOU CHOOSE TO SPEND YOUR TIME?

There are 168 hours in a week.

If you sleep 8 hours a night, you spend 56 hours a week sleeping.

If you spend 1 hour at each meal, you spend 21 hours a week eating.

If you have a full college schedule, you spend about 12 to 20 hours a week attending classes and labs.

This leaves you about 70 hours a week, or 10 hours a day, for everything else: studying, work, recreation, personal chores, and so on.

For at least 10 out of every 24 hours, you make decisions about how you will spend your time.

KEY TERM study schedule

Weekly schedule with specific times set aside for studying.

Setting Up a Weekly Study Schedule

If you tell yourself that you will study “whenever you find time,” you may never “find time,” or at least not *enough* time. To be a truly effective student, you must set aside time specifically for studying. In other words, it is essential to have a study schedule. A weekly **study schedule** is just what it sounds like: a weekly schedule with specific times set aside for studying. A realistic, well thought-out weekly schedule will assure you of ample study time.

Most college students say that they have too much to do in too little time. In fact, they cite this as their number one source of stress. Scheduling your time can lower this stress and reduce tension, worry, and inefficiency. A realistic schedule does not turn you into a robot; rather, it frees you from constant decision making (and indecision!) and lets you make the best use of your time.

It's important to balance study time and leisure time, but here's the rule successful students go by: Study first; then relax or have fun. If you stick to this rule, you will have more free time. Also, you will genuinely enjoy that free time because you won't feel guilty about unfinished work. These become your rewards for completing your studying first.

To develop your weekly study schedule, use the planning form on page 18, and follow these steps:

- **Step 1.** Identify times that are already committed to other activities (such as classes, meals, work, organizations, commuting, sleeping, etc.) since those times are definitely not available for study. Write those fixed activities in the appropriate places on your weekly study schedule, or type them in if you keep your schedule on your computer or PDA.

- **Step 2.** Identify other times when you probably would not be able to study (for example, times devoted to household and personal chores, family, rest, and leisure activities). Post these on your weekly study schedule. These are somewhat more flexible parts of your schedule because you have more control over when you do many of them.
- **Step 3.** Identify the best general times for you to study. On the list below, circle the time periods when you are most alert and energetic:

Early morning (6–9 A.M.)

Midmorning (9 A.M. to noon)

Early afternoon (12–3 P.M.)

Late afternoon (3–6 P.M.)

Early evening (6–9 P.M.)

Late evening (9 P.M. to midnight)

Late night (after midnight)

Studying during daylight hours and when you are alert and rested allows you to accomplish more in less time. Try to schedule as much studying as possible, however, during the hours you identified as *your* best times.

- **Step 4.** Determine how much study time you need. Allow a *minimum* of one hour of study time for each hour you spend in class. (For a typical three-credit course, that means a minimum of three hours of study time per week; difficult courses may require more time. You will need to schedule more study time if you are a slow reader or if you have not yet developed efficient study skills.) Set aside an appropriate number of study hours for each course; it is better to overestimate than to underestimate. College students are expected to be much more independent in their learning than high school students, and many new college students are surprised at how much time studying takes. To meet the challenge of college courses, plan as much study time as you think you will possibly need.
- **Step 5.** From the times that are still available, select the specific times you will study and mark them on your schedule. Also, be specific about what you intend to study at each time (such as “Study psychology,” “Computer science homework,” or “Study history” rather than “study”). A sample weekly study schedule on page 17 has been filled in to show you how a typical study schedule might look. You may want to highlight the times you plan to study.

Once you have set up your study schedule, keep it where you can see it—*then follow it*. You will probably need about three weeks to become accustomed to a new schedule. This is because it takes approximately three weeks to establish a new habit or to break an old one. Don’t get discouraged if using a schedule feels awkward at first. That’s normal.

If your work schedule changes each week or if your school or personal activity times vary, you will have to create an updated schedule each week. Successful students often gain great satisfaction from organizing their time in this manner. As you gain experience making weekly schedules, you will discover that it becomes easier to “find” enough time for studying.

SAMPLE WEEKLY STUDY SCHEDULE

Here is a sample of a weekly study schedule that has been completed according to the directions on pages 15–16. Notice that *specific study times have been identified for each course*. Use the blank form on page 18 to create your own weekly study schedule.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 A.M.				Get ready for school			
7:00				Travel to school			
8:00		Computer Science	Read English	Computer Science	Review English	Computer Science	Workout
9:00		History	English	History	English	History	Tennis
10:00	Family time	Sociology		Sociology		Sociology	
11:00		Lunch	Biology	Lunch	Biology	Lunch	
12:00 noon		Computer Science homework		Computer Science homework		Computer Science homework	Work
1:00 P.M.		English assignment	Lunch	English assignment	Lunch	English assignment	
2:00	Workout		Biology lab	Study biology	Biology study group		
3:00	Tennis			Dinner		Snack	
4:00		Dinner			Workout	Work	
5:00		Work	Read history text	Work	Read history text		
6:00	Read biology assignment		Dinner		Dinner		Spend time with friends
7:00			Read sociology text		Read sociology text		
8:00	English assignment						
9:00		Relax/watch news	Relax/watch news	Relax/watch news	Relax/watch news	Go out	
10:00	Sleep	Sleep	Sleep	Sleep	Sleep		
11:00							
12:00 midnight						Sleep	Sleep
1:00 A.M.							

WEEKLY STUDY SCHEDULE

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 A.M.							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 noon							
1:00 P.M.							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 midnight							
1:00 A.M.							

Remember: Adjust your weekly schedule if you need to, but then make every effort to stick to it. Each time you deviate from your schedule, returning to it becomes harder. Sticking with it will get you past one big obstacle to studying: simply getting started. Having a regular study routine makes it easier to become a more effective, successful student.

Making the Most of Your Study Time

Once you have set up a weekly study schedule, it is important to make your study time as productive as possible. There are various strategies you can use to get the most out of your study sessions. Try these proven techniques:

- 1. Find or create a suitable place to study.** Your study place can be at home or elsewhere. A library or any other quiet place on campus can serve as well. Buy whatever materials and supplies you will need, and have them at hand in a drawer or book bag. *Use your study place only for studying.* This reinforces the message that when you are in your study place, you are there to study!
- 2. Study in the same place at the same time every day.** This helps you “get into” studying immediately because it makes studying automatic, a habit. Knowing when, where, and what you are going to study keeps you from indecision and procrastination.
- 3. Make your study time more productive, not longer.** Strive for, say, one or two productive study hours rather than three or four unproductive hours. To keep your study time productive, you must stay focused. Remember that just sitting at a desk is not studying, and just looking at a book is not reading. If you find yourself daydreaming, stop and refocus your thinking. If you begin to tire, and your ability to concentrate decreases, take a five-minute break or switch to another subject to maintain your efficiency. Be sure, however, to take your break at a logical stopping point—not in the middle of a task that is going well. It is also helpful to stand up or stretch at least every half hour while you are studying.
- 4. Study as soon as possible after lecture classes.** One hour spent studying immediately or soon after a lecture class will do as much to develop your understanding and recall of the material as several hours of studying would a few days later. Review and improve your lecture notes while they are still fresh in your mind. Start assignments while your understanding of the directions and the material is still accurate. If there are points you do not understand, take steps immediately to clear them up: look up an unknown word, make a note to ask the instructor about something that confused you, etc.
- 5. Take advantage of short periods of free time for studying.** Brief periods of time (for instance, periods of 15 to 45 minutes before, between, and after classes) are often wasted. Use these brief periods for study or review. Before a lecture class, for example, it’s wise to spend a few minutes reviewing your notes from the previous lecture or going over the reading assignment. When you look for short periods of free time to use, keep in mind that (in general) daytime study is more efficient than nighttime study: What you can accomplish in one hour

during the day might take two hours at night. Also, look for time on Saturdays and Sundays.

- 6. Don't try to study your most difficult subject last.** You may have favorite subjects that you enjoy studying. It is tempting to focus on these subjects first and leave the harder subjects until last. But if you do this, you will often find that you have run out of time for a difficult subject or are too tired to work on it effectively. Study your most difficult subjects when you still have the time and energy to do a good job on them.
- 7. If you can't study at your scheduled time, take some time from another, nonstudy activity.** When unexpected events arise that take up time you had scheduled for studying, decide immediately where in your schedule you can make up the study session you missed, and make a temporary adjustment in your schedule. Don't overlook weekends, including Saturday and Sunday evening. Successful students often take advantage of weekends by using part of them for productive, unhurried study times.
- 8. Experiment to develop study strategies and techniques that work for you.** Try out techniques that allow you to capitalize on your learning style or make learning easier. Be creative. If you get sleepy when you read your textbook assignments, try standing up and walking back and forth in your room as you read. Try reading out loud or taking notes. Try reviewing your week's class notes and textbook markings to help you learn and remember the material. Study hard for 45 minutes, then take a 15-minute break. The key is to discover the particular strategies that work for you.
- 9. Don't let friends, your phone, or television interfere with your study time.** Students say over and over again that, along with working too many hours, these are the main reasons they do not get all of their studying done. Every time you interrupt your study session to visit with friends, talk on the phone, play a video game, or watch a TV program, you make your study session longer and less effective. Honor your commitment to your study time.
- 10. Improve your concentration.** You can do this by dealing immediately with any external and internal distractions. To deal with external distractors in your environment, you may need to find a place that is quieter or has better light, adjust the room temperature, etc. To deal with internal (emotional) distractors, you will need to develop strategies to reduce worrying and daydreaming. The last section of the box on page 78 in Chapter 2 describes some techniques that work. Your instructor or a counselor can give you additional suggestions.

Planning Further Ahead: Creating a Monthly Assignment Calendar and Using a Daily To Do List

Two useful tools for planning ahead are a monthly assignment calendar and a daily To Do list. In this section you'll learn about each of these.

Students sometimes discover too late that they have three tests, a paper, and a project all due in the same week. In contrast, effective students alert themselves to upcoming weeks that will be especially busy: They give themselves an overview of

KEY TERM
monthly assignment calendar

Calendar showing test dates and due dates in all courses for each month of a semester.

the semester by creating a **monthly assignment calendar**. A monthly assignment calendar is a calendar that shows the test dates and due dates in *all* your courses for each month of the semester. A monthly assignment calendar helps you plan ahead so that you can meet each deadline and produce better work. As a result, you feel more in control, experience less stress, and enjoy the semester more.

Setting up a monthly calendar is simple. As soon as you receive the syllabi for your courses, transfer all the test dates and due dates (for projects, papers, oral reports, etc.) to *one* calendar. It could be a regular paper calendar or one you keep on your computer. Whenever a test or due date is announced, add it to your calendar. When you see that several due dates coincide in one week, plan to finish some of the projects ahead of time. (To complete a project comfortably in advance of its deadline, remember the motivational strategy of breaking big projects into smaller parts.) Or, if several tests coincide, begin reviewing for each of them well ahead of time.

Pages 22–23 show monthly assignment calendars. The sample has been filled in to give you an idea of how a typical student’s calendar might look. You can make several photocopies of the blank calendar on page 23 and create your own monthly calendar for each month of the semester.

KEY TERM
To Do list

Prioritized list of items to be accomplished in a single day.

Another effective tool for time management is a daily **To Do list**, a prioritized list of things to be done in a single day. To Do lists are a proven way to get more accomplished. Make your list every morning or, if you prefer, make it each evening for the coming day. Regardless of when you make it, be sure to make a list for each day. An index card, which is both small and sturdy, works well for a To Do list. Keep your list with you so that you can refer to it throughout the day and check off items as you complete them. The steps for creating a To Do list are described below.

The most valuable feature of a To Do list is that you identify which items you consider high priorities and which ones you consider less important. This is what makes the To Do list so useful: It helps you resist the temptation to do easy, unimportant tasks first rather than the important, often more challenging ones. And, of course, a To Do list also helps you avoid *procrastination*—putting off doing something or postponing a task, especially out of habit. If you use a To Do list daily, you will be more productive and have more free time.

Here are the steps for making a daily To Do list:

- **Step 1. Write down everything you would like to accomplish today** (or tomorrow, if you are making the list the night before). Some activities will be school-related (such as “buy graph paper at bookstore”). Others will not be related to school (such as “make appointment for haircut”). You can include activities related to long-term goals (“practice the piano” or “exercise for 45 minutes”) as well as ones related to short-term goals. Do not include routine activities (“eat lunch” or “go to work”).
- **Step 2. On the basis of how important it is to accomplish each item that day, rate each as being an A, B, or C.** Mark an item A if accomplishing it that day is *very* important. Mark an item B if it is moderately important. Mark it C if it is *less* important. In other words, set priorities. This step is crucial: If you do not set priorities, you are likely to spend your time on easy but unimportant items while the important items are left undone.

- **Step 3. Now you must set final priorities by ranking all your As, then all your Bs, and then your Cs.** Consider the As and label them A-1, A-2, A-3, etc., according to the importance of each. Do the same for the Bs and Cs. This gives you the *overall* order in which you should do the items on the list. (You may want to rewrite the list at this point or transfer it to your computer, putting the items in their final order.) Try to do all of your A items first, starting with item A-1. When you complete it, tackle item A-2. When you have completed all your A items, start on the B items, beginning with B-1, and so forth. Even if you are unable to complete everything on your list, you will have accomplished the most important ones.

The box below shows a sample of a finished To Do list.

When you make the To Do list for the following day, look at the items on the previous day's list that you did not complete. If some of them still need to be done, carry them over to the new list. Priorities may change from day to day, of course. An item that was priority C on Tuesday ("pick up suit at cleaners") may become an A item on Friday (if you plan to wear the suit that night).

SAMPLE TO DO LIST

A-1	Study for history test
A-2	Write draft of English paper
A-3	Schedule dental appointment
A-4	Pay bills
B-1	Return library books
B-2	Cleaners
B-3	Birthday present for Pat
C-1	Buy stamps
C-2	Call Lynn
C-3	Wash car

DEVELOPING CHAPTER REVIEW CARDS



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

Review cards, or summary cards, are an excellent study tool. They are a way to select, organize, and review the most important information in a textbook chapter. The process of creating review cards helps you organize information in a meaningful way and, at the same time, transfer it into long-term memory. The cards can also be used to prepare for tests (see Part Three). The review card activities in this book give you structured practice in creating these valuable study tools. Once you have learned how to make review cards, you can create them for textbook material in your other courses.

Now complete the seven review cards for Chapter 1 by answering the questions or following the directions on each card. When you have completed them, you will have summarized (1) what successful college students do, (2) ways to motivate yourself, (3) important information about setting goals, (4) three learning styles, (5) ways to make the most of your study time, (6) how to develop a monthly assignment calendar, and (7) steps in making a To Do list. Use the type of handwriting that is clearest 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

What are five things successful college students do? (See pages 5–6.)

1.

2.

3.

4.

5.

Card 1 Chapter 1: Making Yourself Successful in College

Motivating Yourself

What are 12 ways to motivate yourself? (See pages 7–9.)

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |
| | 11. |
| | 12. |

Card 2 Chapter 1: Making Yourself Successful in College

Setting Goals

1. Why should goals be written down? (See page 10.)
2. What are Lakein's three recommendations for setting goals? (See page 10.)
3. List and define the three types of goals. (See page 11.)

Card 3 Chapter 1: Making Yourself Successful in College

Learning Styles

Briefly describe these three learning styles. (See pages 13–14.)

Visual learners:

Auditory learners:

Tactile or kinesthetic learners:

Card 4 Chapter 1: Making Yourself Successful in College

Making the Most of Your Study Time

What are 10 ways to make the most of your study time? (See pages 19–20.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Card 5 Chapter 1: Making Yourself Successful in College

Developing a Monthly Assignment Calendar

How can you prepare a monthly assignment calendar? (See page 21.)

1. What should you do as soon as you receive the syllabi for your courses?

2. What should you do if several project or test dates coincide? (See page 21.)

Card 6 Chapter 1: Making Yourself Successful in College

Making a To Do List

Describe briefly the three steps to follow in making a daily To Do list. (See pages 21–22.)

Step 1:

Step 2:

Step 3:

Card 7 Chapter 1: Making Yourself Successful in College

Why Go to College?

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

By Robert S. Feldman

Prepare Yourself to Read

Directions: Do these exercises *before* you read Selection 1-1.

1. Read and think about the title of this selection. Why are *you* going to college? Write 1, 2, and 3 next to the *three most important* reasons that you have for attending college:

- _____ I want to get a good job when I graduate.
- _____ My parents want me to go.
- _____ I couldn't find a job.
- _____ I want to get away from home.
- _____ I want to get a better job as soon as possible.
- _____ I want to gain a general education and appreciation of ideas.
- _____ I want to improve my reading and study skills.
- _____ I want to become a more cultured person.
- _____ I want to make more money.
- _____ I want to learn more about things that interest me.
- _____ A mentor or role model encouraged me to go.
- _____ I want to prove to others that I can succeed.

How do you think your reasons compare with those of other first-year students?

2. Next, complete your preview by reading the following:

Introduction (in *italics*)

Chart

First sentence of each paragraph

On the basis of your preview, what does the selection seem to be about?

SELECTION 1-1

Study Skills*(continued)***Apply Comprehension Skills**

Directions: Do these exercises *before* you read Selection 1-1. Apply two skills from this chapter:

Set your goal for reading. What do you expect to discover about the reasons for pursuing a college education?

Plan your time. Estimate how long it will take you to read Selection 1-1.

WHY GO TO COLLEGE?

In 2006 there were more than 17 million students in the United States enrolled in college. Why are so many people willing to devote the effort, time, and money a college education requires? What would your answer be if you were asked the question, “Why are you going to college?”

This selection comes from the study skills textbook P.O.W.E.R. Learning: Strategies for Success in College and Life by Robert S. Feldman, professor of psychology at the University of Massachusetts at Amherst. At the beginning of this selection Professor Feldman presents the reasons that first-year college students cited most frequently when they were asked, “Why are you going to college?” Then, to support his belief that “the value of college extends far beyond dollars and cents,” Professor Feldman presents five other important reasons for going to college that first-year students may be unaware of.

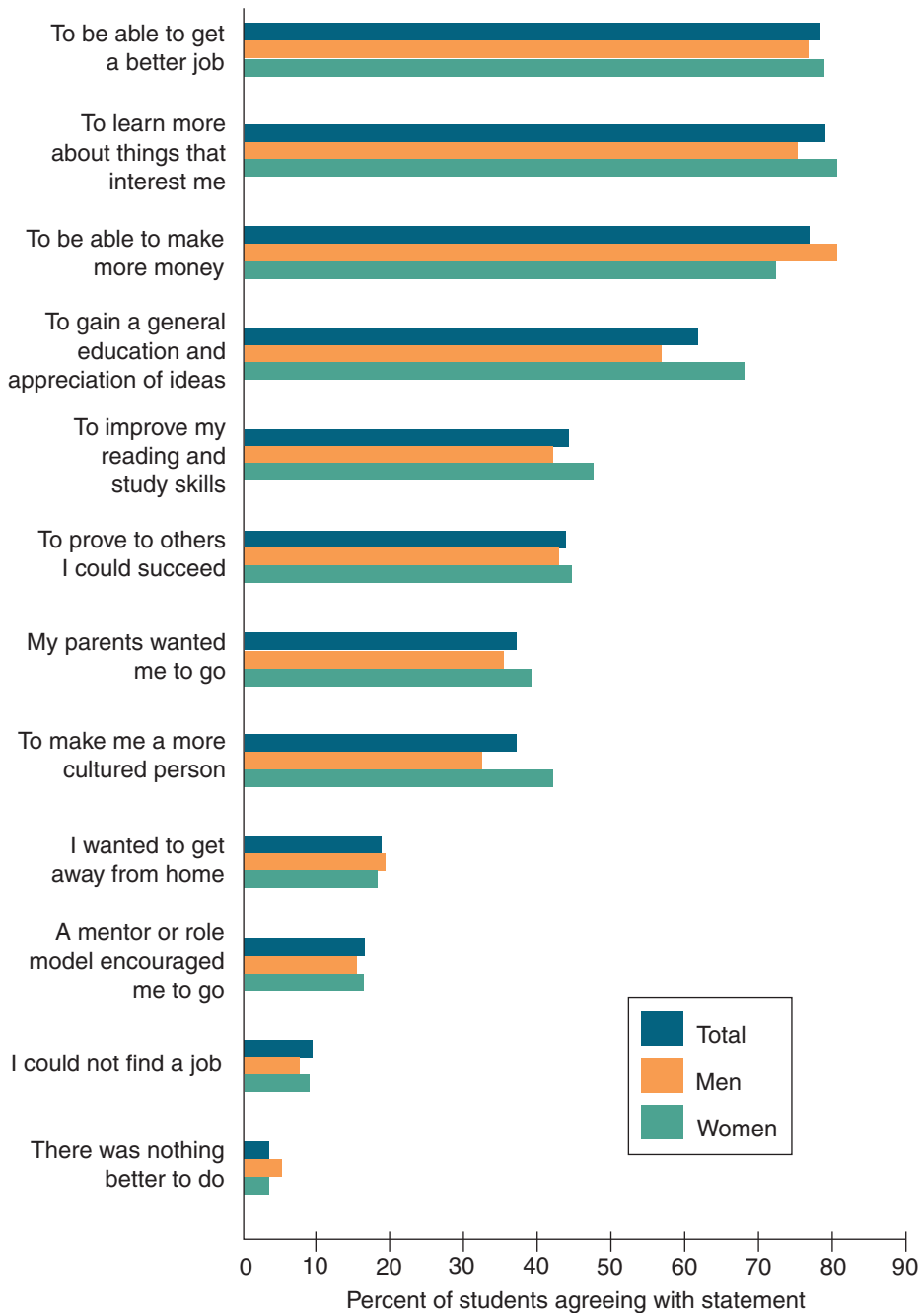
- 1 Congratulations. You're in college.
- 2 Why?
- 3 Although it seems as if it should be easy to say why you're continuing your education, for most students it's not that simple. The reasons that people go to college vary. Some people want to go to college for practical reasons (“I want to get a good job”). Some reasons for going to college are lofty (“I want to learn about people and the world”). And some reasons are unreflective (“Why not?—I don't have anything better to do”). Think about your own reasons for attending college.
- 4 Surveys of first-year college students show that almost three-quarters say they want to get a better job and make money (see Figure 1). But most students also have additional goals in mind: They want to learn about things that interest them (74 percent) and gain a general education and appreciation of ideas (61 percent).
- 5 And, in fact, it's not wrong to expect that a college education helps people find better jobs. The average person with a college degree earns about 50 percent more each year than the average person with only a high school education. Furthermore, as jobs become increasingly complex and technologically sophisticated, college will become more and more a necessity.
- 6 But the value of college extends far beyond dollars and cents. Consider these added reasons for pursuing a college education:
- 7 **You'll learn to think and communicate better.** Here's what one student said about his college experience after he graduated: “It's not about what you major in or which classes you take. . . . It's really about learning to *think* and to *communicate*. Wherever you end up, you'll need to be able to analyze and solve problems—to figure out what needs to be done and do it.”
- 8 Education improves your ability to understand the world—understand it as it now is, and prepare to understand



College can be the starting point for a more successful and satisfying journey through life.

Figure 1**Choosing College**

These are the most frequently cited reasons that first-year college students gave for why they enrolled in college when asked in a national survey.



it as it will be. By showing you how to develop your capacity for critical and creative thinking, education will increase your abilities to think clearly and to communicate more effectively with others.

- 9 **You'll be able to better deal with advances in knowledge and technology that are changing the world.** Genetic engineering . . . drugs to reduce forgetfulness . . . computers that respond to our voices. Innovations such as these—and the ones that haven't even been thought of yet—illustrate how rapidly the world is changing.
- 10 No one knows what the future will hold, but education can provide you with the intellectual tools that you can apply regardless of the specific situation in which you find yourself. You can't anticipate what the future holds, but you can prepare for it through a college education.
- 11 **You'll be better prepared to live in a world of diversity.** The United States is changing rapidly. In fact, by the middle of the twenty-first century, non-Hispanic whites will become a minority group. You'll be working and living with people whose backgrounds, lifestyles, and ways of thinking may be entirely different from your own.
- 12 The greater diversity of the United States, along with the fact that we live in a global society, necessitates a deeper understanding of other cultures. Culture provides a lens through which people view the world. You won't be prepared for the future unless you understand others and their cultural backgrounds—as well as how your own cultural background affects you.
- 13 **You'll make learning a lifelong habit.** Higher education isn't the end of your education. If you make the most of college, you will develop a thirst for more knowledge, a lifelong quest that can never be fully satisfied. Education will build upon your natural curiosity about the world, and it will make you aware that learning is a rewarding and never-ending journey.
- 14 **You'll understand the meaning of your own contributions to the world.** No matter who you are, you are poised to make your own contributions to society and the world. Higher education provides you with a window to the past, present, and future, and it allows you to understand the significance of your own contributions. Your college education provides you with a compass to discover who you are, where you've been, and where you're going.

SELECTION 1-1

Reading Selection Quiz

Study Skills

(continued)

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

Comprehension

Directions: Items 1–10 test your comprehension (understanding) of the material of this selection. These questions are the type a content area instructor (such as a psychology professor) would ask on a test over this material. You should be able to answer these questions 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 each question. Write your answer in the space provided.

As an example, the answer to the first item and an explanation for it are given below.

True or False

F

1. Professor Feldman believes that the value of a college education should be measured mainly in terms of dollars and cents.

Explanation

In paragraph 6 Professor Feldman states, “But the value of college extends far beyond dollars and cents.” He then goes on to present five other important reasons for pursuing a college education. Consequently, this statement is false because Professor Feldman does *not* believe that “the value of a college education should be measured mainly in terms of dollars and cents.”

2. The average person with only a high school education earns about 50 percent less each year than the average person with a college degree.
3. According to the national survey results presented in Figure 1, first-year college students most frequently cited being able to make more money as their reason for enrolling in college.
4. Surveys show that 61 percent of first-year college students cite gaining a general education and appreciation of ideas as their reason for enrolling in college.
5. Professor Feldman believes that college can help you develop your capacity for creative and critical thinking.

Multiple-Choice

- _____ 6. Of the following, which is cited more often by women than men as a reason for enrolling in college?
- the ability to make money
 - there was nothing better to do
 - to improve my reading and study skills
 - to get away from home
- _____ 7. Of the following, which is cited more often by men than women as a reason for attending college?
- to make me a more cultured person
 - to prove to others I could succeed
 - my parents wanted me to go
 - to be able to make more money
- _____ 8. The author states that college will become more and more of a necessity because
- higher incomes will be required in the future.
 - jobs are becoming increasingly complex and technologically sophisticated.
 - the economy of the United States is becoming global.
 - there will be fewer jobs in the future.
- _____ 9. Which of the following is *not* listed as a beneficial reason for pursuing a college education?
- to understand the meaning of your own contributions to the world
 - to make learning a lifelong habit
 - to be better prepared to live in a world of diversity
 - to anticipate what will be required in the future
- _____ 10. The author states that college can provide students with
- skills that will help them find a better job.
 - a deeper understanding of other cultures.
 - intellectual tools.
 - all of the above

SELECTION 1-1

Vocabulary in Context**Study Skills***(continued)*

Directions: Items 11–20 test your ability to determine the meaning of a 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 discover that you need to use a dictionary to confirm an answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answer in the space provided. *Note:* Chapter 2, “Approaching College Reading and Developing a College-Level Vocabulary,” 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 ǒ took
 ō boot ů cut yō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

Because the skill of using context clues is not introduced until the next chapter, the answer to the first vocabulary item and an explanation are given below.

d

11. The reasons that people go to college *vary*.

Prices of new homes *vary* depending on their size and location.

vary (vâr' ē) means:

- disappear
- decrease
- remain the same
- differ

Explanation

- Answer choice **a**, *disappear* (meaning *to vanish* or *to cease to exist*), does not make sense in either sentence.
- Answer choice **b**, *decrease* (meaning *to grow smaller*), also does not make sense in either sentence.
- Answer choice **c**, *remain the same* (meaning *does not change*), does not make sense in the second sentence.

- Answer choice **d**, *differ* (meaning *to be different*), is the only choice that makes sense in *both* sentences: “The reasons that people go to college *differ*” and “Prices of new homes *differ* depending on their size and location.”

_____ 12. Some people want to go to college for *practical* reasons (“I want to get a good job”).

Patricia’s *practical* knowledge of Spanish helped her have a successful business trip to Mexico City.

practical (prăk’ tī kəl) means:

- private
- useful
- enjoyable
- limited

_____ 13. Consider these added reasons for *pursuing* a college education.

In *pursuing* his goal to become a commercial airline pilot, Ted spent many years training.

pursuing (pər sōō’ ĩng) means:

- chasing or running after
- attending
- studying
- striving to gain or accomplish

_____ 14. By showing you how to develop your *capacity* for critical and creative thinking, education will increase your abilities to think clearly and to communicate more effectively with others.

Ms. Nichols has an amazing *capacity* for remembering the first and last names of everyone she meets.

capacity (kə păs’ ĩ tē) means:

- ability to do something
- creativity
- maximum amount
- ability to communicate

_____ 15. But education can provide you with the *intellectual* tools that you can apply regardless of the specific situation in which you find yourself.

Cassandra preferred *intellectual* activities such as playing chess and bridge, reading, working crossword puzzles, and writing poetry.

intellectual (ĩn təlĕk’ chōō əl) means:

- helpful
- interesting
- pertaining to the ability to learn
- challenging; difficult to grasp

- _____ 16. You can't *anticipate* what the future holds, but you can prepare for it through a college education.

Studying for an exam is easier if you can *anticipate* some of the questions that you may be asked.

anticipate (ăn tīs' ə pāt) means:

- a. prevent; avoid
- b. foresee; predict
- c. change; alter
- d. study; remember

- _____ 17. You'll be better prepared to live in a world of *diversity*.

New York City is famous for the *diversity* of its ethnic restaurants—Italian, Chinese, French, Indian, Russian, Vietnamese, you name it!

diversity (dī vūr' sī tē) means:

- a. opportunity
- b. variety
- c. difficulty
- d. quantity

- _____ 18. The greater diversity of the United States, along with the fact that we live in a global society, *necessitates* a deeper understanding of other cultures.

Being successful as a full-time student often *necessitates* reducing the number of hours that you work and spending less time socializing.

necessitates (nə sēs' ĭ tāts) means:

- a. creates
- b. provides
- c. requires
- d. reduces

- _____ 19. If you make the most of college, you will develop a thirst for more knowledge, a lifelong *quest* that can never be fully satisfied.

Michael's *quest* for an exciting and challenging sport ended when he discovered the thrill of motorcycle racing.

quest (kwĕst) means:

- a. search
- b. problem
- c. question
- d. habit

- _____ 20. No matter who you are, you are *poised* to make your own contributions to society and the world.

After graduating from college, Kim was *poised* for the challenges and responsibilities of her first full-time job.

poised (poizd) means:

- a. afraid
- b. positioned
- c. required
- d. allowed

SELECTION 1-1

Study Skills*(continued)***Reading Skills Application**

Directions: Items 21–25 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 may not have 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 4 through 9 of *Opening Doors*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *Opening Doors*, you will practice and develop these skills. Write your answer for each question in the space provided.

- _____ 21. In paragraph 12 the author uses the word *lens* to mean:
- a. an unexpected way.
 - b. a distorted way.
 - c. a particular way.
 - d. a constantly changing way.
- _____ 22. According to the selection, by the middle of the 21st century, non-Hispanic whites will become:
- a. the greatest source of first-year college students.
 - b. a window to the past, the present, and the future.
 - c. the largest number of college graduates.
 - d. a minority group.
- _____ 23. Which of the following statements from the selection represents an opinion rather than a fact:
- a. The average person with a college degree earns about 50 percent more each year than the average person with only a high school education.
 - b. If you make the most of college, you will develop a thirst for more knowledge, a lifelong quest that can never be fully satisfied.
 - c. Surveys of first-year college students show that almost three-quarters say they want to get a better job and make more money.
 - d. The reasons that most people go to college vary.

- _____ 24. The author’s primary purpose in writing this selection is to:
- persuade all students to attend college.
 - broaden students’ understanding of the value of college.
 - encourage more research on the value of college.
 - convince first-year college students to complete their college education.
- _____ 25. In paragraph 12, the author uses which of the following patterns to organize the information?
- cause and effect
 - comparison and contrast
 - sequence
 - list

SELECTION 1-1

Study Skills*(continued)***Respond in Writing**

Directions: As Oliver Wendell Holmes observed, “Writing is good for us because it brings our thoughts out into the open.” These essay-type exercises will help you bring your thoughts into the open. Refer to Selection 1-1 as needed to answer them.

Option for collaboration: It has been said that “None of us is as smart as all of us.” Adults, in particular, learn well from each other. For this reason, your instructor may direct you to work with other students on one or more of these items, 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 an item and agrees on the answer, have a group member record it. Each member of your group should be able to explain all of your group’s answers.



Collaboration Option

1. In paragraph 6 Professor Feldman states, “But the value of college extends far beyond dollars and cents.” He then goes on to present five other important reasons for pursuing a college education. In the space below, list these five reasons.

2. Why does Professor Feldman believe that it is valuable to make learning a lifelong habit? List the three reasons he cites.

3. In some cases, men's and women's reasons for attending college are quite different. What are these differences?

Men more often say that they enrolled in college:

Women more often say that they enrolled in college:

4. **Overall main idea.** What is the overall main idea the author wants you to understand about reasons for pursuing a college education? Answer this question in one sentence. Notice that the phrase *pursuing a college education* appears in the overall main idea sentence.

Because this is the first time you are asked to write an overall main idea, the answer and an explanation are given below. (Chapters 4 and 5 present the skills of identifying and expressing main ideas. These chapters include examples and practice exercises.)

There are several valuable reasons for pursuing a college education beyond getting a better job, making more money, and learning interesting things.

Explanation

Notice that this sentence expresses the one most important point the author wants readers to understand after reading the *entire* selection.



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

This site is devoted to student success and contains information for students interested in adjustment to college life.

www.mhhe.com/power

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

www.uctv.tv/collegebound/articles-a.shtml

This site contains an article entitled, "College Is Cool? Assessing the Benefits of Attending College."

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:

benefits attending college

or

advantages attending college

or

reasons attending college

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
Business

Getting Ready for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow

From *Understanding Business*

By William Nickels, James McHugh, and Susan McHugh

Prepare Yourself to Read

Directions: Do these exercises *before* you read Selection 1-2.

1. First, read and think about the title. What do you already know about the skills that are needed for success?

2. Next, complete your preview by reading the following:

Introduction (in *italics*)

Headings

All of the first paragraph (paragraph 1)

First sentence of each of the other paragraphs

On the basis of your preview, what two kinds of success are the authors addressing?

Apply Comprehension Skills

Directions: Do these exercises *before* you read Selection 1-2. Apply two skills from this chapter:

Set your goal for reading. What do you expect to discover about the skills needed for success?

Plan your time. Estimate how long it will take you to read Selection 1-2.

GETTING READY FOR PRIME TIME: LEARNING THE SKILLS NEEDED TO SUCCEED TODAY AND TOMORROW

You've probably done it lots of times: arranged your evening in order to watch prime time TV. But have you ever thought about getting ready for the "prime time" of your life? In other words, are you preparing yourself for the most important or significant time in your life—your future? This selection from the introduction to a business textbook addresses this challenge. In it, the authors present a variety of techniques and behaviors students can adopt in order to be successful both in college and also in their chosen careers. As you will discover when you read this selection, taking an introduction to business course can be beneficial even if you are majoring in a different subject. The suggestions included throughout this selection can help any student, and not just students who are majoring in business.

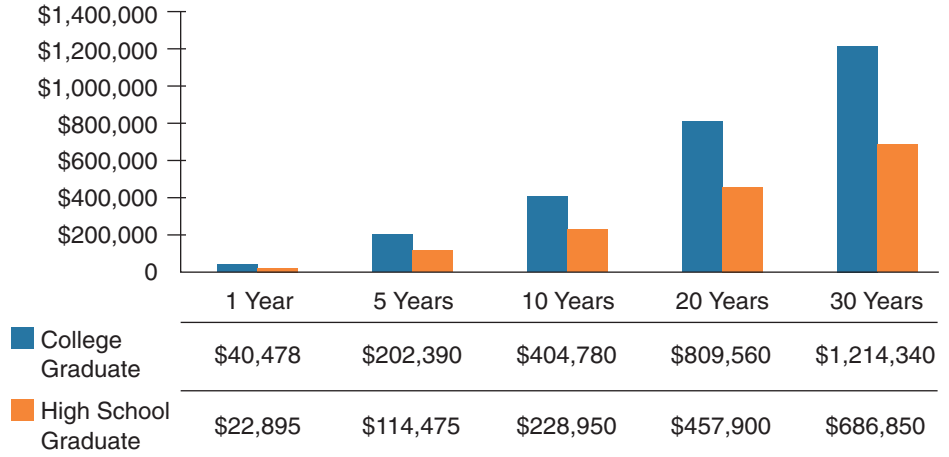
- 1 Your life is full. You're starting a new semester, perhaps even beginning your college career, and you're feeling pulled in many directions. Why take time to read this introductory section? Because your success is no joking matter. The purpose of this introduction is to help you learn principles, strategies, and skills for success that will help you not only in this course but also in your career and entire life. Whether or not you learn these skills is up to you. Learning them won't guarantee success, but not learning them—well, you get the picture.

Succeeding in This Course and in Life

- 2 Since you've signed up for this course, we're guessing you already know the value of a college education. But just to give you some numerical backup, you should know that the gap between the earnings of high school graduates and college graduates, which is growing every year, now ranges from 60 to 70 percent. According to the U.S. Census Bureau, the holders of bachelor's degrees will make an average of \$40,478 per year as opposed to just \$22,895 for high school graduates. That's a whopping additional \$17,583 a year. Thus, what you invest in a college education is likely to pay you back many times. See Figure 1 to get an idea of how much salary difference a college degree makes by the end of a 30-year career. That doesn't mean that there aren't good careers available to non-college graduates. It just means that those with an education are more likely to have higher earnings over their lifetime.
- 3 The value of a college education is more than just a larger paycheck. Other benefits include increasing your ability to think critically and communicate your ideas to others, improving your ability to use technology, and preparing yourself to live in a diverse world. Knowing you've met your goals and earned a college degree also gives you the self-confidence to continue to strive to meet your future goals.

Figure 1
Salary Comparison
of High School
versus College
Graduates

Source: Adapted from William G. Nickels, James M. McHugh, and Susan M. McHugh, *Understanding Business*, 7th ed. Copyright © 2005 by The McGraw-Hill Companies, Inc. Reprinted by permission of The McGraw-Hill Companies.



Many people return to college to improve their skills in areas such as computers and writing. Others return because they realize, once they enter the marketplace, how important a college education is. Can you see the advantage of going back to school periodically during your career to keep your skills current?



- Experts say it is likely that today's college graduates will hold seven or eight different jobs (often in several different careers) in their lifetime. There are many returning students in college today who are changing their careers and their plans for life. In fact, 41 percent of the people enrolled in college today are 25 or older. More than 1.6 million students are over 40. Talk to them and learn from their successes and mistakes. You too may want to change careers someday. Often, that is the path to long-term happiness and success. That means you will have to be flexible and adjust your strengths and talents to new opportunities. Many of the best jobs of the future don't even exist today. Learning has become a lifelong

job. You will have to constantly update your skills if you want to achieve and remain competitive.

- 5 If you're typical of many college students, you may not have any idea what career you'd like to pursue. That isn't necessarily a big disadvantage in today's fast-changing job market. There are no perfect or certain ways to prepare for the most interesting and challenging jobs of tomorrow. Rather, you should continue your college education, develop strong computer skills, improve your verbal and written communication skills, and remain flexible while you explore the job market.

Using This Course to Prepare for Your Career

- 6 One of the objectives of this course is to help you choose an area in which you might enjoy working and in which you might succeed. This textbook and this course together may be one of your most important learning experiences ever. They're meant to help you understand business so that you can use business principles throughout your life. You'll learn about production, marketing, finance, accounting, management, economics, and more. At the end of the course, you should have a much better idea about what careers would be best for you and what careers you would *not* enjoy.
- 7 But you don't have to be in business to use business principles. You can use marketing principles to get a job and to sell your ideas to others. You can use your knowledge of financial planning to invest wisely in the stock market. Similarly, you'll be able to use management skills and general business knowledge wherever you go and whatever career you pursue—including government agencies, charities, and social causes.

Learning to Behave Like a Professional

- 8 Good manners are back, and for a good reason. As the world becomes increasingly competitive, the gold goes to the individuals and the teams that have an extra bit of polish. The person who makes a good impression will be the one who gets the job, wins the promotion, or clinches the deal. Manners and professionalism must become second nature to anyone who wants to achieve and maintain a competitive edge.
- 9 Often, students focus on becoming experts in their particular field and neglect other concerns, including proper attire and etiquette. Their résumés look great and they may get through the interview process, but then they get in the workplace and may not succeed. Their behavior, including their verbal behavior, is so unacceptable that they are rejected by their peers.
- 10 The lesson is this: You can have good credentials, but a good presentation is everything. You can't neglect etiquette, or somewhere in your career you will be at a competitive disadvantage because of your inability to use good manners or to

maintain your composure in tense situations. You must constantly practice the basics until they become second nature to you. Such basics include saying “Please” and “Thank you” when you ask for something. They also include opening doors for others, standing when an older person enters the room, and using a polite tone of voice. You may want to take a course in etiquette to learn the proper way to act at a formal party, and so on. Of course, it is also critical that you are honest, reliable, dependable, and ethical at all times.

- 11 You can probably think of sports stars who have earned a bad reputation by not acting professionally (for example, swearing or criticizing teammates in front of others). People in professional sports are fined if they are late to meetings or refuse to follow the rules established by the team and coach. Business professionals also must follow set rules. Many of these rules are not formally written anywhere, but every successful businessperson learns them through experience.
- 12 You can develop the habits *now* while you are in college so that you will have the skills needed for success when you start your career. These good habits include the following:
 - 13 *Making a good first impression.* An old saying goes, “You never get a second chance to make a good first impression.” You have just a few seconds to make an impression. Therefore, how you dress and look are important. Take a clue as to what is appropriate in a college classroom or at any specific company by studying the people there who are most successful. What do they wear? How do they act?
 - 14 *Focusing on good grooming.* Be aware of your appearance and its impact on those around you. Consistency is essential—you can’t project a good image by dressing up a few times a week and then show up looking like you’re getting ready to mow a lawn. Wear appropriate, clean clothing and accessories. For example, revealing shirts, nose rings, and such may not be appropriate in a work setting. It is not appropriate for men to wear hats inside buildings. It is also not appropriate, usually, to wear wrinkled clothing or to have shirttails hanging out of your pants. Many businesses are adopting “business casual” policies, but others still require traditional attire, so it may be helpful to ask what the organization’s policies are and choose your wardrobe accordingly. What is business casual to some may not be acceptable to others, but there are a few guidelines most organizations accept. First of all, casual doesn’t mean sloppy or shabby. For women, casual attire includes simple skirts and slacks (no jeans), cotton shirts, sweaters (not too tight), blazers, low-heeled shoes or boots (always with socks or stockings). For men, acceptable casual attire includes khaki trousers,

sport shirts with collars, sweaters or sport jackets, casual loafers or lace-up shoes (no athletic shoes).

15 *Being on time.* When you don't come to class or to work on time, you're sending a message to your professor or boss. You are saying, "My time is more important than your time. I have more important things to do than be here." In addition to the lack of respect tardiness shows to your professor or boss, it rudely disrupts the work of your colleagues. Promptness may not be a priority in some circles, but in the workplace promptness is essential. But being punctual doesn't always mean just being on time. You have to pay attention to the corporate culture. Sometimes you have to come earlier than others and leave later to get that promotion you desire. To develop good work habits and get good grades, it is important to get to class on time and not leave early.

16 *Practicing considerate behavior.* Considerate behavior includes listening when others are talking—for example, not reading the newspaper or eating in class. Don't interrupt others when they are speaking. Wait for your turn to present your views in classroom or workplace discussions. Of course, eliminate all words of profanity from your vocabulary. Use appropriate body language by sitting up attentively and not slouching. Sitting up has the added bonus of helping you stay awake! Professors and managers get a favorable impression from those who look and act alert. That may help your grades in college and your advancement in work.

17 *Practicing good "netiquette."* Computer technology, particularly e-mail, can be a great productivity tool. The basic courtesy rules of face-to-face communication also apply to e-mail exchanges. As in writing a letter, you should introduce yourself at the beginning of your first e-mail message. Next, you should let your recipients know how you got their names and e-mail addresses. Then you can proceed with your clear but succinct message, and finally, close the e-mail with your signature.

18 *Practicing good cell phone manners.* Cellular phones are a vital part of today's world, but it is important to be polite when using a phone. Turn off the phone when you are in class or a business meeting unless you are expecting a critical call. If you are expecting a critical call, turn off the audible phone ring and use the vibrating ring if your phone has that feature. If you do have to have your cellular phone turned on, sit by the aisle and near the door to leave if the phone rings. Leave the room before answering the call. Apologize to the professor after class and explain the nature of the emergency. Most professors are more sympathetic when you explain why you left the room abruptly.

- 19 *Being prepared.* A business person would never show up for a meeting without reading materials assigned for the meeting and being prepared to discuss the topics of the day. *To become a professional, you must practice acting like a professional.* For students, that means reading assigned materials before class, asking questions and responding to questions in class, and discussing the material with fellow students.
- 20 From the minute you enter your first job interview until the day you retire, people will notice whether you follow the proper business etiquette. Just as traffic laws enable people to drive more safely, business etiquette allows people to conduct business with the appropriate amount of dignity. How you talk, how you eat, and how you dress all create an impression on others.

Doing Your Best in College

- 21 The skills you need to succeed in college are the same skills you need to succeed in life after college. Career, family, and hobbies all involve the same organizational and time management skills. Applying these skills during your college years will ensure that you will have the life skills you need for a successful career. We will try to help you hone your skills by offering hints for improving your study habits, taking tests, and managing your time.
- 22 Success in any venture comes from understanding basic principles and having the skills to *apply* those principles effectively. What you learn now could help you be a success—for the rest of your life. If you use the suggestions we've presented here, you will not simply "take a course in business." Instead, you will be "getting ready for prime time" by participating in a learning experience that will help you greatly in your chosen career.

SELECTION 1-2

Business*(Continued)***Reading Selection Quiz**

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

Comprehension

Directions: Items 1–10 test your comprehension (understanding) of the material of this selection. These questions are the type a content area instructor (such as a business professor) would ask on a test over this material. You should be able to answer these questions 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 answer in the space provided.

- _____ 1. A college education will:
- guarantee that you will be able to find a high-paying job.
 - give you the self-confidence to continue to strive to meet your future goals.
 - enable you to keep the same job for your entire career.
 - provide you with a salary that is 41 percent higher than that of a high school graduate.
- _____ 2. According to the salary comparison in Figure 1, by the end of a 30-year career a college graduate is likely to earn:
- \$22,895.
 - \$40,478.
 - \$686,850.
 - \$1,214,340.
- _____ 3. Students who graduate from college will:
- prepare themselves to live in a diverse world.
 - increase their ability to think critically and communicate their ideas to others.
 - improve their ability to use technology.
 - all of the above
- _____ 4. College graduates should remain flexible throughout their careers and adjust their strengths and talents to new opportunities because:
- this is the path to the highest salaries.
 - they may want or need to change careers someday.
 - this is the only way to keep a good job.
 - there will be fewer jobs in the future.

- _____ 5. What percent of college students today are 25 or older?
- 4%
 - 10%
 - 25%
 - 41%
- _____ 6. In addition to being reliable, dependable, and ethical, behaving like a professional requires you to:
- have a great-looking résumé and to present yourself well during an interview.
 - use good manners and maintain your composure in tense situations.
 - dress in a sophisticated and fashionable manner.
 - have outstanding credentials.
- _____ 7. Professional behavior involves:
- being prepared and being on time.
 - following the basic rules of courtesy during face-to-face and e-mail exchanges.
 - practicing considerate behavior and focusing on good grooming.
 - all of the above
- _____ 8. If you are sending e-mails to persons whom you do not know, “netiquette” dictates that you should:
- let them know how you got their names and e-mail addresses.
 - present your message in a friendly, casual manner.
 - begin your message with a clear but succinct statement.
 - understand that e-mail is a great productivity tool.
- _____ 9. The best way for a student to develop the skills needed for a successful career is to:
- take an introduction to business course.
 - complete a college education before the age of 25.
 - practice acting like a professional while in college.
 - take a course in etiquette.
- _____ 10. To be successful in any venture, you must understand basic principles, but you must also:
- have the skills to apply those principles effectively.
 - make a good first impression.
 - participate in a learning experience.
 - enjoy what you are doing.

SELECTION 1-2

Vocabulary in Context**Business***(Continued)*

Directions: Items 11–20 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 discover that you need to use a dictionary to confirm an answer choice, remember that the meaning you select must still fit the context for *both* sentences. Write your answer in the space 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 ǒo took
 ōō boot ŭ cut yōō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark:* '

- _____ 11. But have you ever thought about getting ready for the *prime* time of your life?

Our retired neighbor, Fred Thomas, said that the time he served as mayor of our city was the *prime* experience of his career.

prime (prīm) means:

- earliest
- easiest time in a person's career
- most important period or part
- most exciting

- _____ 12. Other benefits include increasing your ability to think critically and communicate your ideas to others, improving your ability to use technology, and preparing yourself to live in a *diverse* world.

Most first-time visitors are amazed by the *diverse* collection of artwork displayed at the Museum of Modern Art in New York City—sculpture, paintings, drawings, collages—something for every taste!

diverse (dī vûrs') means:

- complicated
- modern
- having variety in form
- involving many styles and preferences

- _____ 13. Knowing you've met your goals and earned a college degree also gives you the self-confidence to continue to *strive* to meet your future goals.

Pamela vowed to *strive* to pay off her student loan in less than three years, even if it meant postponing buying a new car and riding the bus to work.

strive (strīv) means:

- a. to accomplish
- b. to budget
- c. to prepare for the future; to plan
- d. to exert much effort; to struggle

- _____ 14. Rather, you should continue your college education, develop strong computer skills, improve your *verbal* and written communication skills, and remain flexible while you explore the job market.

A telemarketing salesperson must have good *verbal* skills in order to catch and keep your interest and discourage you from hanging up the phone.

verbal (vûr' bəl) means:

- a. grammar skills
- b. spoken rather than written; oral
- c. computer and communication skills
- d. keeps your attention; interesting

- _____ 15. Similarly, you'll be able to use management skills and general business knowledge wherever you go and whatever career you *pursue*, including government agencies, charities, and social causes.

My two-month internship at a community hospital during high school encouraged me to *pursue* a degree in nursing.

pursue (pər sōō') means:

- a. to chase; overtake
- b. to study; examine
- c. to strive to accomplish; attain
- d. to volunteer; participate

- _____ 16. You can't neglect etiquette, or somewhere in your career you will be at a competitive disadvantage because of your inability to use good manners or to maintain your *composure* in tense situations.

When a flight is delayed, airline ticket counter personnel must try to preserve their *composure* and assist annoyed and impatient customers.

composure (kəm pō' zhər) means:

- a. advantage
- b. behavior
- c. interest
- d. calmness

- _____ 17. You may want to take a course in *etiquette* to learn the proper way to act at a formal party, and so on.

Because Charles' mother and father insisted that he learn rules of *etiquette*, he felt comfortable at business functions, banquets, and other social events.

etiquette (ět' ĭ kět) means:

- a. speech communication
- b. behavior
- c. rules for business
- d. good manners

- _____ 18. Of course, it is also critical that you are honest, reliable, dependable, and *ethical* at all times.

Although Cecilia was tempted for a moment to keep the wallet full of cash that she found, she knew that the *ethical* thing to do would be to contact the owner and return it.

ethical (ěth' ĭ kəl) means:

- a. dependable
- b. likely to be successful
- c. honorable
- d. safe

- _____ 19. Be aware of your appearance and its *impact* on those around you.

My brother's good study habits and excellent grades throughout his time in college had a powerful *impact* on my desire to become a successful student.

impact (ĭm' păkt) means:

- a. awareness
- b. influence
- c. desire
- d. habit

- _____ 20. Then you can proceed with your clear but *succinct* message.

Because our professor's explanation of the procedure for logging on to our new computer network was so *succinct* and easy to understand, we began working immediately and had plenty of time to finish our work.

succinct (sək sĭngkt') means:

- a. clear
- b. successful
- c. challenging
- d. brief

SELECTION 1-2

Business*(Continued)***Reading Skills Application**

Directions: Items 21–25 test your ability to *apply* certain reading skills to the 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 may not have 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 4 through 9 of *Opening Doors*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *Opening Doors*, you will practice and develop these skills. Write your answer for each question in the space provided.

- _____ 21. What is the meaning of the word *clinches* as it is used in paragraph 8?
- misses; loses
 - closes; finalizes
 - creates; invents
 - proposes; presents
- _____ 22. What is the main point of paragraph 7?
- You can use your knowledge of financial planning to invest wisely in the stock market.
 - You can use marketing principles to get a job and to sell your ideas to others.
 - You'll be able to use management skills and general business knowledge wherever you go.
 - You don't have to be in business to use business principles.
- _____ 23. The information in paragraph 17 is organized using which of the following patterns?
- cause-effect
 - comparison-contrast
 - sequence
 - problem-solution
- _____ 24. Which of the following statements represents an opinion rather than a fact?
- Holders of bachelor's degrees will make an average of \$40,478 per year.
 - The gap between the earnings of high school graduates and college graduates is growing every year.
 - High school graduates will make an average of \$22,895 per year.
 - What you invest in a college education is likely to pay you back many times.
- _____ 25. The authors' purpose in writing this selection is to:
- convince students that they must find a suitable career when they graduate.
 - persuade students to select a job that they can keep for a lifetime.

- c. present principles, strategies, and skills for success that will help students not only in their college courses but throughout their careers and entire lives as well.
- d. prove to students that a college degree is required in order to obtain a job with a good salary.

SELECTION 1-2

Business*(Continued)*

Collaboration Option

Respond in Writing

Directions: These essay-type exercises will help you bring your thoughts into the open. Refer to Selection 1-1 as needed to answer them.

Option for collaboration: It has been said that “None of us is as smart as all of us.” Adults, in particular, learn well from each other. For this reason, your instructor may direct you to work with other students on one or more of these items, 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 an item and agrees on the answer, have a group member record it. Each member of your group should be able to explain all of your group’s answers.

1. Do you agree with the authors’ point of view that success requires you to “behave like a professional”? Explain why or why not.

2. Create a “Top 10” list of behaviors or techniques that you believe can help people succeed in college as well as in their careers. You may use some or all of the suggestions included in the selection or you may include your own suggestions. (Item #1 on your list should be what you view as the *most* important success behavior.)

#1 _____

#2 _____

#3 _____

#4 _____

- #5 _____
- #6 _____
- #7 _____
- #8 _____
- #9 _____
- #10 _____

3. **Overall main idea.** What is the overall main idea the authors want the reader to understand about the skills that are needed for success? Answer this question in one sentence. Be sure to include the words *success* (or *succeed*) and *professional* 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:

<http://suemorem.com>

This website contains general information about becoming a success in the business world. Click on the “Tips” button and select from categories such as “Etiquette,” “Job Search Secrets,” and “Interviewing Tips” to read advice from Sue Morem, a business consultant. This website also offers videos for sale on various topics.

<http://wlb.monster.com/articles/etiquette/>

This link contains an article titled “Business Etiquette You Should Know,” by Susan Bryant, a contributing writer to Monster.com, the popular job search website.

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 key-words such as:

career success

or

professional etiquette

or

workplace success

or

success skills

or

characteristics of professional behavior

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

Literature

Saved

From *The Autobiography of Malcolm X*
As Told to Alex Haley

Prepare Yourself to Read

Directions: Do these exercises *before* you read Selection 1-3.

1. First, read and think about the title. What do you already know about Malcolm X?

2. Next, complete your preview by reading the following:

Introduction (in *italics*)

First paragraph (paragraph 1)

All of the last paragraph (paragraph 19)

On the basis of your preview, what aspect of Malcolm X’s life do you think will be discussed?

Apply Comprehension Skills

Directions: Do these exercises *before* you read Selection 1-3. Apply two skills from this chapter:

Set your goal for reading. What do you hope to learn about Malcolm X?

Plan your time. Estimate how long it will take you to read Selection 1-3.

SAVED

Born Malcolm Little in 1925, Malcolm X was a member of the American Black Muslims (1952–1963), an organization that advocated separatism and black pride. Before Malcolm X became a prominent Black Muslim and political leader, he served time in prison.

In this selection, Malcolm X describes a life-changing experience he had while he was in prison. His desire to write letters to Elijah Muhammad during this time motivated Malcolm X to make this profound change in his life. (Elijah Muhammad, a black American, was an activist and leader of the Nation of Islam from 1934 to 1975. He favored political and social equality, as well as economic independence for black Americans.)

Malcolm X, however, eventually separated from the Black Muslims and converted to orthodox Islam, a religion that believes in the unity of the human race. He founded the Organization of Afro-American Unity in 1964. In 1965, Malcolm X was assassinated in Harlem as he was about to give a speech.

*In 1992 Warner Studios produced the film *Malcolm X*, directed by Spike Lee and starring Denzel Washington. And in 1995 A&E Network produced a documentary on Malcolm X for its Biography series. In 1999 the United States Postal Service issued a stamp in honor of Malcolm X (El-Hajj Malik El-Shabazz).*

- 1 It was because of my letters that I happened to stumble upon starting to acquire some kind of a homemade education.
- 2 I became increasingly frustrated at not being able to express what I wanted to convey in letters that I wrote, especially those to Mr. Elijah Muhammad. In the street, I had been the most articulate hustler out there—I had commanded attention when I said something. But now, trying to write simple English, I not only wasn't articulate, I wasn't even functional. How would I sound writing in slang, the way I would say it, something such as, "Look, daddy, let me pull your coat about a cat, Elijah Muhammad—"
- 3 Many who today hear me somewhere in person, or on television, or those who read something I've said, will think I went to school far beyond the eighth grade. This impression is due entirely to my prison studies.
- 4 It had really begun back in the Charlestown Prison, when Bimbi first made me feel envy of his stock of knowledge. Bimbi had always taken charge of any conversation he was in, and I had tried to emulate him. But every book I picked up had few sentences which didn't contain anywhere from one to nearly all of the words that might as well have been in Chinese. When I just skipped those words, of course, I really ended up with little idea of what the book said. So I had come to the Norfolk Prison Colony still going through only book-reading motions. Pretty soon, I would have quit even these motions, unless I had received the motivation that I did.
- 5 I saw that the best thing I could do was get hold of a dictionary—to study, to learn some words. I was lucky enough to reason also that I should try to improve my penmanship. It was sad. I couldn't even write in a straight line. It was both

ideas together that moved me to request a dictionary along with some tablets and pencils from the Norfolk Prison Colony school.

- 6 I spent two days just rifling uncertainly through the dictionary's pages. I'd never realized so many words existed! I didn't know which words I needed to learn. Finally, just to start some kind of action, I began copying.
- 7 In my slow, painstaking, ragged handwriting, I copied into my tablet everything printed on that first page, down to the punctuation marks.
- 8 I believe it took me a day. Then, aloud, I read back, to myself, everything I'd written on the tablet. Over and over, aloud, to myself, I read my own handwriting.
- 9 I woke up the next morning, thinking about those words—immensely proud to realize that not only had I written so much at one time, but I'd written words that I never knew were in the world. Moreover, with a little effort, I also could remember what many of these words meant. I reviewed the words whose meanings I didn't remember. Funny thing, from the dictionary first page right now, that "aardvark" springs to my mind. The dictionary had a picture of it, a long-tailed, long-eared, burrowing African mammal, which lives off termites caught by sticking out its tongue as an anteater does for ants.
- 10 I was so fascinated that I went on—I copied the dictionary's next page. And the same experience came when I studied that. With every succeeding page, I also learned of people and places and events from history. Actually the dictionary is like a miniature encyclopedia. Finally the dictionary's A section had filled a whole tablet—and I went on into the B's. That was the way I started copying what eventually became the entire dictionary. It went a lot faster after so much practice helped me to pick up handwriting speed. Between what I wrote in my tablet, and writing letters, during the rest of my time in prison I would guess I wrote a million words.
- 11 I suppose it was inevitable that as my word-base broadened, I could for the first time pick up a book and read and now begin to understand what the book was saying. Anyone who has read a great deal can imagine the new world that opened. Let me tell you something: from then until I left that prison, in every free moment I had, if I was not reading in the library, I was reading on my bunk. You couldn't have gotten me out of books with a wedge. Between Mr. Muhammad's teachings, my correspondence, my visitors—usually Ella and Reginald—and my reading of books, months passed without my even thinking about being imprisoned. In fact, up to then, I never had been so truly free in my life.
- 12 The Norfolk Prison Colony's library was in the school building. A variety of classes was taught there by instructors who came from such places as Harvard and Boston universities. The weekly debates between inmate teams were also



Malcolm X (1925–1965)

held in the school building. You would be astonished to know how worked up convict debaters and audiences would get over subjects like “Should Babies Be Fed Milk?”

- 13 Available on the prison library’s shelves were books on just about every general subject. Much of the big private collection that Parkhurst had willed to the prison was still in crates and boxes in the back of the library—thousands of old books. Some of them looked ancient: covers faded, old-time parchment-looking binding. Parkhurst, I’ve mentioned, seemed to have been principally interested in history and religion. He had the money and the special interest to have a lot of books that you wouldn’t have in general circulation. Any college library would have been lucky to get that collection.
- 14 As you can imagine, especially in a prison where there was heavy emphasis on rehabilitation, an inmate was smiled upon if he demonstrated an unusually intense interest in books. There was a sizable number of well-read inmates, especially the popular debaters. Some were said by many to be practically walking encyclopedias. They were almost celebrities. No university would ask any student to devour literature as I did when this new world opened to me, of being able to read and *understand*.
- 15 I read more in my room than in the library itself. An inmate who was known to read a lot could check out more than the permitted maximum number of books. I preferred reading in the total isolation of my own room.
- 16 When I had progressed to really serious reading, every night at about ten P.M. I would be outraged with the “lights out.” It always seemed to catch me right in the middle of something engrossing.
- 17 Fortunately, right outside my door was a corridor light that cast a glow into my room. The glow was enough to read by, once my eyes adjusted to it. So when “lights out” came, I would sit on the floor where I could continue reading in that glow.
- 18 At one-hour intervals the night guards paced past every room. Each time I heard the approaching footsteps, I jumped into bed and feigned sleep. And as soon as the guard passed, I got back out of bed onto the floor area of that light-glow, where I would read for another fifty-eight minutes—until the guard approached again. That went on until three or four every morning. Three or four hours of sleep a night was enough for me. Often in the years in the streets I had slept less than that. . . .
- 19 I have often reflected upon the new vistas that reading opened to me. I knew right there in prison that reading had changed forever the course of my life. As I see it today, the ability to read awoke inside me some long dormant craving to be mentally alive. I certainly wasn’t seeking any degree, the way a college confers a status symbol upon its students. My homemade education gave me, with every additional book

that I read, a little bit more sensitivity to the deafness, dumbness, and blindness that was afflicting the black race in America. Not long ago, an English writer telephoned me from London, asking questions. One was, "What's your alma mater?" I told him, "Books." You will never catch me with a free fifteen minutes in which I'm not studying something I feel might be able to help the black man.

SELECTION 1-3

Literature*(Continued)*

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

Reading Selection Quiz

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

Comprehension

Directions: Items 1–10 test your comprehension (understanding) of the material of this selection. These questions are the type a content area instructor (such as an English professor) would ask on a test over this material. You should be able to answer these questions 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 each question. Write your answer in the space provided.

True or False

- _____ 1. There were a small number of well-read inmates at the prison in which Malcolm X served time.
- _____ 2. Despite Malcolm's initially limited ability to read and write, he was a person capable of learning.
- _____ 3. Norfolk Prison Colony liked prisoners to exhibit an interest in rehabilitating themselves.
- _____ 4. Malcolm's prison experience provided him with no opportunity to improve his reading or writing skills.

Multiple-Choice

- _____ 5. What did Malcolm X mean when he said, "In fact, up to then, I had never been so truly free in my life"?
- He had been freed from prison.
 - He was able to explore a "new world" of books and ideas even though he was in prison.
 - He could devote as much time as he wanted to learning.
 - He felt carefree.
- _____ 6. According to Malcolm X, he felt a need to begin to acquire more education because of:
- his inability to express himself well in conversation.
 - his desire to write letters and his envy of Bimbi.
 - the influence of Parkhurst.
 - the encouragement of a certain prison guard.

- _____ 7. Prison inmates who were outstanding debaters were:
- looked down on by other inmates.
 - regarded almost as celebrities by other inmates.
 - ignored by other inmates.
 - disliked.
- _____ 8. The Norfolk Prison Colony was exemplary because of:
- its strong emphasis on rehabilitation.
 - its unusually large library.
 - the quality of instructors in the prison school.
 - all of the above
- _____ 9. Parkhurst was:
- the prison warden.
 - a teacher who taught at the prison.
 - the donor of the library books.
 - Malcolm's cellmate.
- _____ 10. The dictionary was the book that opened the door of learning for Malcolm X. He used it:
- as a miniature encyclopedia, which provided background knowledge about a variety of subjects.
 - to improve his penmanship by copying its pages.
 - to improve and expand his vocabulary.
 - all of the above

SELECTION 1-3

Literature*(Continued)***Vocabulary in Context**

Directions: Items 11–20 test your ability to determine the meaning of a 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 discover that you need to use a dictionary to confirm an answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answer in the space 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 ǒo took
 ōō boot ŭ cut yōō abuse ûr urge th thin th this hw which
 zh vision ə about *Stress mark: '*

- _____ 11. I had become increasingly frustrated at not being able to express what I wanted to *convey* in letters that I wrote, especially those to Mr. Elijah Muhammad.

I am sorry that I was unable to attend your uncle's funeral; please *convey* my sympathy to your aunt.

convey (kən vā') means:

- a. remember
- b. achieve
- c. write
- d. communicate

- _____ 12. In the street, I had been the most *articulate* hustler out there—I had commanded attention when I said something.

Because former Prime Minister Winston Churchill was so *articulate*, his speeches are considered some of the finest ever given.

articulate (är tĭk' yə lət) means:

- a. using clear, expressive language
- b. liking to talk
- c. talking extensively
- d. talking rapidly

- _____ 13. Bimbi had always taken charge of any conversation he was in, and I had tried to *emulate* him.

Parents should be good role models since children often *emulate* them.

emulate (ĕm' yə lāt) means:

- a. surpass by diligent effort
- b. try to equal or excel, especially through imitation
- c. reject
- d. ridicule or make fun of

- _____ 14. In my slow, *painstaking*, ragged handwriting, I copied into my tablet everything printed on that first page, down to the punctuation marks.

Rebuilding and restoring antique furniture is a *painstaking* process.

painstaking (pānz' tāk ĭng) means:

- a. involving great speed and dexterity
- b. involving significant physical pain
- c. involving considerable boredom
- d. involving great effort or care

_____ 15. With every *succeeding* page, I also learned of people and places and events from history.

In the years *succeeding* his presidency, Bill Clinton wrote his memoirs and devoted his time to several humanitarian causes.

succeeding (sək sēd' ɪŋ) means:

- a. coming next or after
- b. coming before
- c. inserted or inserted in
- d. preceding

_____ 16. I suppose it was *inevitable* that as my word-base broadened, I could for the first time pick up a book and read and now begin to understand what the book was saying.

It is *inevitable* that summer follows spring.

inevitable (ɪn ɛv' ɪ tə bəl) means:

- a. likely to happen
- b. uncertain
- c. incapable of being prevented or avoided
- d. unreasonable

_____ 17. Much of the big private collection that Parkhurst had *willed* to the prison was still in crates and boxes in the back of the library—thousands of old books.

Since my grandmother is no longer alive, I treasure the piano she *willed* to me, and I play it often.

willed (wɪld) means:

- a. kept in storage
- b. taken back
- c. received as a gift
- d. granted in a legal will; bequeathed

_____ 18. As you can imagine, especially in a prison where there was heavy emphasis on *rehabilitation*, an inmate was smiled upon if he demonstrated an unusually intense interest in books.

It took three months of *rehabilitation* for the actor to recover fully from his drug and alcohol addiction.

rehabilitation (rē hɪ bɪl ɪ tē' shən) means:

- a. regaining useful life through education or therapy
- b. hard physical labor
- c. rest and relaxation
- d. cooperation

_____ 19. Fortunately, right outside my door was the *corridor* light that cast a glow in the room.

When the fire alarm sounded, students quickly left their classrooms and walked down the *corridor* to the exit.

corridor (kôr' ĭ dər) means:

- a. door that leads to an exit
- b. large room
- c. passageway with rooms opening into it
- d. an open area outside a building

_____ 20. Each time I heard the approaching footsteps, I jumped into bed and *feigned* sleep.

Have you ever *feigned* illness so that you wouldn't have to go to work?

feigned (fānd) means:

- a. endured
- b. experienced
- c. pretended; gave a false appearance of
- d. suffered or felt pain

SELECTION 1-3

Literature

(Continued)

Reading Skills Application

Directions: Items 21–25 test your ability to *apply* certain reading skills to the 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 may not have 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 4 through 9 of *Opening Doors*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *Opening Doors*, you will practice and develop these skills. Write your answer for each question in the space provided.

_____ 21. What is the meaning of *devour* in paragraph 14?

- a. eat greedily
- b. read large quantities of
- c. destroy
- d. copy by hand

- _____ 22. According to this selection, Malcolm X's formal education ended:
- after 6th grade.
 - with the 8th grade.
 - after high school.
 - after his first year of college.
- _____ 23. Which of the following conclusions can be logically based on the selection?
- Malcolm X would probably have returned to the same type of life he led before prison if he had not spent the time in prison reading and educating himself.
 - Malcolm X could have qualified for a college scholarship if he had not gone to prison.
 - Malcolm X was envied and disliked by the other prison inmates because he became so knowledgeable.
 - Malcolm X willed his books to the Charlestown Prison library when he died.
- _____ 24. The writer's primary purpose for telling about his experience is to:
- instruct others about how to improve their reading skills.
 - persuade young men to stay out of prison.
 - describe what life in prison is like.
 - persuade readers of the value of reading and education.
- _____ 25. Which of the following best expresses the writer's point of view in this selection?
- Education can change lives.
 - Prisons should offer inmates educational courses.
 - Prisoners should be allowed to read as late at night as they like.
 - No one should ever be sent to prison.

SELECTION 1-3

Literature*(Continued)*

Collaboration Option

Respond in Writing

Directions: Refer to Selection 1-3 as needed to answer the essay-type questions below.

Option for collaboration: Your instructor may direct you to work with other students on one or more of these items, 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 an item and agrees on the answer, have a group member record it. Each member of your group should be able to explain all of your group's answers.

1. List at least three surprising or interesting facts you learned about Malcolm X.

2. Although Malcolm X may not have realized it, he used many of the same study and learning techniques that effective college students use. What were some of them?

3. By the end of 2001, about 1 in every 37 U.S. adults was either imprisoned or had been at one time. That's 5.6 million people with "prison experience." Malcolm X used his time in prison to change his life. What, in your opinion, can be done to help those in prison benefit from the time they spend there?

-
-
-
4. What are at least two ways in which Malcolm X's prison experience may have "saved" him while he was in prison and after he was released?

-
-
-
-
-
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-
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-
-
5. **Overall main idea.** What is the overall main idea the author wants the reader to understand about Malcolm X's experience in prison? Answer this question in one sentence. Be sure to include the words *Malcolm X* and *saved* 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.wabash.edu/mxi/history.htm

The site is sponsored by the Malcolm X Institute of Black Studies at Wabash College.

www.brothermalcolm.net/

This site contains general information about Malcolm X and is sponsored by the Africana Studies Program of the University of Toledo.

www.refdesk.com

Click on "Reference Desk: Site Map," then choose "World Religions" to read more about *Islam*.

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:

Malcolm X

or

Malcolm X and reading

or

autodidact

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?”

