

**Telecourse Student Guide
for**

***Mastering the
College Experience***

**Written by
Robert D. Nash**



Coast Community College District

William M. Vega, Chancellor, Coast Community College District

Leslie N. Purdy, President, Coastline Community College

Dan C. Jones, Administrative Dean, Instructional Systems Development

Laurie R. Melby, Director of Production

Judy Garvey, Publications Supervisor

Wendy Sacket, Senior Publications Assistant

Thien Vu, Publications Assistant

The Telecourse ***Mastering the College Experience*** is produced by the Coast Community College District in cooperation with KOCE-TV, Channel 50, and the Houghton Mifflin Company.

This student guide includes items that appear in *Becoming a Master Student*, tenth edition, by Dave Ellis, © 2003 Houghton Mifflin Company, and *Course Manual for Becoming a Master Student*, ninth edition, by Dave Ellis, © 2000 Houghton Mifflin Company.

Copyright © 2003 by the Coast Community College District

Distributed by: Coast Learning Systems
 Coastline Community College
 11460 Warner Avenue
 Fountain Valley, CA 92708
 telephone: (800) 547-4748
 fax: (714) 241-6286
 e-mail: CoastLearning@ccd.edu
 web site: www.CoastLearning.org

Published by the Houghton Mifflin Company

The Houghton Mifflin logo is a trademark used herein under license.

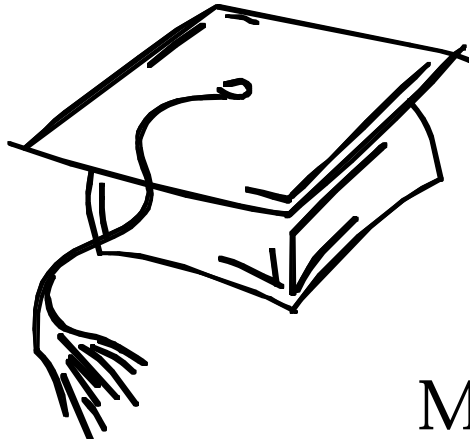
All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of the publisher.

Printed in the United States of America

ISBN: 0-618-26670-4

Contents

<i>Preface</i>	v
Lesson 1 Welcome to College	1
Lesson 2 The First Step	10
Lesson 3 Ideas Are Tools	17
Lesson 4 Finding the Time	28
Lesson 5 Looking Ahead	37
Lesson 6 You've Got a Great Memory	46
Lesson 7 Muscle Reading	55
Lesson 8 Reading Challenges	66
Lesson 9 Taking Notes	76
Lesson 10 Challenges Worth Noting	86
Lesson 11 Preparing for the Test	97
Lesson 12 This Is Not a Test	107
Lesson 13 Embracing Diversity	117
Lesson 14 Thinking Creatively	125
Lesson 15 Thinking Critically	134
Lesson 16 Math and Science: A 3-D Solution	144
Lesson 17 Research: Solving a Mystery	156
Lesson 18 Writing Well—The First Draft	165
Lesson 19 Writing Well—The Final Presentation	179
Lesson 20 Communication	188
Lesson 21 Relationships	195
Lesson 22 Money and Finances	203
Lesson 23 Take Care of Your Machine	213
Lesson 24 Preventing Life Crashes	221
Lesson 25 Charting Your Course	231
Lesson 26 Mastering Your Life	240
Glossary	249
Test-Taking Tips	265
Answer Key	277



Books are the collective memory of mankind.

—Herbert Bailey Smith

LESSON 7

MUSCLE READING

Assignments

For the most effective study of this lesson, we suggest that you complete the assignments in the sequence listed below:

1. BEFORE Viewing the Video Program:

- Read the Learning Objectives and Overview for Lesson 7 in this guide. Use the objectives and overview questions to help guide your reading, viewing, and thinking.
- Read pages 112–119 and 121 in the *Becoming a Master Student* textbook, then review pages 74–75. You may complete the Journal Entries and Exercises you see on these pages as you read, or you may want to wait and complete them after viewing the video. **Consult your instructor or course syllabus to determine which entries and exercises are required assignments, and when they are due.**
- After reading the text, note your answers to the questions listed at the end of the Overview.

2. View the “Muscle Reading” Video Program.

- Before you watch the video, grab a pen or pencil and turn to Exercise 3 in this lesson. When you hear the story in the video, try to answer the four questions before the students do.

3. AFTER Viewing the Video Program:

- Review your answers to the questions at the end of the Overview. If appropriate, modify your answers based on what you saw in the video.
- Read the Summary for Lesson 7 in this guide, and review all pages of reading for this lesson in both the Ellis textbook and this guide.
- Complete the Lesson 7 “Exercises” in this guide. Consult your instructor or course syllabus to determine which exercises are required assignments,

and when they are due. Assignments may include exercises that do not appear in the Ellis textbook or this guide.

- If you are taking the TeleWeb version of this course, consult your instructor or course syllabus to determine if any “Online Activities” are required assignments, and when they are due.
- Take the Lesson 7 “Quiz” in this guide to measure your achievement of the Learning Objectives. Check your answers with the Lesson 7 Answer Key in the back of this guide, and review any questions you miss.
- In the coming weeks, continue to review the concepts and practice the skills in this lesson. This may include reviews of the video, the textbook, this guide, and any notes you have taken.

Learning Objectives

After successfully completing this lesson, you will be able to:

1. Identify the nine steps of Muscle Reading, and summarize the potential benefits of this strategy.
2. List and describe the Muscle Reading techniques you can use *before* you read, and discuss how you will apply them in an upcoming assignment.
3. List and describe the Muscle Reading techniques you can use *while* you read, and discuss how you will apply them in an upcoming assignment.
4. List and describe the Muscle Reading techniques you can use *after* you read, and discuss how you will apply them in an upcoming assignment.
5. Select appropriate reading techniques according to the type of text, your purpose for reading, your background knowledge, your learning style, and how much time you have.
6. Summarize methods you can use to change your behavior, and describe what you’ll do to adopt new, more-effective *reading* habits.

Overview

The previous lesson offered you some tips on how to improve your memory. This lesson and the one following will focus on your reading. Both of these skills will help you supercharge your study habits so you'll get more out of each hour you spend with your books.

As you may already know, college instructors assign more pages of reading than high school teachers do. And, you only have so much time each day, especially if you hold down a job or have children to care for. So, how do you get through all those pages and still have time for your homework, papers, and test reviews? Answer: *Muscle Reading*! This is a hybrid strategy pieced together from many different ideas that students have been using successfully for years.

Muscle Reading will help motivate you, and make reading a more interesting process (even for your less-than-interesting subjects). It will also help improve your comprehension and retention, which will help improve your grades. Most important, while the steps of Muscle Reading will take a little time to learn, in the long run, they'll *save* you time in studying and reviewing for a test, or researching for a paper.

The first step of the Muscle Reading process is to preview the assignment, much like the textbook reconnaissance you did in Lesson 1. This establishes the "context" of your reading, or how the assignment topics relate to the overall subject you're studying. This is such an important step that we're going to have you participate in an exercise about it during the lesson video. So, before you start viewing the program, get a pencil or pen, and turn to Exercise 3 in this guide.

The nine steps of Muscle Reading won't come to you naturally; they'll probably require you to change some old habits. For that reason, this lesson will review the *ways to change a habit* introduced in Lesson 5. The video will also discuss the use of the muscle reading matrix, which you'll find on page 64 of this guide.

Give all the new ideas in this lesson a good, honest test over the next few weeks. If they don't work for you, fine. If they do work, you'll have found new tools that will help you in *Mastering the College Experience*.

Questions to consider while you read the text and view the video program:

1. What was my score on the "Reading" spoke of the Discovery Wheel on page 17 of the Ellis text? What do I want to get out of this lesson?
2. What exactly is "Muscle Reading," and how will it benefit me?
3. What can I do before I read to use my study time more efficiently? What does "pry out questions" mean? Will previewing my assignments waste time I might otherwise spend reading?

4. What can I do while I read to study more effectively? What does “root up answers” mean? How do I decide what sections of my book are important enough to underline or highlight?
5. What can I do after I read to study more effectively? How will I benefit from so much reviewing?
6. How do I decide which Muscle Reading techniques are appropriate for my different reading assignments?
7. What are some methods I can use to adopt new, more-effective reading habits?

NEXT STEP: Read the textbook ...

THEN: Watch the video program ...

Read the Summary on the next page AFTER watching the video program ...

Summary

Most of us don't like reading textbooks, so we try to get through our assignments as fast as possible. Just like Suzette and her exercise program in the video, we want the most benefit in the least amount of time. But, when it comes to reading, if you slow down just a little and become more actively involved, you'll get much more out of your reading and save a lot of time when studying for an exam. **Muscle Reading** isn't particularly new, and it's not the only reading strategy around. (See descriptions of PQ4R and SQ3R on pages 61–62.) Any of these techniques will help you become a more efficient and effective reader.

First, a **preview** will help you establish the overall context of the material. Starting to read *before* a preview is like trying to understand the story of John and Mary before you know they're a cat and a fish. It's always easier to understand details if you know how they fit into the big picture. A preview will also help you connect what you're about to read to knowledge you already have, and that will help you recall the new material.

But, the key to comprehension is the development of **questions** to answer while you read. Questions transform passive reading into an active search for answers. This will help you focus, so you won't end up re-reading the same section three or four times. You'll notice that many of your textbooks, including this guide, offer questions to consider while reading. It's OK to use these, but write your own questions first. It will help motivate you if you're searching for answers that *you* care about. What would you naturally want to ask about this subject? Write your questions down on the text page or notebook paper.

If all else fails, write questions based on the textbook headings. Try the who-what-when-where-why-how approach. Take a section title and add one of those six words to it. For example, if a heading in your business text reads "Markets and Their Classifications," the question can read: "*What* exactly are markets, and *how* can they be classified?" (See clipboard on page 62.)

Before you actually start reading, determine a strategy. For instance, if you're reading an assignment for the first time, and you may be tested on it, read everything carefully using all or most of the Muscle Reading steps. On the other hand, if the material is background information you probably won't be tested on, you may want to skip steps like **outlining**. Also, as a motivational goal, set a reasonable time limit for the assignment.

While you **read**, remember the process from Lesson 4: "Be here now." Focus all your attention on the text. If you drift off, just notice it ... then refocus. It will help if you do not read in bed, which Erika tried in the video. If you lie down, you're likely to fall asleep, and you don't want to train your body to associate textbook reading with sleep. So, sit up at a table or desk, and keep a pen handy. Highlight or **underline** the important points in your reading. These

will include the answers to the questions you formed earlier, or any other material you feel is important.

This is where some students get hung up. Just what is important enough to underline? To answer this, it may help to hold off your underlining until after you've finished a section of the text. Also, listen carefully to your lectures or video presentations for the major subjects and themes, and underline ideas that relate to those. If you were the instructor, what information would you put on an exam? When you find yourself highlighting half the book, back off and focus on the bigger issues. Also, note topics that interest you, things you disagree with, or questions you'll want to ask your instructor. You may write down the **answers** to your questions as you underline, but some students prefer to save that for the review process.

Right after you finish your reading, go back over the major points in the text and **recite** them out loud. (This will be especially valuable for “auditory” learners who learn by hearing.) At this time, you may want to formally write down the answers to your questions, which you'll find among the lines of text you underlined. If any questions remain unanswered, dig through the text. If you can't find an answer, ask your instructor about it.

Within 24 hours, make sure you **review** the material to keep it fresh in your memory. Again, focus on the key headings, your questions, and your answers. This can be the hardest step to find time for, but it's one of the most important. Studies show that we forget most of what we read unless we review it within a day. So, schedule it in your day planner. Also, schedule time to **review** the same material again every couple of weeks until your final exam. The more you walk this information back and forth through your “memory jungle,” the more likely you'll clear a good pathway. Brief, consistent reviews will not only shorten your overall study time but also improve your test scores.

You probably noticed that some students in the video were reluctant to try out all the steps of Muscle Reading. That's natural. When we were taught to read as kids, we were told to start at the beginning and read to the end. Muscle Reading represents a significant change in our habits. To help, try out some of **the ways to change a habit**. Start with small changes. Use the muscle reading matrix on page 64 in this guide. Tell your friends what you're trying to do, and let them support you. Expect to slip back into your old habits once in a while. Accept your feelings of discomfort; acknowledge that they're a natural result of trying new things ... then practice, practice, practice.

Exercises

1. Complete “Journal Entry #18: Discovery Statement” on page 113 of the Ellis textbook. You might also consider how reading skills relate to your career goals.
2. Complete “Journal Entry #19: Discovery Statement” on page 113 of the Ellis textbook.
3. In the video for Lesson 7, our students consider the following story and subsequent questions to learn the importance of context. See if you can come up with the right answers before they do.

“John and Mary are found lying on the floor. John is unconscious and Mary is dead. There is broken glass and water on the floor next to the bodies.”

Who are John and Mary?

Why is John unconscious?

How did Mary die?

Where are the water and broken glass from?

4. Complete “Exercise #14: It’s hard to know what’s going on ... until you have the big picture” on page 121 of the Ellis textbook. This is another example of the importance of context.
5. Complete “Journal Entry #20: Discovery Statement” on page 125 of the Ellis textbook.
6. Complete “Journal Entry #21: Discovery Statement” on page 134 of the Ellis textbook.
7. Make a photocopy of the matrix on the next page. For this and any of your other classes, fill out the assignment section of the matrix, listing pages and book titles that you intend to read within a week or two. As you read each of those assignments, check off the Muscle Reading techniques you use. By the time you’ve finished the matrix, you could have a new habit.

Quiz

1. What is an acrostic that can help you remember the nine steps of Muscle Reading?
2. You must complete all nine steps of Muscle Reading to get the most out of any reading assignment. True or False? Explain your answer.
3. Describe at least four strategies you can use to preview a reading assignment.
4. What is a benefit of outlining a reading assignment?
5. To get the most benefit out of marking a book, underline at least 20 percent of the text. True or False? Explain your answer.
6. Briefly describe an easy technique you can use to develop questions before you read.
7. After you read the material you are assigned,
 - a. let your mind rest until you are ready to review it.
 - b. review it again within 24 hours.
 - c. review it again every week.
 - d. reviewing it too soon will only confuse you.
8. If you're reading a work of fiction for a literature class, you're more likely to skip which of the following Muscle Reading steps?
 - a. Preview
 - b. Outline
 - c. Underline
 - d. Review
9. After your first review, review the same material again
 - a. once a week or once a month for about five minutes.
 - b. once a week for at least 20 minutes.
 - c. every other night as you eat dinner.
 - d. once a week for an hour.
10. The answers to your reading questions are
 - a. usually found in the text you've underlined.
 - b. often answers to questions you'll see on a test.
 - c. written down, either while you read or during review.
 - d. useful for filling out your outline, if you made one.
 - e. all of the above.

Answer Key

1. Pry Out Questions; Root Up Answers; Recite, Review, Review again. (Objective 1; page 114)
2. False (Objective 5; page 114; video; telecourse student guide, pages 59–60). The nine-step process is not an all-or-nothing package. Use it appropriately, and choose what steps to apply as you read.
3. Describe at least four of the following (Objective 2; pages 115–116; video; telecourse student guide, page 59):
 - a. Survey the entire assignment by looking at each page.
 - b. Look over the table of contents.
 - c. Keep the preview short.
 - d. Look for familiar concepts, facts, and ideas.
 - e. Look for ideas that spark your imagination or curiosity.
 - f. Ask how the material can relate to your long-term goals.
 - g. Inspect drawings, diagrams, charts, tables, graphs, and photographs.
 - h. Keep an eye out for summary statements and read them first.
 - i. Read all chapter headlines, section titles, and paragraph headings.
4. A benefit of outlining a reading assignment is that it actively organizes your thoughts about the assignment. It helps make complex information easier to understand. (Objective 2; page 116; video)
5. False (Objective 3; page 118). Underlining is usually more effective when you mark only a limited portion of the text—generally 10 percent or less.
6. There are many good techniques, but the easiest is the who-what-why-when-where-how approach. Just note each section heading and subheading, and then add one of those words to form a question. (Objective 2; page 116; telecourse student guide, page 59)
7. b (Objective 4; page 119; video; telecourse student guide, page 60)
8. b (Objective 5; page 117)
9. a (Objective 4, page 119; telecourse student guide, page 60)
10. e (Objective 3; page 118; video; telecourse student guide, pages 59–60)