Part One
How to Read and Write in College

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If you’re reading this, you’ve probably just started a college writing course, and you might not know what to expect. What kind of writing will you have to do? What do you need to know to pass? What will the teacher expect?

In the first section of this chapter, students who have recently completed their first year of college supply answers to these and other common questions. These students were in your exact spot very recently, so they’re in a good position to tell you what you need to know.

In the second section of this chapter, you’ll learn four strategies that will be critical to your success in all your college courses—how to identify your goals, how to manage your time, how to use the resources available to you, and how to find and use your learning style. Paying attention now to the students’ advice and the four success strategies is definitely worth your time.

**PRACTICE YOUR EDUCATIONAL EXPERIENCES**

Write about your educational experiences so far, including things that may help your teacher understand what you’ve done so far and things that you hope to learn in this course.

**IDEA JOURNAL**

Write about some good advice (or some bad advice) you’ve gotten in the past.

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**You Know This**

You know the importance of advice.

- You ask a friend which shirt looks best on you.
- You ask an older brother or sister what a certain teacher is like.
- You ask an experienced coworker how to work toward a promotion.
- You ask a teacher for advice on choosing a major.
You might be wondering: Why do I have to take this course, anyway? The answer is that most, if not all, of your college courses will require some writing, and the better you write, the better you will do. Being able to write well will also help you get a good job and express yourself in your everyday life.

The advice on pages 4–9 comes directly from our experience. We promise it will help you.

Writing

College writing involves new kinds of writing and new ways of writing. Here are some of the things we had to get used to.

Essays aren’t always just five paragraphs.

Many of us learned to write essays with five paragraphs (introduction, three body paragraphs, and conclusion). That is a great way to learn how to write a basic essay, but in college courses, you’ll hardly ever be assigned a “five-paragraph essay.” Your teachers might give you a target length, but the final length will depend on what you need to develop your ideas.

We don’t do as much personal writing.

Some writing assignments let us write mainly about personal experiences, but most ask us to use material from outside sources, like articles and books. For example, a high school teacher might assign a topic like “Write about a time you felt peer pressure to do something you didn’t want to do,” but an assignment in a college course in human development is more likely to be something like “How does the pressure to fit in affect adolescent behavior?” When we refer to outside sources in our papers, we have to document our sources. (See Chapter 2.)

We have to know how to narrow broad topics.

We might get a broad assignment like “Write a short essay on religion and culture.” We would have to use some of the techniques we learned in our writing courses to come up with something manageable—for example, an Eagle Scout’s request to restore the previously removed words “to God” to his badge so that it read “For Service to God and Country.” (For help on narrowing a topic, see p. 63.)
Sometimes, we have to choose our own writing topics.

This can be fun, but it can also be scary. If you draw a blank, here are some ways to get started:

1. First, try thinking about what you, and only you, have to say about a subject. We all have something to say that’s important.

2. Try some of the prewriting techniques (such as brainstorming and freewriting) that you’ll learn in this course. (See Chapter 4 for coverage of prewriting techniques.)

3. Talk over your ideas with a friend. You’ll be surprised at what you come up with.

We have less time to write longer pieces and less step-by-step instruction in class.

Your instructors may not spend much in-class time helping you write the papers they assign. Your chance to learn how to write is now, in your writing class, so pay close attention to your instructor’s comments on your writing. Also, use writing tutors if they are available.

We have to revise our work.

All instructors expect us to really “dig into” our ideas. It’s almost impossible to do this in a single draft, so learn how to revise. One of the best ways we’ve found is to read your writing aloud and then ask,

- Can you recognize the main point?
- Do you give good details to back up your point?
- What makes your ideas interesting to you?
- Do you think your reader will be interested, too?

We have to use formal English.

In college, our instructors—all of them—expect us to use formal, academic English—the same kind that’s used in newspapers, television newscasts, and radio reporting.

Using formal English in college is not “selling out” or compromising who you are. It’s an opportunity to practice a language that will help you succeed at school, at work, and in all areas of your life.

In our writing courses, we didn’t spend much in-class time on grammar.

Our writing teachers would often just point out our errors and refer us to parts of a textbook, to a writing center, to a writing tutor, or to a computer lab for help. This means that a lot of what you learn about grammar will be up to you.
Advice, continued

Proofreading Tips That Work for Us

1. Read your paper line by line, looking carefully at every word.
2. Read your paper out loud, reading every word carefully.
3. Pause at every comma, and come to a full stop at the end of every sentence.
4. Ask someone else to read your paper, looking only for errors, not for overall meaning.
5. If your computer has a speech tool, use it to read your paper back to you.
6. Check for the four most serious errors (Chapters 22–26 in this book).

Instructors take off points for grammar errors.

In some of our first writing classes, we had a chance to correct errors before we received a final grade. This isn’t the case, though, in other college classes. That means you have to get it right before you hand in your paper, so be sure to proofread carefully.

Be careful about using the wrong word.

When your teacher points out a word in your paper that you’ve used incorrectly, make a note of it, and check for the same error in your next paper. Also, be sure to reread your paper after using your computer’s spell checker.

Reading and Thinking

You also have to read well to succeed in college. Luckily, most college writing courses offer some help here, too. Here is what you should be prepared for.

We read a lot.

Nearly all of the reading we do is assigned as homework. A lot of in-class time is spent discussing what we read. When we haven’t done the reading, we can’t participate in class—a bad thing, since we are usually graded on our class participation.

We read all kinds of things.

We read a lot—textbook chapters, stories, newspaper and magazine articles, secondary sources about a research topic—and we have to know how to discuss and write about all of it. Your writing course will give you some practice doing this, so take advantage of it.

We’re expected to remember what we read.

Highlighting as you read will help, and so will taking notes on the following:

- What makes the piece interesting to you?
- What does it teach you, and how does it relate to your experiences?
- What bothers you, confuses you, or excites you?
We often talk about how one reading or concept relates to another. If one reading reminds you of another, make a note, and bring it up in your next class. Your teacher will be impressed.

Teacher Expectations

College teachers have definite expectations of us. Basically, being successful is your responsibility. That means the following things:

Do Treat your course as seriously as you’d treat a job.

Your boss doesn’t give you money—you earn it, through hard work and professional behavior. Likewise, your teacher doesn’t give you a grade. You earn the grade you get. Think of your course work as a job that can lead to bigger and better things—if you work hard and perform well.

Do Get to class on time, and stay until your teacher dismisses you.

Again, going to class is like going to a job—you have to come and go on the boss’s schedule, not yours.

Do Come to class prepared.

You have to do your homework or expect to fail. Even if you’ve never done homework before and have managed to pass, you won’t pass in college. You’ll also have points taken off for late homework.

Do Let your teacher know if you have to miss a class, and make sure to contact him or her about work missed.

Some teachers want you to get information about what you missed from a classmate, so ask first.

Do Read the syllabus carefully and hang onto it for the entire semester.

Your teacher will expect you to know what the homework is and when assignments are due: Your syllabus will tell you. Always bring your syllabus to class, in case your teacher announces updates or reminders. (For more on reading a class syllabus, see p. 34.)

Do Pay close attention to the teacher’s comments on your work.

Good teachers spend a lot of time commenting on your work. When you get your papers back, don’t focus on the grade alone. If you don’t carefully read the comments, you’ll miss a lot of the value in your courses. Also, each teacher has different priorities, and you can get better grades on your work for the course when you know those priorities.
Advice, continued

**Do** Get to know your teacher, and make sure he or she knows you.

Communication is important. If you get a low grade or don’t understand something, either ask in class or make an appointment to visit your teacher during office hours. It’s up to you to take steps to clear up anything you don’t understand.

**Do** Ask questions if you aren’t clear about an assignment.

Your instructor may assume that you know things you don’t, so expectations and assignments may not be as clearly spelled out as they were in previous classes. Don’t be afraid to ask—if it’s not clear to you, chances are it’s not clear to at least some of your classmates.

**Do** Participate in class: Ask questions, answer questions, and make comments.

Don’t be afraid of making a stupid comment or giving the wrong answer. That’s part of how you learn. Plus, many teachers grade on participation.

**Do** Listen and take notes.

When the teacher is talking, listen carefully, but don’t try to write down every word that he or she says. To figure out what you should make a note of, look at the teacher while she talks. When she says something important, she may make an arm or hand gesture, write something on the board, or change her tone of voice.

**Do** Sit near the front of the class.

Sitting near the front is important for a number of different reasons:

- The teacher can see you. (When the teacher knows that you’re there, he or she will likely get to know you sooner. Sitting in front also signals that you’re motivated.)
- You can see the teacher, the board, and any visual aids used in class.
- You’re less likely to be distracted by any of your less motivated classmates.

### What to Listen for While Taking Notes

1. **What is the teacher talking about?** (Listen for introductions like *today we’re going to discuss.* . . .)

2. **What points does she want me to know about that topic?** (Listen for words like *there are five different reasons,* and for transitions between points, like also, it’s important, another thing, remember, then.)

3. **What’s the most important thing about each point?** (Listen for words like *key, critical, this is important because,* most important, primary, main.) If you think one idea relates to another, make a note of it. Making these kinds of connections is what your teacher calls **synthesis.**

4. **What’s her wrap-up?** (Listen for words that signal a conclusion like therefore, so, in essence, in conclusion, finally, as you can see, so that’s why, so we need to understand, so the point is. . . .) Teachers often restate their major points toward the end. If you don’t understand or have missed something, this is the time to ask questions.
Don’t Sit in the back of the room, text message, or fall asleep.

Doing any of these will create a bad impression, waste your time, and waste your money. If you don’t want to be there, stay home.

Don’t Make excuses for not having your homework or assignment.

Explain that you don’t have it, and tell the teacher when the work will be completed. Then make sure it is done by the date you’ve promised. (If your teacher does not accept late work, it’s not a bad idea to complete the assignment anyway and submit it. It might not count toward your grade, but your teacher will respect your effort—and the writing practice won’t hurt.)

A Few Other Things

A few other things that we want you to know don’t fit easily into one of the categories above, but they’re important.

Your college writing courses are important.

We’ve said it before, and we really mean it. Don’t make the mistake of taking your writing courses lightly. You have to pass them to graduate, and what you learn there will affect how well you do in your other courses. Remember, you’re in charge of your success. Don’t fail yourself.

Keep up with your courses; don’t fall behind, because it’s really hard to catch up.

When you get home and you’re tired, take a short break, but force yourself to do your homework and study. You have to be mature about your college responsibilities.

Don’t leave big assignments until the last minute.

If you do, either you won’t be able to finish, or you’ll do a bad job and get a bad grade.

You need to really think, not just repeat others’ ideas.

Your experience makes you unique, and your ideas will reflect that. Let other people know who you are—in class discussions and in what you write.

Have confidence in yourself.

If you try hard enough, you will learn. Even though you’ll have to work hard, remember that what you do will help you in your other courses and in your life.
Four Strategies for Success

The strategies for success that follow here apply to your college courses, your work, and your everyday life. Before getting into these, though, remember the number four as you use this book.

To make remembering some important information easier for you, this book frequently uses the number four, as in these cases:

- Four Basics of Critical Reading (p. 23)
- Four Basics of Good Writing (p. 45)
- Four Basics of [each of the kinds of writing you will do] (Chapters 10–18)
- Four Most Serious Errors (Chapters 22–26)

So remember the number four, and when you see one of the charts or lists of Four Basics, make note of the information. It should help you remember it when you need to use it.

Identify Your Goals

You’re in college, so we’ll assume that one of your goals is to get a college degree. You may even know what kind of degree you want and what type of job you want. It’s helpful to have goals for steps along the way to those larger goals, too. For example, you need to pass this course, so start by developing some writing goals. Although this course is new to you, you’ve written in your previous courses, so you probably have some idea of how you need to improve your writing.

Writing Goals

**ACTIVITY:** Think about the writing you have done in previous courses. What kinds of writing did you do? What kinds of grades did you get? When you are given an assignment, how do you begin? What problems do you think you have with writing?

Now list at least four writing goals—skills you want to learn, practice, or improve in this course. Be as specific as possible. For example, “Learn to write better” is too general to help you focus on what you need to do. Throughout the course, refer to this list of skills and abilities, and make sure you achieve these writing goals.
Degree Goals

If you know what you want to major in, you’re already ahead of many other students. However, do you know what courses you need to take to get a degree in that major? They should be listed in the college bulletin, but you should also make an appointment with your academic adviser to plan the sequence of courses that will lead to your degree. Even if you don’t yet know your major, the college probably has some core courses that every student has to take to graduate. It would help you to list those courses and the semesters in which you plan to take them.

In the spaces that follow, list your desired major (if you know it) and the courses that you need to take to get a degree in that major. As you reach the end of this term, quarter, or semester, consult this list as you register for more courses. If you’re like most students, you’re juggling a lot of important things—like a job, perhaps children, and certainly the day-to-day things that keep our lives going. Having a plan to reach your goals will help you achieve them.

I want to major in ________________________________.

Courses I will need for that major (If you don’t know your major yet, list the courses that are required for all students.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Number of courses I can take next term ____________________________

________________________________________________________________________
Courses I should take if they fit into my schedule (Remember, certain courses have other courses as a prerequisite.)

Manage Your Time

We all have too much to do to remember everything. Most successful students use a planner of some sort—a calendar or notebook that lists what they need to do and when.

Many Web sites (for example, calendar.google.com or myfreecalendar.com) offer calendars that are free for you to download, either to use on a computer or to print out. Your e-mail program and cell phone may already have calendars built in. Two examples of calendars follow: a course calendar that lists all the things you need to do for a particular course and a general calendar that integrates school tasks with other tasks.

Make a Course Calendar

A course calendar plots all the work you need to do for a course so that you can see what needs to be done and when you need to do it. Following is an example of a monthly calendar that you might keep for an English course.
College Writing, Tuesday/Thursday, 8:30–10:00 a.m.
Professor Murphy
Office hours: T/Th, 11:00–12:30, and by appointment

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<td>8:30–10:00: Class. Draft due, illustration.</td>
<td>12:00: Study with Genie. Study for test on fragments and run-ons (Chs. 22–24).</td>
<td>8:30–10:00: Class. Test, Chs. 22–24.</td>
<td>8:30–10:00: Class. Test, Chs. 25–26.</td>
<td>8:30–10:00: Class. Test, past-tense verbs.</td>
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<td>8:30–10:00: Class.</td>
<td>11:00: Appt. at writing center.</td>
<td>8:30–10:00: Class. Final illustration essay due.</td>
<td>8:30–10:00: Class. Final description essay due.</td>
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<td>13</td>
<td>Study for test on subject-verb agreement (Chs. 25–26).</td>
<td>8:30–10:00: Class. Test, Chs. 25–26.</td>
<td>8:30–10:00: Class. 11:00: Appt. with Prof. Murphy. Start description essay.</td>
<td>8:30–10:00: Class. 11:00: Appt. with Prof. Murphy. Start description essay.</td>
<td>8:30–10:00: Class. Draft due, description essay.</td>
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<td>Study for test on past-tense verbs (Ch. 26).</td>
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**Make a General Calendar**

A course calendar helps you manage time for course work, but you should also keep track of every other commitment you have. Be sure to leave some unscheduled time for rest, fun, and unexpected events. If you don’t want to make separate calendars, make one master calendar with all of your college, work, and everyday life commitments, and keep it with you wherever you go.
Following is part of the calendar you just saw, with additional appointments and tasks filled in. The student who made this calendar is taking two courses, working, and caring for a two-year-old daughter, Lottie.

| 12:00–6:00: Work. 7:00: Mom, dinner. 9:00: Illustration draft. |
| 8:00–4:00: Work. 5:00: Pick up Lottie, day care. 8:00–9:30: Study for math test. |
| 1 8:30–10:00: English. Draft due, illustration. 12:00–6:00: Work. 7:00–10:00: Math. Test, Chs. 2–6. |
| 2 8:00–4:00: Work. 12:00: Study with Genie. 4:30: Doctor. 5:30: Pick up Lottie. 8:00: Study for English test. Math homework. |
| 3 8:30–10:00: English. Test, Chs. 22–24. 11:00: Food shopping. 12:00–6:00: Work. 7:00–10:00: Math. |
| 4 8:00–4:00: Work. 5:00: Pick up Lottie, get present for birthday party. |
| 5 Work on revising illustration essay. Clean, do laundry. 6:00: Lottie to party. |

**Use All Resources**

Many students don’t know how many campus resources are available to them for free. For example, here is a list of resources most colleges offer:

- Writing Center and writing tutors
- Financial Aid office
- Employment Office
- Office of Student Affairs (with many programs)
- Counseling Office
- Mini-courses or seminars on a wide variety of topics
- Ride-sharing and babysitting exchange boards

Your community also offers many resources. Call your local town or city hall, and ask about the services the town offers. Remember, your tuition and your taxes pay for these services, so take advantage of them.

**ACTIVITY LOCATING COLLEGE RESOURCES**

Look at your college’s catalog or Web site, and list five services that might be useful to you.

**Find Your Learning Style**

People learn in different ways, and knowing how you learn best will help you succeed in college. Take the learning style questionnaire that follows. It will tell you what your learning style is. Then, read about how you can
use your learning style in college. Understanding how to use your particular learning style will definitely help you succeed.

Learning Style Questionnaire

For each item on the following questionnaire, circle the answer that is most like what you would do. There are no right or wrong answers.

VARK QUESTIONNAIRE ON LEARNING STYLES

1. You are about to give directions to a friend who is staying in a hotel in town and wants to visit you at home later. She has a rental car. Would you
   a. draw a map for her?
   b. tell her the directions?
   c. write down the directions (without a map)?
   d. pick her up at her hotel?

2. You are not sure whether a word is spelled dependent or dependant. Would you
   c. look it up in a dictionary?
   a. see the word in your mind and choose it by the way it looks?
   b. sound it out in your mind?
   d. write both versions on paper and choose one?

3. You have just planned a great trip, and your friend wants to hear about it. Would you
   b. phone him immediately and tell him about it?
   c. send him a copy of the printed itinerary?
   a. show him on a map of the world?
   d. share what you plan to do at each place you visit?

4. You are going to cook something as a special treat for your family. Do you
   d. cook something familiar without a recipe?
   a. look at the pictures in a cookbook for ideas?
   c. look for a particular recipe in a cookbook?
5. Your job is to help a group of tourists learn about parks in your state. Would you
   d. drive them to a park?
   a. show them slides or go to a Web site that has pictures?
   c. give them some booklets on parks?
   b. give them a talk on parks?

6. You are about to buy a new CD player. Other than price, what would most influence your decision?
   b. the salesperson telling you what you want to know
   c. reading about it in a consumer magazine
   d. trying it out at the store
   a. it looks very cool

7. Recall a time when you learned how to do something, like playing a board game. Try to avoid using a physical skill like riding a bike. How did you learn best? By
   a. looking at pictures, diagrams, or charts.
   c. reading written instructions.
   b. listening to somebody explaining it.
   d. doing it or trying it.

8. You have a knee problem. Would you prefer that the doctor
   b. tell you what is wrong?
   a. show you a diagram of what is wrong?
   d. use a model to show you what is wrong?

9. You are about to learn to use a new computer program. Would you
   d. sit at the keyboard and play with the program’s features?
   c. read the manual?
   b. phone a friend and ask questions about it?

10. You are staying in a hotel and have a rental car. You would like to visit friends whose addresses/locations you don’t know. Would you like them to
   a. draw you a map?
   b. tell you the directions?
   c. write down the directions (without a map)?
   d. pick you up at the hotel?
11. Aside from price, what would most influence your decision to buy a particular kind of textbook?
   d. the fact that you used a copy before
   b. a friend talking about it
   c. quickly reading parts of it
   a. the way it looks (color, photographs, and so on)

12. What would most influence your decision to go see a new movie?
   b. You heard a review of it on the radio.
   c. You read a review of it.
   a. You saw a preview of it.

13. You prefer a teacher who uses
   c. textbooks, handouts, readings.
   a. diagrams, charts, and slides.
   d. field trips, labs.
   b. discussions, guest speakers.

Now, count how many a’s you circled, and write that number in the blank beside the “V” (visual) below. Put the number of b’s you circled beside the “A” (auditory), put the number of c’s you circled beside the “R” (read/write), and put the number of d’s you circled beside the “K” (kinesthetic). Circle the letter next to your highest score. This is your strongest learning style. If you have two scores that are the same, that means that you have two equally strong learning styles, as many people do.

___ V Visual
___ A Auditory
___ R Read/write
___ K Kinesthetic (movement)

Use Your Learning Style in College

To figure out how to apply your learning style in college, look at the following sections, and read the one that matches your style. If you have a preference for more than one learning style, read all the sections that apply.
**Visual**

**Visual learners** learn best by drawing, looking at images, or “seeing” things as they read, write, and listen.

### USING YOUR LEARNING STYLE

**To read/study ➔**
- Draw pictures or diagrams of concepts.
- Use colored highlighters to mark what you want to remember.
- Note headings in texts, and look at diagrams, charts, graphs, maps, pictures, and other visuals.
- Write symbols that mean something to you in the margins. (For example, write exclamation points by the most important information in a chapter.)
- Make your own flowcharts or timelines.
- Make outlines in different-colored inks.

**To write ➔**
- Use mapping or clustering to get ideas. (See p. 65.)
- Use charts or outlines to plan, write, and revise. (See Chapter 7.)
- Use correction symbols to edit. (See the symbols at the back of this book.)

**To take a test ➔**
- Highlight important information, or put check marks or other symbols by it.
- Make a flowchart or outline of your answers.
**Auditory**

**Auditory learners** learn best by hearing things.

<table>
<thead>
<tr>
<th>USING YOUR LEARNING STYLE</th>
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<tbody>
<tr>
<td><strong>To read/study</strong></td>
</tr>
<tr>
<td>• Read aloud notes, texts, handouts, and so on.</td>
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<tr>
<td>• Tape lectures and class discussions (but don’t forget to take notes, too). Later, you can listen to the recordings.</td>
</tr>
<tr>
<td>• Listen to course-related audio CDs or tapes.</td>
</tr>
<tr>
<td>• Talk to other students about course material.</td>
</tr>
<tr>
<td>• Work with other students to prepare for class, complete activities, and so on.</td>
</tr>
<tr>
<td><strong>To write</strong></td>
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<tr>
<td>• Get ideas by talking to yourself or others.</td>
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<tr>
<td>• Read your writing aloud as you draft.</td>
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<tr>
<td>• Read your writing aloud as you revise and edit.</td>
</tr>
<tr>
<td><strong>To take a test</strong></td>
</tr>
<tr>
<td>• Read the directions and test items aloud in a quiet whisper.</td>
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<tr>
<td>• Read your answers aloud in a quiet whisper.</td>
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</table>
Read/Write

Read/write learners learn best by reading and writing throughout a course.

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<tr>
<th>USING YOUR LEARNING STYLE</th>
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<tbody>
<tr>
<td><strong>To read/study ➔</strong></td>
</tr>
<tr>
<td>• Read headings, summaries, and questions in books.</td>
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<tr>
<td>• Put what you read into your own words.</td>
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<tr>
<td>• Take careful notes from books and lectures, and read them later.</td>
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<tr>
<td>• Keep and read all handouts.</td>
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<tr>
<td>• Highlight when you read.</td>
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<tr>
<td>• Describe charts, diagrams, maps, and other visuals in writing.</td>
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<tr>
<td><strong>To write ➔</strong></td>
</tr>
<tr>
<td>• Freewrite or brainstorm to get ideas. (See p. 69.)</td>
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<tr>
<td>• Keep a journal. (See p. 72.)</td>
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<tr>
<td>• Read and reread what you write, making notes for revision.</td>
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<tr>
<td>• Revise your writing several times.</td>
</tr>
<tr>
<td><strong>To take a test ➔</strong></td>
</tr>
<tr>
<td>• Read and highlight the directions.</td>
</tr>
<tr>
<td>• Write an outline for essay questions, or write quickly and revise.</td>
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<tr>
<td>• Reread your answers carefully.</td>
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</tbody>
</table>
**Kinesthetic (Movement)**

**Kinesthetic learners** learn by doing and by moving around.

### Using Your Learning Style

<table>
<thead>
<tr>
<th><strong>To read/study</strong></th>
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<tbody>
<tr>
<td>• Stand up when you read or study.</td>
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<tr>
<td>• Take short breaks, and walk around.</td>
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<tr>
<td>• Underline or highlight readings, or make notes.</td>
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<tr>
<td>• Make flash cards to study course material.</td>
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<tr>
<td>• Make puzzles (like crosswords) to help you remember important concepts.</td>
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<tr>
<td>• Make your own study guides.</td>
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<tr>
<td>• Relate information to your own experiences.</td>
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<tr>
<td>• Mark examples in texts that are relevant to you.</td>
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<tr>
<td>• Write out questions that you have, and ask them.</td>
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<tr>
<td>• Work with other students to prepare for class, complete activities, and so on.</td>
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<table>
<thead>
<tr>
<th><strong>To write</strong></th>
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<tbody>
<tr>
<td>• Imagine your topic as a movie to get ideas.</td>
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<tr>
<td>• Think of ideas for writing as you walk.</td>
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<tr>
<td>• Imagine what pictures could express your ideas.</td>
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<tr>
<td>• Write ideas or details for a paper on sticky notes, and move the notes around.</td>
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<tr>
<td>• Create a writing notebook with different pockets for different kinds of ideas or writing.</td>
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<tr>
<td>• Write and ask questions about your topic.</td>
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</table>

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<thead>
<tr>
<th><strong>To take a test</strong></th>
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<tbody>
<tr>
<td>• Breathe deeply and regularly throughout the test.</td>
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<tr>
<td>• Stand up and walk to a different part of the room (after asking your instructor for permission).</td>
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<tr>
<td>• Calculate the time you will spend on each part of the test, and time yourself.</td>
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</tr>
<tr>
<td>• Stand and take a deep breath as you review your answers.</td>
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</tbody>
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