

Successful Decisions

AN ACTIVITY FOR CRITICAL REFLECTION



Whitney is 19 years old and just completed high school. She enrolled at Seymore Technical Institute with dreams of becoming a phlebotomist. She had done well in high school, but reading had never been her strongest talent.

She became increasingly worried when she began to review her texts for the first semester. The readings were much more difficult than she expected. Further, she was stunned at the amount of reading required by each instructor.

Realizing that reading and comprehending were going to play a major role in her academic success, Whitney began to set aside two hours per day devoted strictly to reading, taking notes, vocabulary building, and comprehension. She was doing better but was still struggling with her difficult texts and handouts.

Pretend that Whitney is a student at your institution. What services are available that you could recommend to her to help her improve her reading and comprehension skills?

1. _____
2. _____

What would you recommend that she do on a daily basis to improve her reading and comprehension?

1. _____
2. _____

FINDING THE MAIN IDEA

Can You Get to the Main Point?

In many books, each paragraph or section has a **main idea**. You're familiar with this through your English class. It is usually called a topic sentence. The topic statement is what the paragraph or section is about. Identifying the main idea of a section can greatly aid your comprehension of the material. However, in many college texts, each paragraph will *not* have a main, topic sentence. Some paragraphs simply give further details of the previous paragraph. You may have to find the main idea by reading an entire section of a chapter from heading to heading.

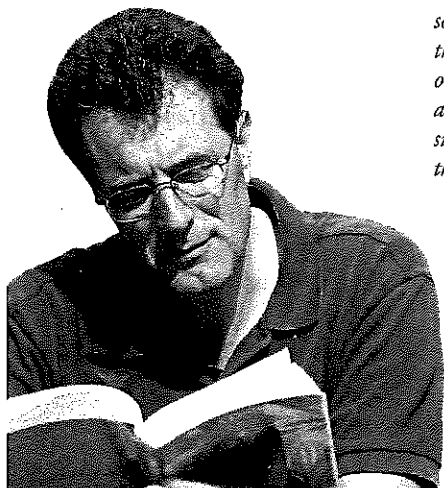
For practice, read the following paragraph and determine the main idea, the point.

Do you remember where you were and what you were doing when you first heard about Barack Obama's election as the first African American president of the United States? Chances are good that you remember some of the details surrounding what you were doing when you heard this historic news. Experts report that most people will remember exactly where they were and what they were doing when a major event occurs. Depending on your age, you or your parents probably remember where you were when you heard about the attacks on the World Trade Center. Many people who were alive when John Kennedy was assassinated remember vividly where they were, even though this event happened over fifty years ago. Events of this magnitude appear to be seared into our memories.

Circle the one option below that best describes the main idea.

1. The election of Barack Obama
2. The assassination of John Kennedy
3. The fact that we tend to remember what we were doing when events of great magnitude happen

Which did you choose? Statement one, although mentioned in the first sentence of the paragraph, has very little to do with the paragraph's intended message. It is simply a prompt. Statement two is closer, but it is too vague and does not adequately address the fact that we remember what we were doing during a tragic event. Statement three is the correct topic for this paragraph.



When reading, do you stop after each paragraph and think about the meaning?

Finding the topic sentence or main idea in a paragraph, section, or chapter is not hard, but it does take concentration and a degree of analytical skill. If you approach each paragraph or section as a detective searching for clues, you will soon find out how easy and effortless it is to determine main points.

Read the following paragraph and identify the topic in your own words. Justify your answer. Then, identify the main idea of the paragraph. See if you can determine what the authors really want you to know. Finally, develop (predict) one test question for this paragraph. You *will not* have to do this for every paragraph you read in college. As you become a stronger reader, you will do this type of analysis after each heading or chapter section. But for now, as you work on building your skills as a reader, take the time to learn how to fully analyze a small portion of a chapter.

The origin of emotion is the brain. You might say that there are two minds—one that thinks (the thinking mind) and one that feels (the emotional mind). Think of thoughts and emotions as two different mechanisms for knowing and making sense of the world. The two minds are not adversarial or physically separate; rather, they operate interactively to construct your mental life. Passion (the heart) dominates reason (the mind) when feelings are intense.

—*Emotional Intelligence*, Nelson & Low, 2010

Vocabulary Builder

Define the following:

mechanism _____

adversarial _____

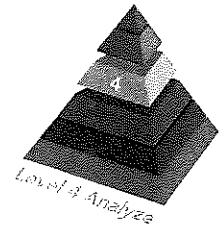
dominate _____

The **topic** of this paragraph is _____

Who or what is the paragraph about (the **main idea**)?

What does the author of the paragraph really want you **to know**?

Develop one **test question** from this paragraph using Bloom's Taxonomy test prompts found inside the front cover of this text. Example: What is Fixation? How is reading comprehension related to academic success?



SQ3R TO THE RESCUE

How Can You Do It Right the First Time?

There are as many ways to approach a chapter in a textbook as there are students who read textbooks. Most would agree that there is no “right” or “wrong” way to begin the process. However, many would agree that there are a few ways of approaching a chapter that are more effective than others. One such approach is SQ3R.

The most basic and often-used reading and studying system is the SQ3R method, developed by Francis P. Robinson in 1941. This simple, yet effective, system has proved to be a successful study tool for millions of students. SQ3R involves five steps: Scan, Question, Read, Recite, and Review. The most important thing to remember about SQ3R is that it should be used on a daily basis, not as a method for cramming. See Figure 8.4.

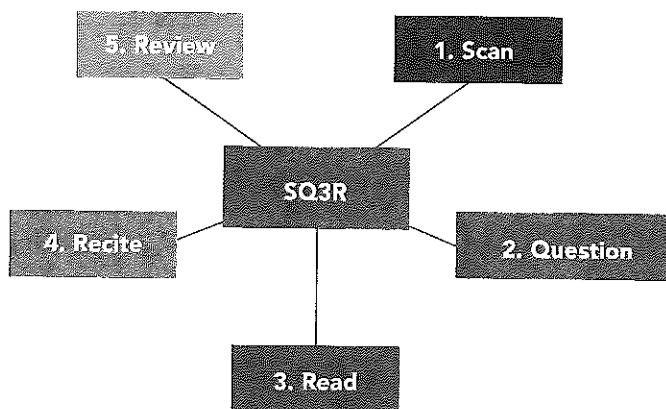
Scan

The first step of SQ3R is to **scan**, or pre-read, an assigned chapter. Every chapter in this text begins with this feature, Scan and Question. This is a part of SQ3R. You begin by reading the title of the chapter, the headings, and each sub-heading. Look carefully at the chapter objectives, vocabulary, timelines, graphs, charts, pictures, and drawings included in each chapter. If there is a chapter summary, read it. Scanning also includes reading the first and last sentence in each paragraph. Scanning is not a substitute for reading a chapter. Reading is discussed later. Before going any further, scan the next chapter of this text paying attention to the chapter title, heading, subheadings, charts, graphs, photos, callouts, and features.

Question

The second step is to **question**. There are five common questions you should ask yourself when you are reading a chapter: Who? When? What? Where? and Why? As you scan and read your chapter, turn the information into questions and see if you can answer them. If you do not know the answers to the questions, you should find them as you read along. You have been doing this for each chapter thus far.

Figure 8.4 SQ3R Design



Another way to approach the chapter is to turn the major headings of each section into questions (see an example in Figure 8.5). When you get to the end of the section, having carefully read the material, taken notes, and highlighted important information, answer the questions that you posed at the beginning of the section.

After you scan the chapter and develop some questions to be answered from the chapter, the next step is to read the chapter. Remember, scanning is not reading. There is no substitute for reading in your success plan. Read slowly and carefully. The SQ3R method requires a substantial amount of time, but if you take each step slowly and completely, you will be amazed at how much you can learn and how much your grades will improve.

Read through each section. It is best not to jump around or move ahead if you do not understand the previous section. Paragraphs are usually built on each other, so you need to understand the first before you can move on to the next. You may have to read a chapter or section more than once, especially if the information is new, technical, or difficult.

Take notes, highlight, and make marginal notes in your textbook as you read along. You own your textbook and should personalize it as you would your lecture notes. Highlight areas that you feel are important, underline words and phrases that you did not understand or that you feel are important, and jot down notes in the margins. Refer to the Begin section of this book in the front matter to see how a text page should look after reading and using SQ3R.

As you begin to read your chapter, mark the text, and take notes, keep the following in mind:

- Read the entire paragraph before you mark anything.
- Identify the topic or thesis statement of each paragraph and highlight it.
- Highlight key phrases.
- Don't highlight too much; the text will lose its significance (see Figure 8.6).
- Use two different color highlighters—one for “important information” and one for “very interesting information.”
- Stop and look up words that you do not know or understand and define them in the margins.

*"There are worse crimes
than burning books. One of
them is not reading them."
—Joseph Brodsky*

Figure 8.5 Forming Questions from Headings

Example: If you were describing the mall in Washington, D.C., you could begin with the Lincoln Memorial and then move on to the reflecting pond, the Washington Monument, and the Smithsonian.

Cause-Effect Organization is when you arrange your information in the cause-and-effect order. You would discuss the causes of a problem and then explore its effects.

Example: If you were speaking about high blood pressure, you would first examine the causes of high blood pressure such as diet, hereditary factors, and weight and then move on to the effects such as heart attack and stroke.

Chronological Organization is presenting information in the order in which it happened. Speeches that deal with historical facts and how-to speeches often use chronological organization.

Example: If you were giving a speech or writing a paper on the history of automobiles in the United States since 1950, you would begin with the 50s, move to the 60s, 70s, 80s, and 90s. If you were giving a how-to speech on refinishing a table, you would begin with the first process of stripping the old paint or varnish and move forward to the last step of applying a new coat of paint or varnish.

What is cause and effect?
Why is it important?

What is chronological organization?
When do I use chronological order?
Why?

O rder and simplification are the first steps toward mastery.
—THOMAS MANN

While reading, you will want to take notes that are more elaborate than your highlighting or marginal notes. Taking notes while reading the text will assist you in studying the material and committing it to memory. **This is a major part of actively learning.** There are several effective methods of taking notes while reading (see Figure 8.7). They include:

Charts	Outlines	Flashcards
Mind maps	Timelines	Summaries
Key words		

Figure 8.6 The "Down Low" on Highlighting

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D: Determine the Information You Need by Narrowing Your Topic

Research begins by asking a question. Suppose that you have been assigned a paper or speech and you decide to write or speak on Rosa Parks. You begin the research and type *Rosa Parks* into Google. You get 3,520,000 hits. This is just a few too many articles to read by Monday. However, if you begin with a question in mind, you can narrow your topic and determine what information you need early on.

After some thought, you decide that your research question will be "What was Rosa Parks's role in the civil rights movement?" If you Google this topic, you get 251,000 hits. Still far too many, but 3,269,000 fewer hits than before, and you have a direction to begin your paper. So, the first steps in becoming a more information literate student are to *identify and narrow your topic* and *determine what information is needed on this topic*. You will also need to determine what type of information you need and want to use in your project. Do you want facts, opinions, eyewitness reports, interviews, debates, and/or arguments? Each may provide you with different types of information.

"The booming science of decision making has shown that more information can lead to objectively poorer choices, and to choices that people come to regret."

—A. Dimoka

Cyber research can be an amazing tool in your educational pursuit. However, when you are faced with 3,520,000 articles on one topic, it can also become overwhelming. *Information overload* can have negative effects on the learning process. Angelika Dimoka, director of the Center for Neural Decision Making at Temple University, suggests that with the vast amounts of information we face in an online search, "the brain's emotion region runs as wild as toddlers on a sugar high" (Begley, 2011). We begin to make stupid mistakes and bad decisions. Our frustration and anxiety levels also soar. Too much information can lead to *information paralysis*. This basically means that you have so much information that you don't know what to do with it—so you do nothing.

The new field of decision-making research also suggests that when we are faced with too much information and too many decisions, we tend to make no decision at all. When the amount of information coming at us is coupled with the speed at which it comes, this can lead to devastating results. According to Sharon Begley in her article "I Can't Think" (2011), when faced with too much information, "we sacrifice accuracy and thoughtfulness to the false god of immediacy." We tend to make quick, bad decisions rather than slower, well-reasoned ones. It is for these reasons that step one in the D.A.R.T.S. System is imperative. When determining what information is needed on your narrowed topic, you should also make sure that you do the following:

- Understand your instructor's guidelines for the project.
- Understand your intended audience.
- Determine the availability of reliable resources and how many are required by your instructor.
- Develop a timeline to complete your project.

A: Access the Information from a Variety of Sources

After you have made your topic decision and narrowed your research question, you will want to begin the process of accessing valuable, reliable, credible information. While Wikipedia and Google are valuable tools, it is also important to use a variety of sources such as journals, scholarly books, newspapers, and maybe even interviews to gather the information needed.

You may be asking, "Is the library still important in the digital age?" Yes! The answer is an absolute yes! Many people think of libraries as quiet, tomb-like places presided over by a crabby old woman prepared to pounce on you if you ask a question or touch one of her precious books. Fortunately, that stereotype went the way of the horse and buggy. Today, libraries

As you read through a chapter in your textbook, you may find that you have to use a variety of these techniques to capture information. Try them for one week. Although taking notes while reading a chapter thoroughly is time consuming, you will be amazed at how much you remember and how much you are able to contribute in class or online notes after using these techniques. SQ3R works!

Figure 8.7 Sample Note-Taking Methods

CHARTS

KEYWORDS

Aeschylus	Tragedy	* 7 Against Thebes * Agamemnon * The Persians
Sophocles	Tragedy	* Oedipus The King * Antigone * Electra
Euripides	Tragedy	* Medea * Hippolytus * The Cyclops
Aristophanes	Comedy	* The Clouds * The Birds
Menander	New Comedy	* The Grouch * The Arbitration * The Shorn Girl

Fat Soluble Vitamins: A, D, E & K (p. 237)

Vitamin A 1st to have been recognized; there are 3 forms: retinol, retinal & retinoic acid

Vitamin D Different from all other nutrients. Body can't synthesize it w/out help of sunlight.

Charts assist visual learners in seeing relationships and differences.

Keywords help define terminology, phrases, names, and people.

OUTLINES

Steps to Successful Speaking p. 114

- I. Select the Topic
 1. What are your talents?
 2. Can you find sufficient materials?
 3. Is the topic appropriate for the audience?
- II. Audience Analysis
 1. Conduct demographic study
 2. Use Maslow's Hierarchy of Basic Needs
- III. Write a Purpose Statement
 1. What do you want your audience to understand?
 2. What is the main idea of your speech?
- IV. Research Your Speech
 1. The Internet
 2. Personal interviews
 3. Electronic or print indexes
 4. Books
 5. Periodicals
- V. Organize Your Speech
 1. Spatial organization
 2. Cause-effect
 3. Chronological
 4. Problem solving

Outlines organize information into clusters or under separate headings.

IT'S NOT OVER UNTIL IT'S OVER

What Is Reading Piece-by-Piece and How Can It Help?

If you are reading material that is completely **new to you**—*difficult to understand* yet important to remember—you may have to disregard paragraphs and paraphrase sections of a paragraph. This can be done with simple “tick marks” in your reading. This can be one of *the* most effective reading tools you will ever learn how to use.

When you get to a point where you have “read enough” and your mind begins to wander, or the information becomes difficult, put a tick mark at that point (see Figure 8.8). Continue reading until you get to another section, putting tick marks in the places where you feel you have read a complete thought. You will not want to read an entire chapter at one time, simply sections, main heading to main heading. After you understand the section, move on to the next, and then the next until the chapter is complete.

When you get to the end of the paragraph or section, reread the first section that you marked off. Out to the side, paraphrase that section. Then go to the next section. Look at the right-hand side of Figure 8.8—there you will find the paraphrased sections.

Few techniques will assist your comprehension and retention more than this one because it requires you to be actively involved in the reading

"The person who does not read good books has no advantage over those who can't read."

—Mark Twain

Figure 8.8 Tick Mark Reading

A Brief History of Crime in America

(from F. Schmallegger, *Criminal Justice: A Brief Introduction*, 6th Edition. Prentice Hall, 2006.)

1 What we call criminal activity has undoubtedly been with us since the dawn of history, and crime control has long been a primary concern of politicians and government leaders world-wide./ 2 Still, the American experience with crime during the last half century has been especially influential in shaping the criminal justice system of today./

3 In this country, crime waves have come and gone, including an 1850–1880 crime epidemic, which was apparently related to social upheaval caused by large-scale immigration, and the spurt of widespread organized criminal activity associated with the Prohibition years of the early twentieth century./ 4 Following World War II, however, American crime rates remained relatively stable until the 1960s./

5 The 1960s and 1970s saw a burgeoning concern for the rights of ethnic and racial minorities, women, the physically and mentally challenged, and many other groups. The civil rights movement of the period emphasized the equality of opportunity and respect for individuals, regardless of race, color, creed, or personal attributes./ 6 As new laws were passed and suits filed, court involvement in the movement grew. Soon, a plethora of hard-won individual rights and prerogatives, based on the U.S. Constitution, the Bill of Rights, and the new federal and state legislation, were recognized and guaranteed. By the 1980s, the civil rights movement had profoundly affected all areas of social life—from education throughout employment to the activities of the criminal justice system./

1) Criminal activity has been around since the beginning of time and has been a concern to politicians and leaders.

2) Crime in Am. has greatly shaped our criminal justice system in the past 100 years.

3) Crime in Am. has come in waves including the 1850–1880 epidemic due to immigration and a later one due to Prohibition.

4) After WWII, crime in Am. remained stable until the 60s.

5) During the 60s and 70s, Am. saw the rise of individual rights regardless of race, creed, or attributes.

6) Due to laws based on the US Constitution the C.R. Movement profoundly impacted all aspects of life in Am. including the C.J. system.

from ORDINARY to *Extraordinary*



*Sylvia Eberhardt, Fashion Model, Abercrombie and Fitch,
Hollister Magazine, and Other Top Agencies
Honor Graduate, Fairfax High School, Fairfax, VA
Honor Student, Howard University, Washington, DC*

If you read my resume and look at my professional credits, you might think I had it made, that the world had been handed to me on a silver platter and that I never wanted for anything. Nothing could be further from the truth. Although I am an honor student at Howard University and a fashion model, having worked with some of the top stores and magazines in the nation, my beginnings were anything but easy and beautiful.

I was born into a crack-infested, gang-ridden, one bedroom house in inner city Washington, DC. I was raised a few doors down from a major crack house where I saw junkies, prostitutes, and pimps on a daily basis. It was simply a way of life. Poverty surrounded me and my two siblings at every turn. Unemployment was rampant and the streets were filled with trash and used needles. I slept in a bunk bed where nightly I could hear drug deals being made outside my window. The iron bars on the windows were the only thing that separated me from the ugliness of the world outside my home.

My mother died just before I entered high school and I was raised from that point on by my father. I was constantly teased and tormented growing up because I was so thin. My peers nicknamed me Anna (short for anorexic). What they did not know was that I suffered (and continue to suffer) from Crohn's disease, a life-threatening disability. Crohn's is an autoimmune disease affecting the gastrointestinal system causing rashes, severe abdominal pain, arthritis, vomiting, and weight loss.

How did I survive? How did I become an honors graduate at one of the top high schools in the nation? How did I become a fashion model at the age of fifteen? I am blessed to have an amazing, supportive father who taught me that you never have to let your past or present dictate your future. He believed and taught me that no matter how humble one's beginnings, no matter where you were born or the circumstances of your life, the test of a person's character is knowing that he/she holds his/her destiny in his/her own hands.

He taught me that I had to take responsibility for my own life. I had to be my own savior. Further, he taught my siblings and me that, "you may live in the ghetto, but the ghetto does not have to live in you." He always told us that you do not have to think and act poor simply because you live in a lower-class neighborhood. He also taught us that in order to enjoy the finer things in life, you first have to experience hard times. He would say to us, "you have to ride in an old, ragged car before you can appreciate a Mercedes." His attitude helped guide and change my life.

After we moved to Virginia, I began working hard and taking college-level classes at Northern Virginia Community College while still in high school. My dream is to become a heart surgeon. I knew from the very beginning that I would have to study hard and give up many things I enjoyed doing. It paid off, however. By the end of my senior year in high school, I had over 30 college credits in math, science, anatomy, microbiology, calculus, and physiology with a 4.0 grade point average. I won a full scholarship to Howard University and finished my first semester with a 3.92 GPA.

I write all of this to you to say, "Your life is what you make of it. You can let your past and present dictate and ruin your future, or you can get over it, work hard, believe in yourself, push yourself, and work toward your dreams." I wish you so much good luck and good fortune in your future.

*My father taught me, "you may
live in the ghetto, but the ghetto
does not have to live in you."*

EXTRAORDINARY REFLECTION

Sylvia mentioned that her father would say to her, "in order to enjoy the finer things in life, you first have to experience hard times. You have to ride in an old, ragged car before you can appreciate a Mercedes." How do you plan to use your past experiences, positive or negative, to bring about positive change in your future?

process. You are reading, paraphrasing, clarifying, and looking up words you do not know. This process is essential if your reading comprehension is not at the college level.

Recite

Recitation is simple, but crucial. Skipping this step may result in less than full mastery of the chapter. Once you have read a section using one or more of the techniques from above, ask yourself this simple question: *"What was that all about?"* Find a classmate, sit down together, and ask questions of each other. Discuss with each other the main points of the chapter. Try to explain the information to each other without looking at your notes. If you are at home, sit back in your chair, recite the information, and determine what it means. If you have trouble explaining the information to your friend or reciting it to yourself, you probably did not understand the section and you should go back and re-read it. If you can tell your classmate and yourself exactly what you just read and what it means, you are ready to move on to the next section of the chapter.

Another way to practice reciting is to use the materials you produced as you read the chapter. Hopefully, you took notes, highlighted passages, underlined phrases, and paraphrased sections. From these, you can create flashcards, outlines, mind maps, timelines, and key word notecards. Using these materials is another way to "recite" the material.

Review

After you have read the chapter, immediately go back and read it again. **"What?! I just read it!"** Yes, you did. And the best way to determine whether you have mastered the information is to once again survey the chapter; review marginal notes, highlighted areas, and vocabulary words; and determine whether you can answer the questions you posed during the Question step of SQ3R. This step will help you store and retain this information in long-term memory.



REFLECTIONS ON READING AND COMPREHENSION

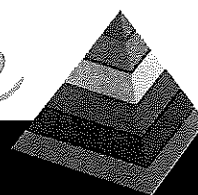
SQ3R can be a lifesaver when it comes to understanding material that is overwhelming. It is an efficient, comprehensive, and *doable* practice that can dramatically assist you in your reading efforts. It may take more time than your old method, but you will begin to see the results almost immediately. Seriously considering and practicing the strategies outlined in this chapter will help increase your comprehension level, and it will also increase your ability to recall the information when you need it later on.

It has been suggested that if you can effectively read, write, and speak the English language, there is nothing that you can't accomplish. The power of knowledge is monumental in your quest to become a productive and active citizen. Effective reading skills will help you acquire that knowledge.

As you continue to work to become an active, engaged learner, consider the following tips for reading comprehension and retention:

- Approach the text, chapter, or article with an *open mind*.
- *Free your mind* to focus on your reading.
- Underline and look up words you do not *understand*.
- Write down your *vocabulary words* and review them often.
- Use SQ3R to increase and test your comprehension.
- If you're having trouble, *get a tutor* to help you.
- Understand that *the more you read*, the better reader you will become.

Knowledge in Bloom



READING FOR COMPREHENSION

Utilizes Levels 1, 2, 3, 4, 5, and 6 of the Taxonomy (See Bloom's Taxonomy at the front of this text)

Directions: Read the following story carefully, looking up words that you do not understand, highlighting phrases that you think are important, and paraphrasing in the spaces provided. When reading the story, use the SQ3R method. We've done paragraph #1 for you as an example.

THE LIFE AND DEATH OF HARVEY MILK

Read this section, identify unfamiliar words, highlight important words and phrases	Look up words that need to be defined	Paraphrase the main idea in your own words
More <u>perplexing</u> things have happened, but a Twinkie caused the death of Harvey Milk. That's right. In 1978, defense lawyers, using the "Twinkie Defense," explained an <u>inexplicable</u> murder away. This was the first mainstream trial to use the, "I am not responsible for my actions" defense.	Unfamiliar words and definitions: <u>Perplexing</u> = confusing or puzzling <u>Inexplicable</u> = not easily explained, unreasonable	Paraphrase the main idea of this paragraph: In 1978, defense lawyers used a new strategy called "the Twinkie Defense" to explain why someone murdered Harvey Milk.
Harvey Milk was the first openly gay man elected to a significant office in America. In 1977, Milk was elected as a member of the San Francisco Board of Supervisors. This was quite arduous at this point in American history when most people, including many psychologists and religious leaders, still classified homosexuality as deviant and a mental illness.	Unfamiliar words and definitions:	Paraphrase the main idea of this paragraph:
Harvey Milk is to the Gay Rights Movement what Medgar Evers and Martin Luther King, Jr. were to the Civil Rights Movement. Before Evers and King, little was happening with the CRM, and before Milk, little was happening with the GRM. He changed the face of California politics and paved the way for countless other gays and lesbians to enter the world of politics.	Unfamiliar words and definitions:	Paraphrase the main idea of this paragraph:

Dan White, a staunch anti-gay advocate, served on the board with Milk. They were constantly at odds with each other and often engaged in verbal confrontations.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

White had been a policeman and a fireman in San Francisco before running for office. While running for office, he vowed to restore "family values" to the city government. He vowed to "rid San Francisco of radicals, social deviants, and incorrigibles."

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

Dan White was one of the most conservative members of the board, and many proposals brought to the board by Milk and the mayor of San Francisco, George Moscone, were defeated because of the heavily conservative vote led by White.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

At that time, the Board of Supervisors was made up of eleven members; six of them, including Dan White, were conservative and had the power to defeat most, if not all, of the liberal measures brought before the board. This did not fare well with Harvey Milk and the other liberal members of the board.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

Because the job offered diminutive wages, Dan White soon realized that he could not support his family on \$9,800 per year, and he submitted his resignation to Mayor Moscone. This did not set well with the people who elected him. They urged him to reconsider and when he tried to rescind his resignation, Mayor Moscone refused. This decision was made, in part, because Harvey Milk convinced Moscone to deny his reinstatement.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

In a fit of wrath over the decision, Dan White entered the San Francisco City Hall on the morning of November 27, 1978, through a basement window. He went to Mayor Moscone's office and shot him in the chest, and as he lay dying, shot him again in the head.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

He then walked calmly down the hall and asked to see Harvey Milk. Once inside the office, he slew Milk with two bullets to the brain. He then left City Hall, called his wife, spoke with her in person at St. Mary's Cathedral, and then turned himself in.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

It is reported that policemen representing the city of San Francisco shouted, cheered, and applauded when news of the murders reached the police department.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

Dan White's defense lawyers used a "diminished capacity" defense, suggesting that he was led to his actions by too much sugar from junk food. The lawyers convinced a jury that he was not himself and his senses were off-kilter. This became known as the "Twinkie Defense."

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

Dan White was convicted of second-degree manslaughter and was sentenced to only seven years for two premeditated murders. After serving only five years, he was released. The "Twinkie Defense" had worked.

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

In 1985, after being released from Soledad Prison, Dan White walked into his garage, took a rubber hose, connected it to his car's exhaust, and killed himself with carbon monoxide poisoning. He was 39 years old. His tomb reads, "*Daniel J. White (1946–October 21, 1985), Sgt. U.S. Army, Vietnam. Cause of death: Suicide.*"

Unfamiliar words and definitions:

Paraphrase the main idea of this paragraph:

in 100 words or fewer, thoroughly summarize this entire article. Be certain to include dates, names, places, and circumstances. Pretend that you have to explain this entire story to someone who has never heard the facts. This exercise will help you become more adept at the *essential cornerstone skill* of *knowledge*.

Find three web sites where you can learn more about this story. List them here.

SQ3R MASTERY STUDY SHEET

EXAMPLE QUESTION(FROM PAGE 186)

Describe the process of fixation.

ANSWER:

EXAMPLE QUESTION (FROM PAGE 186)

Why is comprehension more important than speed?

ANSWER:

AUTHOR QUESTION (FROM PAGE 181)

Differentiate between passive and active reading.

ANSWER:

AUTHOR QUESTION (FROM PAGE 187)

Discuss three strategies for reading online material.

ANSWER:

AUTHOR QUESTION (FROM PAGE 193)

What are some of the effective ways of taking notes while reading?

ANSWER:

AUTHOR QUESTION (FROM PAGE 194)

How can you use tick marks to help you improve your reading ability?

ANSWER:

AUTHOR QUESTION (FROM PAGE 196)

Why is recitation an important part of reading comprehension?

ANSWER:

YOUR QUESTION (FROM PAGE ____)

ANSWER:

YOUR QUESTION (FROM PAGE ____)

ANSWER:

YOUR QUESTION (FROM PAGE ____)

ANSWER:

YOUR QUESTION (FROM PAGE ____)

ANSWER:

YOUR QUESTION (FROM PAGE ____)

ANSWER:

Finally, after answering these questions, recite this chapter's major points in your mind. Consider the following general questions to help you master this material.

- What is it about?
- What does it mean?
- What is the most important thing you learned? Why?
- What are the key points to remember?