

- _____ 6. The learning strategy that is appropriate for both visual and spatial learners is
 - a. drawing diagrams and charts.
 - b. recording lectures.
 - c. writing summaries.
 - d. talking aloud when studying.

- _____ 7. The spatial/verbal section of the Learning Style Questionnaire reveals
 - a. your ability to visualize how things work or how they are positioned in space.
 - b. whether practical applications are necessary for your understanding of ideas.
 - c. your preferred level of interaction with other people in the learning process.
 - d. whether you prefer to learn by taking risks or following rules.

- _____ 8. An example of an active learning strategy is
 - a. writing down everything the instructor says.
 - b. rereading textbook assignments.
 - c. considering the purpose behind assignments.
 - d. doing only what is expected to get a good grade.

- _____ 9. According to the progression of thinking skills first developed by Benjamin Bloom, the highest level of thinking is
 - a. remembering.
 - b. understanding.
 - c. analyzing.
 - d. creating.

- _____ 10. An English instructor who wanted to give an assignment at the applying level of thinking might ask students to
 - a. compare two poems by the same author.
 - b. edit a poorly punctuated paragraph.
 - c. evaluate the effectiveness of an essay about writing.
 - d. define a list of grammatical terms.

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CHAPTER 2

TAKING NOTES IN CLASS

Directions: *Write the letter of the choice that best completes each statement in the space provided.*

- _____ 1. In each waking hour, the average adult is likely to spend the most time
 - a. listening.
 - b. writing.
 - c. reading.
 - d. speaking.

- _____ 2. One difference between listening and hearing is that hearing
 - a. is an intellectual, purposeful activity.
 - b. involves the processing and interpretation of incoming information.
 - c. is a passive, biological process.
 - d. is intentional and deliberate.

- _____ 3. One way to improve your listening skills during a lecture is to
 - a. focus on delivery rather than content.
 - b. concentrate on remembering separate, unconnected facts.
 - c. disregard the speaker's opening comments.
 - d. try to understand the speaker's purpose.

- _____ 4. Compared to the average rate of speech, the rate of thinking is about
 - a. the same.
 - b. half as fast.
 - c. twice as fast.
 - d. four times as fast.

- _____ 5. A good set of lecture notes does *not* have to
 - a. serve as a record of the lecture's main points.
 - b. include enough details so that the information can be recalled later.
 - c. show the organization of the lecture.
 - d. include everything the lecturer said.

- _____ 6. Speakers typically do *not* indicate that information is important by
- speaking more loudly.
 - speaking more quickly.
 - listing or numbering points.
 - using PowerPoint slides.
- _____ 7. If you are using indentation to show a lecture's organization, the item that should be indented the most is
- a major topic.
 - a main idea.
 - a detail.
 - an example.
- _____ 8. The most effective way to review your notes after a lecture is to
- edit your notes as soon as possible.
 - wait a few days and then reread your notes aloud.
 - recopy your notes to make them more legible.
 - transcribe your notes from an audio recording.
- _____ 9. Julie is trying a new system to improve how she reviews and studies her lecture notes. After she has edited her notes, she fills in the left margin with words and phrases that summarize her notes and help trigger her memory. This information indicates that Julie is using
- enumeration.
 - pragmatic editing.
 - mnemonic devices.
 - the recall clue system.
- _____ 10. While editing his notes after a lecture, Lee asked himself how his notes fit in with other lectures and with the textbook assignment. Lee's questions are at the level of thinking known as
- remembering.
 - understanding.
 - analyzing.
 - creating.

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CHAPTER 3

COMMUNICATING IN THE CLASSROOM

Directions: *Write the letter of the choice that best completes each statement in the space provided.*

- _____ 1. Listening critically involves
 - a. focusing on the speaker rather than the message.
 - b. keeping an open mind toward a speaker or a topic.
 - c. ignoring any ideas with which you disagree.
 - d. forming an immediate reaction toward a speaker or topic.

- _____ 2. An effective way to improve your questioning skills is to
 - a. wait until another student asks the question you were thinking of.
 - b. make excuses for asking a question.
 - c. pose questions for the sake of asking a question.
 - d. form questions as you read an assignment and bring them to class.

- _____ 3. When you are asking a question in class, an example of a question at the creating level of thinking is:
 - a. In what situations can this information be used?
 - b. How do these ideas fit together?
 - c. Of what value is this information?
 - d. How can this idea be combined with related ideas in new ways?

- _____ 4. A strategy that will *not* help you prepare for a class discussion is
 - a. reading the assignment and any background material.
 - b. marking and highlighting important information as you read.
 - c. skimming the assignment for basic, factual information.
 - d. asking critical thinking questions as you read.

- _____ 5. The best tip for posting messages in an online discussion is to
 - a. assume you are already familiar with the software.
 - b. repeat comments that someone else has said.
 - c. let people figure out the context of your comments.
 - d. make your comments clear and easy to read.

- _____ 6. To participate constructively in class discussions, you should avoid
 - a. trying to say something early in the discussion.
 - b. making your comments brief and to the point.
 - c. getting involved in direct exchanges with other class members.
 - d. giving others a chance to express their ideas.

- _____ 7. The most appropriate strategy for overcoming a fear of public speaking is to
 - a. design and use a variety of visual aids.
 - b. plan on changing the tone of your voice as you speak.
 - c. practice delivering your speech several times.
 - d. write out your speech word-for-word so you can read it to your audience.

- _____ 8. When you are working on collaborative activities, the best approach to helping the group function efficiently is to
 - a. choose only the people you already know as group members.
 - b. spend time joking with group members to keep it fun.
 - c. always let someone else take a leadership role.
 - d. consider individual strengths and weaknesses when assigning tasks.

- _____ 9. The first step in making an effective oral presentation is to
 - a. collect and organize information.
 - b. understand the purpose of the assignment.
 - c. prepare an outline.
 - d. decide on possible visual aids.

- _____ 10. When communicating with professors, it is best to use
 - a. an informal level of communication.
 - b. correct grammar, spelling, and punctuation.
 - c. familiar language or slang.
 - d. text messages.