

Becoming a

MASTER STUDENT

16e
Dave Ellis

What's Inside:

- Power Process
- Discovery Wheel
- Journal Entries
- Practicing Critical Thinking
- Master Student Profiles

ISBN-13: 978-1-337-09710-9

ISBN-10: 1-337-09710-1

90000



Becoming a

MASTER STUDENT

16e

Dave Ellis

**Contributing Editor:
Doug Toft**



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

Becoming A Master Student, Sixteenth Edition

Dave Ellis

Product Director: Lauren Murphy

Product Manager: Sarah Seymour

Content Developer: Courtney Triola

Product Assistant: Chip Moreland

Senior Content Project Manager:

Aimee Bear

Art Director: Diana Graham

Manufacturing Planner: Bev Breslin

IP Analyst: Ann Hoffman

IP Project Manager: Kathryn Kucharek

Design and Production Service: MPS Limited

Compositor: MPS Limited

Cover and Interior Designer: Diana Graham

Cover Image: Rawpixel.com/Shutterstock.com

© 2018, 2015, 2013 Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product,
submit all requests online at **cengage.com/permissions**

Further permissions questions can be emailed to
permissionrequest@cengage.com

Library of Congress Control Number: 2016942156

Student Edition:

ISBN: 978-1-337-09710-9

Loose-leaf Edition:

ISBN: 978-1-337-27916-1

Cengage Learning

20 Channel Center Street

Boston, MA 02210

USA

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **www.cengage.com**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage Learning Solutions, visit **www.cengage.com**

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com**

23



Brief Contents

- 1** Introduction
The Master Student
- 23** Chapter 1
Discovering Yourself
- 59** Chapter 2
Time
- 111** Chapter 3
Memory
- 137** Chapter 4
Reading
- 169** Chapter 5
Notes
- 201** Chapter 6
Tests
- 231** Chapter 7
Thinking
- 271** Chapter 8
Communicating
- 321** Chapter 9
Money
- 355** Chapter 10
Next Steps

52



Contents

xi Preface

Introduction:

The Master Student

- 2 Power Process: Discover what you want
- 3 Rewrite this book
- 3 **Practicing Critical Thinking 1:** Textbook reconnaissance
- 4 Master student qualities
- 7 **Practicing Critical Thinking 2:** The master student in you
- 8 The master student process: Discovery
- 9 The master student process: Intention
- 10 *Be on the lookout*
- 11 The master student process: Action
- 12 Keep the process alive
- 12 *The secret of student success*
- 13 Get the most from this book
- 14 *Here's the sales pitch*
- 15 Motivation: I'm just not in the mood
- 17 Ways to change a habit
- 19 **Journal Entry 1:** Declare what you want
- 20 *Do you have a minute?*
- 21 **Practicing Critical Thinking 3:** Plan to change a habit
- 22 **Journal Entry 2:** Commitment

chapter 1

Discovering Yourself

- 24 Power Process: Ideas are tools
- 25 First Step: Truth is a key to mastery
- 27 **Practicing Critical Thinking 4:** Taking the First Step
- 28 The Discovery Wheel
- 32 **Skills Snapshot:** Discovery wheel
- 33 Learning styles: Discovering how you learn
- 34 **Journal Entry 3:** Prepare for the Learning Style Inventory (LSI)
- 35 *Directions for completing the learning style inventory*
- 36 Learning Style Inventory
- 37 *Scoring Your Inventory*
- 38 *Learning Style Graph*
- 39 *Interpreting Your Learning Style Graph*
- 40 *Developing All Four Modes of Learning*
- 41 *Balancing Your Preferences*
- 42 Using your learning style profile to succeed
- 47 **Journal Entry 4:** Choosing your purpose
- 48 Claim your multiple intelligences
- 49 **Practicing Critical Thinking 5:** Develop your multiple intelligences

- 52 Learning through your senses: The VARK system
- 55 **Journal Entry 5:** Get back to the big picture about learning styles
- 55 *Master Student Profiles*
- 56 Master Student Profile: Joshua Williams
- 57 **Quiz Chapter 1**
- 58 **Skills Snapshot Chapter 1**

chapter 2

Time

- 60 Power Process: Be here now
- 61 You've got the time
- 62 Make choices about multitasking
- 63 **Practicing Critical Thinking 6:** The Time Monitor/Time Plan
- 68 **Journal Entry 6:** Discover the impact of technology on your time and attention
- 69 Define your values
- 70 Setting and achieving goals
- 71 **Practicing Critical Thinking 7:** Create a lifeline
- 73 **Practicing Critical Thinking 8:** Get real with your goals
- 74 The ABC daily to-do list
- 76 **Practicing Critical Thinking 9:** Create your to-do list
- 78 Planning sets you free
- 80 Making the transition to higher education
- 82 *Avoid high-tech time wasters*
- 83 Making time for school as an adult learner

- 85 **Practicing Critical Thinking 10:** Master monthly calendar
- 88 Break it down, get it done—using a long-term planner
- 91 Create a work flow that works
- 92 There's an app for that—using technology for time management
- 93 Stop procrastination now
- 95 *The 7-step antiprocrastination plan*
- 96 25 ways to get the most out of now
- 99 *Setting limits on screen time*
- 101 Making time for health
- 104 **Practicing Critical Thinking 11:** Taking a First Step about health
- 106 Beyond time management: Stay focused on what matters
- 107 **Journal Entry 7:** Create a not-to-do list
- 108 Master Student Profile: Ramit Sethi
- 109 **Quiz Chapter 2**
- 110 **Skills Snapshot Chapter 2**

chapter 3

Memory

- 112 Power Process: Love your problems
- 113 Your memory and your brain—6 key principles
- 115 **Journal Entry 8:** Reflect on the care and feeding of your brain
- 116 The memory jungle
- 118 25 memory techniques
- 125 **Practicing Critical Thinking 12:** Use Q-cards to reinforce memory

- 126 Set a trap for your memory
- 126 **Practicing Critical Thinking 13:** Remembering your car keys—or anything else
- 127 Mnemonic devices
- 129 *Making connections in memory-friendly ways*
- 130 Retool your memory
- 131 **Practicing Critical Thinking 14:** Get creative
- 131 **Journal Entry 9:** Revisit your memory skills
- 132 Remembering names
- 133 **Practicing Critical Thinking 15:** Move from problems to solutions
- 134 Master Student Profile: Maria Popova
- 135 **Quiz Chapter 3**
- 136 **Skills Snapshot Chapter 3**

chapter 4

Reading

- 138 Power Process: Notice your pictures and let them go
- 139 Muscle Reading
- 140 How Muscle Reading works
- 141 Phase 1: Before you read
- 142 Phase 2: While you read
- 143 *Five smart ways to highlight a text*
- 144 Phase 3: After you read
- 145 *Muscle Reading: A leaner approach*

- 146 Extending Muscle Reading to web pages and ebooks
- 146 **Journal Entry 10:** Experiment with Muscle Reading
- 147 Muscle Reading at work
- 148 **Journal Entry 11:** Reflect on your online reading habits
- 149 When reading is tough
- 151 Getting past roadblocks to reading
- 153 *Get SPUNKI with your reading*
- 154 **Practicing Critical Thinking 16:** Plan to complete your reading assignments
- 155 Beyond speed reading: Becoming a flexible reader
- 156 Word power—expanding your vocabulary
- 158 *Checklist: Review these common word parts*
- 159 Mastering the English language
- 161 Developing information literacy
- 166 Master Student Profile: Matias Manzano
- 167 **Quiz Chapter 4**
- 168 **Skills Snapshot Chapter 4**

chapter 5

Notes

- 170 Power Process: I create it all
- 171 The note-taking process flows
- 172 Observe: The note-taking process flows
- 173 *What to do when you miss a class*
- 175 **Journal Entry 12:** Create more value from lectures

- 176 Record: The note-taking process flows
- 181 Review: The note-taking process flows
- 182 **Practicing Critical Thinking 17:** Reflect on your review habits
- 184 Turn PowerPoints into powerful notes
- 185 When your instructor talks quickly
- 186 **Practicing Critical Thinking 18:** Taking notes under pressure
- 187 Taking notes while reading
- 188 *Note this information about your sources*
- 190 Visualize ideas with concept maps
- 192 Taking effective notes for online coursework
- 195 *Taking notes during meetings*
- 196 Note taking 2.0
- 198 Master Student Profile: Teresa Amabile
- 199 **Quiz Chapter 5**
- 200 **Skills Snapshot Chapter 5**
- 209 Cooperative learning: Studying in groups
- 211 What to do during the test
- 212 *Words to watch for in essay questions*
- 215 The high costs of cheating
- 215 *Perils of high-tech cheating*
- 216 Let go of test anxiety
- 217 *Have some FUN!*
- 218 Getting ready for math tests
- 222 **Practicing Critical Thinking 19:** Use learning styles for math success
- 222 Studying across the curriculum
- 224 The test isn't over until . . .
- 225 *F is for Feedback*
- 226 Celebrate mistakes
- 227 Notable failures
- 227 **Practicing Critical Thinking 20:** 20 things I like to do
- 228 Master Student Profile: Lalita Booth
- 229 **Quiz Chapter 6**
- 230 **Skills Snapshot Chapter 6**

chapter 6

Tests

- 202 Power Process: Detach
- 203 Think beyond the grade
- 204 What to do before the test
- 205 *How to cram (even though you "shouldn't")*
- 206 **Journal Entry 13:** Explore your feelings about tests
- 207 Ways to predict test questions
- 208 **Journal Entry 14:** Notice your excuses and let them go

chapter 7

Thinking

- 232 Power Process: Embrace the new
- 233 Critical thinking: A survival skill
- 235 Six kinds of thinking
- 238 A process for critical thinking
- 241 **Practicing Critical Thinking 21:** Critical thinking scenarios

243	Finding “aha!”: Creativity fuels critical thinking
243	<i>Tangram</i>
244	Journal Entry 15: Use divergent thinking to brainstorm goals
245	Ways to create ideas
246	Journal Entry 16: Use convergent thinking to plan habits
247	<i>Create on your feet</i>
249	Practicing Critical Thinking 22: Explore emotional reactions
250	Attitudes, affirmations, and visualizations
251	Practicing Critical Thinking 23: Reprogram your attitude
251	<i>Simple attitude replacements</i>
252	Don’t fool yourself: 15 common mistakes in logic
254	<i>Cognitive biases: More ways we fool ourselves</i>
256	Think critically about information on the Internet
257	Gaining skill at decision making
258	Four ways to solve problems
260	Asking questions: Learning through inquiry
261	<i>15 questions to try on for size</i>
263	Thinking about your major
265	Service-learning: Turn thinking into contribution
268	Master Student Profile: Irshad Manji
269	Quiz Chapter 7
270	Skills Snapshot Chapter 7

chapter 8

Communicating

272	Power Process: Employ your word
273	Communication: Keeping the channels open
273	Practicing Critical Thinking 24: Practice sending or receiving
274	Choosing to listen
277	<i>Five ways to say “I”</i>
278	Choosing to speak
280	Practicing Critical Thinking 25: Write an “I” message
281	Journal Entry 17: Discover communication styles
282	Developing emotional intelligence
283	Communicating in teams: Getting things done as a group
285	<i>Using technology to collaborate</i>
287	Managing conflict
289	Journal Entry 18: Recreate a relationship
290	Five ways to say no . . . respectfully
291	Practicing Critical Thinking 26: VIPs (very important persons)
292	Five steps to effective complaints
292	<i>Criticism is constructive</i>
293	Communicating with instructors
294	<i>Communicating respect for your instructors</i>
295	Diversity is real—and valuable
297	Communicating across cultures
299	<i>Students with disabilities: Ask for what you want</i>

- 300 *You deserve compliments*
- 301 **Practicing Critical Thinking 27:** Becoming a culture learner
- 302 Communicating as a first-generation student
- 303 Staying safe on social networks
- 306 Three phases of effective writing
- 307 *Writing for online readers*
- 308 *Befriend your word processor*
- 311 Academic integrity: Avoid plagiarism
- 313 Mastering public speaking
- 317 *Making the grade in group presentations*
- 318 Master Student Profile: Chimamanda Adichie
- 319 **Quiz Chapter 8**
- 320 **Skills Snapshot Chapter 8**
- 335 **Practicing Critical Thinking 29:** Show me the money
- 336 Managing money during tough times
- 338 Take charge of your credit
- 340 *Common credit terms*
- 342 **Journal Entry 21:** Create a new experience of money
- 342 *If you get into trouble . . .*
- 343 Education pays off—and you can pay for it
- 344 **Practicing Critical Thinking 30:** Education by the hour
- 345 Money for the future
- 346 **Practicing Critical Thinking 31:** Plan to pay for your degree
- 349 Use tools to tame your money
- 351 Your money and your values
- 352 Master Student Profile: Leo Babauta
- 353 **Quiz Chapter 9**
- 354 **Skills Snapshot Chapter 9**

chapter 9

Money

- 322 Power Process: Risk being a fool
- 323 The end of money worries
- 324 **Practicing Critical Thinking 28:** The Money Monitor/Money Plan
- 325 **Journal Entry 19:** Reflect on your experience of money
- 329 Make more money
- 330 **Journal Entry 20:** Reflect on your Money Monitor/Money Plan
- 332 *No budgeting required*
- 333 Spend less money
- 334 *Free fun*

chapter 10

Next Steps

- 356 Power Process: Persist
- 357 Jump-start your education with transferable skills
- 359 **Practicing Critical Thinking 32:** Recognize your skills
- 360 *65 transferrable skills*
- 363 **Practicing Critical Thinking 33:** Plan to develop a new skill
- 364 Taking the road to graduation

- 365** **Practicing Critical Thinking 34:** Make a trial choice of a major
- 367** Transferring to a new school
- 369** Start creating your career
- 370** **Journal Entry 22:** Plan a career by naming names
- 371** *Another option: Don't plan your career*
- 372** Start creating your résumé
- 373** Discover the hidden job market
- 376** Develop interviewing skills
- 377** **Practicing Critical Thinking 35:** Plan to explore your career
- 378** Join a diverse workplace
- 380** Put your health to work
- 381** Persist on the path of mastery
- 384** **Practicing Critical Thinking 36:** Plan to persist with an academic plan
- 386** Tools for lifelong learning
- 387** **Practicing Critical Thinking 37:** This book shouts, "Use me!"
- 388** The Discovery Wheel: Coming full circle
- 392** **Skills Snapshot:** Revisiting your Discovery Wheels
- 393** **Journal Entry 23:** Celebrate your gains, clarify your intentions
- 394** **Practicing Critical Thinking 38:** Are you getting there?
- 396** Master Student Profile: Ben Barry
- 397** **Quiz Chapter 10**
- 398** **Skills Snapshot Chapter 10**
-
- 399** The Master Guide to *Becoming a Master Student*
- 402** Endnotes
- 405** Additional Reading
- 407** Index

Preface

Children are great students. They quickly master complex skills like language, and they have fun doing it. For young children, learning is a high-energy process that involves experimentation, discovery, and sometimes broken dishes.

Then comes school. Drill and drudgery can replace discovery and dish breaking. Learning may become a drag.

Use this book to reverse that process. Rediscover what you knew as a child—that joy and learning go hand in hand. Becoming a master student is about gaining knowledge and skills by unleashing the natural learner within you.

This book is full of suggestions for doing that. Every chapter is packed with tips, techniques, methods, tools, and processes for you to play with.

Sometimes people feel overwhelmed by this fact. “There are more ideas in here than I could ever use this term—or even during the rest of my education,” they say.

Exactly. That’s the whole point. And there are several reasons for this.

One is that *Becoming a Master Student* is designed for long-term use. You’ll find enough ideas to play with for years beyond graduation—for the rest of your life, in fact.

There are also many suggestions here because some of them may work well for you and others might not. Consider note-taking methods, for example. Some students rave about mind mapping—a visual way of recording ideas. Other students find mind mapping too messy and swear by traditional outlines instead. This book offers detailed instructions for both methods—and many more. Feel free to play with all of

them, combine them, modify them, and invent new methods of your own.

That’s the biggest reason for the density of ideas in this book. Underlying every paragraph and every page is an invitation to *actively experiment* with the content. Find out what truly works for you.

People who excel in any field are experimenters. They’re willing to consider many options—even the ones that sound crazy at first. When faced with a new idea, their first reaction is not to say: *That will never work*. Instead, they ask: *How might that work?* Then they take action to find out.

It took hundreds of people to produce *Becoming a Master Student*. Besides the author, there were editors, designers, proofreaders, and advisors. Beyond them were hundreds of educators and students who contributed everything from a single comment to the inspiration for entire chapters.

The true author of this book, however, is you. Your responses to any suggestion can lead you to think new thoughts, say new things, and do what you never believed you could do. If you’re willing to experiment with new ways of learning, the possibilities are endless. This process is more fundamental and more powerful than any individual tool or technique you’ll ever read about.

Consider the possibility that you can create the life of your dreams. There are people who scoff at this idea, and they have a perspective that is widely shared. Please set it aside. The process of experimenting with your life is sheer joy, and it never ends.

Begin now. ✦

Acknowledgments

Jose Adames, *Central Texas College*

Deb Butler, *Victoria College*

Dale Haralson, *Hinds Community College*

Judy Isonhood, *Hinds Community College*

Wendy Jansen, *Killian Community College*

Kami Kurtenbach, *South Dakota State University*

Krista LeBrun, *East Central Community College*

Stacey Macchi, *Western Illinois University*

Jenny Middleton, *Seminole State College of Florida*

LeAnne Olson, *Mountwest Community and Technical College*

Jennifer Perkins, *Central Piedmont Community College*

Jason Walker, *Salem International University*

WHAT'S NEW

to this Edition

The foundations and themes for student success in *Becoming a Master Student* have been used by millions of students. Since the first edition, students and instructors have helped shape this book by providing strategies, insights, and suggestions. As a result of its continuous evaluation and refinement, students are inspired and motivated by this book to adopt, develop, and commit to using the skills needed for success in college and throughout life. These ideas are now a part of the 16th edition. Every word in every article has been evaluated for its helpfulness to students. Statistics have been updated; recent research has been included; and articles have been shortened or lengthened as necessary to maximize clarity of concepts and strategies. Here are some of the major changes you will see in this edition.



KEY UPDATES

- *Becoming a Master Student* has a new chapter structure based on extensive feedback from instructors about how they actually use the text. Core content from the Diversity and Health chapters in the Fifteenth Edition are now integrated throughout the text. The remaining chapters—those that instructors and students use most often—are expanded.
- Master Student Profiles now emphasize specific strategies that people use to overcome obstacles and achieve their goals.
- Exercises throughout the text focus on critical thinking and have new titles to reflect this change. Many of the new Practicing Critical Thinking exercises are worksheets with step-by-step instructions. These guide students to move to higher levels of thinking in Bloom's taxonomy of educational objectives.
- Chapter quizzes also focus on higher levels of thinking and direct students to more of the core concepts in the text.

- The Master Student Map at the beginning of each chapter now includes “Do you have a minute?”—actions that students can take in 60 seconds or less to move toward mastery.

CHAPTER-BY-CHAPTER UPDATES

Introduction: The Master Student

- **New focus on mastery** Mastery and qualities of a master student are the centerpiece of this revised chapter. Articles and interactives about motivation and habit change support the master student process—the continuous cycle of discovery, intention, and action.
- **Revised article** “Ways to change a habit” offers more strategies for behavior change.
- **New exercise** “Practicing Critical Thinking: Plan to change a habit” guides students to specify a cue, new behavior, and reward for a habit that they want to adopt.
- **New sidebar** “Do you have a minute?” gives more examples of “baby steps” that students can take to make meaningful progress toward their goals.
- **Revised journal entry** “Commitment” is expanded.

Chapter 1: Discovering Yourself

- **Revised Learning Styles Inventory (LSI)** Students can now complete this assessment without having to remove pages from the book.
- **Revised article** “Learning through your senses: The VARK system” describes the Read–Write style in more detail and offers related strategies.
- **New master student profile** Joshua Williams demonstrated the courage to take a First Step and tell the truth about being homeless as student. He persisted to graduation, founded a scholarship that helps students pay for textbooks, worked as a case manager for delinquent teenagers, and entered graduate school.

Chapter 2: Time

- **New articles** “Making the transition to higher education” and “Making time for school as an adult learner” focus on time management as a key to balancing education with work and family commitments. “Making time for health” suggests ways for students to exercise, rest, eat well, and manage stress in the midst of their busy lives.
- **New exercises** Students can use “Practicing Critical Thinking: Take a first step about health” to assess their health-related habits and plan changes in these behaviors. “Practicing Critical Thinking: Create your to-do list” is a worksheet that guides students to apply strategies from “The ABC daily to-do list.”
- **New master student profile** Ramit Sethi wrote the book *I Will Teach You To Be Rich* and created an online community “focused on personal finance and entrepreneurship for college students, recent college grads, and everyone else.”

Chapter 3: Memory

- **Revised article** “Mnemonic devices” offers additional suggestions for using these popular memory techniques.
- **New sidebar** “Making connections in memory-friendly ways” reveals the mnemonic devices that are baked into *Becoming a Master Student* and suggests ways for students to use similar strategies.
- **New master student profile** Maria Popova grew Brain Pickings from a weekly email newsletter to one of the world’s most visited websites, demonstrating how a side project can bloom into a career.

Chapter 4: Reading

- **New articles** “Muscle reading at work” suggests ways to use the three phases of Muscle Reading to extract meaning from documents of all types, including reports, emails, training materials, and websites. “Checklist: Review these common word parts” defines word prefixes, roots, and suffixes that are useful for students to know. “Beyond speed reading: Becoming a flexible reader” guides students to think critically about claims for speed reading techniques and offers research-based strategies as alternatives.

- **New exercise** “Practicing Critical Thinking: Plan to complete your reading assignments” is a worksheet based on “Getting past roadblocks to reading,” with detailed guidance for estimating and scheduling reading time.

Chapter 5: Notes

- **Revised article** “Visualize ideas with concept maps” is expanded with an additional example.

Chapter 7: Thinking

- **New articles** “Six kinds of thinking” presents Bloom’s taxonomy of educational objectives—the theoretical basis of this chapter—with examples of each level of thinking. “Attitudes, affirmations and visualizations” suggests creative ways for students to change attitudes and behaviors.
- **New exercise** “Practicing Critical Thinking: Reprogram your attitude” guides students to create their own affirmations.
- **New sidebars** “Simple attitude replacements” offers examples of effective affirmations. “Cognitive biases: More ways we fool ourselves” expands on “Don’t fool yourself: 15 common mistakes in logic” with additional examples of errors in reasoning.

Chapter 8: Communicating

- **New articles** “Communicating with instructors” suggests ways for students to develop positive, long-term relationships with teachers. “Communicating respect in the classroom” emphasizes the benefits civility for both students and instructors. “Communicating respect at work” offers strategies for develop a work ethic that employers value. “Communicating across cultures” explains the concept of cultural competence and includes strategies for thriving with diversity. “Communicating as a first-generation student” guides students who are new to higher education to build alliances with instructors and maintain positive relationships with family members. In addition, “Diversity is real and valuable” encourages students to use higher education as a laboratory for learning to bridge culture gaps.
- **Revised article** “Choosing to listen” is expanded with additional techniques.
- **New exercise** “Practicing Critical Thinking: Becoming a culture learner” guides students to question their assumptions about members of other cultures, interpret their observations in alternative ways, and choose new behaviors to thrive with diversity.

Chapter 9: Money

- **New article** “Money for the future” suggests ways for students to make decisions about saving, investing, insurance, home ownership, car shopping, and signing contracts.
- **New exercises** “Practicing Critical Thinking: Plan to pay for your degree” guides students to predict their income and expenses for each school term and prevent financial issues that might disrupt their education.

- **New journal entry** “Reflect on your experience of money” asks students to state their current financial concerns and preview the chapter for potential solutions.

Chapter 10: Next Steps

- **New articles** “Join a diverse workplace” suggests how students can become master employees who enter the global marketplace with ease. “Put your health to work” underlines the connection between wellness and success in the workplace.
- **New exercises** Look for four new worksheets in this chapter. “Practicing Critical Thinking: Plan to develop a new skill” guides students to apply strategies from “Jump-start your education with transferable skills.” “Practicing Critical

Thinking: Plan to explore your career” prompts students to test their career choices through internships, employment, and other experiences. “Practicing Critical Thinking: Plan to persist with an academic plan” allows students to track their academic progress each term and ensure that they’re on track to graduate. And “Practicing Critical Thinking: Are you getting there?” suggests that students revisit their long-term goals to assess how their daily activities align with those goals.

- **New master student profile** Ben Barry worked for Facebook as one of the company’s first communication designers and now heads his own design studio in San Francisco. He demonstrates strategies for staying focused in the midst of everyday distractions. ✖

Embracing TECHNOLOGY

MindTap® College Success for *Becoming a Master Student* combines tools like readings, videos, flashcards, quizzes, and digital activities to help guide students through their course and transform into master students.

The College Success Factors Index (CSFI) is a personal success indicator that helps students identify their strengths and areas for growth in 10 key factors identified by researchers to affect college success. The CSFI now kicks off MindTap® College Success for *Becoming a Master Student*!

For Instructors

Visit the Instructor Companion Site for additional resources and course support to support your teaching with *Becoming a Master Student*. This site includes an Instructor’s Manual, test banks, sample syllabi, and more. To access the Instructor Companion Site, visit login.cengage.com. ✖



Alberto Masnovo/Fotolia; Robert Churchill/E+/Getty Images

DISCOVERY & INTENTION STATEMENT

GUIDELINES

DISCOVERY STATEMENTS

- Record the specifics about your thoughts, feelings, and behavior.
- Notice your thoughts, observe your actions, and record them accurately.
- Use discomfort as a signal.
- Feeling uncomfortable, bored, or tired might be a signal that you're about to do valuable work.
- Suspend judgment.
- When you are discovering yourself, be gentle.
- Tell the truth.
- The closer you get to the truth, the more powerful your Discovery Statements.

INTENTION STATEMENTS

- Make intentions positive.
- Focus on what you want rather than what you don't want.
- Make intentions observable.
- Be specific about your intentions.
- Make intentions small and achievable.
- Break large goals into small, specific tasks that can be accomplished quickly.
- Set timelines.
- Set a precise due date for tasks you intend to do.
- Move from intention to action.

If you want new results in your life, then take action. ✦

The Master Student

why

You can ease your transition to higher education and set up a lifelong pattern of success by starting with some key strategies.

how

Take a few minutes to skim this chapter. Find three suggestions that look especially useful. Make a note to yourself, or mark the pages where the strategies that you intend to use are located in the chapter.

what if...

I could use the ideas in this book to more consistently get what I want in my life?

what is included . . .

- 2 Power Process: Discover what you want
- 3 Rewrite this book
- 4 Master student qualities
- 8 The master student process—Discovery
- 9 The master student process—Intention
- 11 The master student process—Action
- 12 Keep the process alive
- 13 Get the most from this book
- 15 Motivation—I'm just not in the mood
- 17 Ways to change a habit

do you have a minute?

Take a minute to make a list of anything about your life that's nagging at you as incomplete or unresolved. Possibilities for this list include:

- Longstanding problems that are still not solved
- Projects that you'd like to finish and haven't yet started
- Tasks that you've been putting off
- Habits that you'd like to stop—or start

Save this list and refer to it as you read and work through this chapter. *Everything you wrote down is a clue about something that's important to you.* This chapter is filled with strategies for getting clear about what you want and taking immediate steps to get it.



Discover what you want

Imagine a man who tries to buy a plane ticket for his next vacation, with no destination in mind. He pulls out his iPad and logs in to his favorite website for trip planning. He gets a screen that prompts him for details about his destination. And he leaves all the fields blank.

“I’m not fussy,” says the would-be vacationer. “I just want to get away. I’ll just accept whatever the computer coughs up.”

Compare this person to another traveler who books a flight to Ixtapa, Mexico, departing on Saturday, March 23, and returning Sunday, April 7—window seat, first class, and vegetarian meals.

Now, ask yourself which traveler is more likely to end up with a vacation that he’ll enjoy.

The same principle applies in any area of life. Knowing where we want to go increases the probability that we will arrive at our destination. Discovering what we want makes it more likely that we’ll attain it.

Okay, so the example about the traveler with no destination is far-fetched. Before you dismiss it, though, do an informal experiment: Ask three other students what they want to get out of their education. Be prepared for hemming, hawing, and vague generalities.

This is amazing, considering the stakes involved. Students routinely invest years of their lives and thousands of dollars, with only a hazy idea of their destination in life.

Now suppose that you asked someone what she wanted from her education, and you got this answer: “I plan to get a degree in journalism, with double minors in earth science and Portuguese, so I can work as a reporter covering the environment in Brazil.” The details of a person’s vision offer clues to his or her skills and sense of purpose.

Another clue is the presence of “stretch goals”—those that are big *and* achievable. A 40-year-old might spend years talking about his desire to be a professional athlete someday. Chances are, that’s no longer achievable. However, setting a goal to lose 10 pounds by playing basketball at the gym three days a week is another matter. That’s a stretch—a challenge. It’s also doable.

Discovering what you want helps you succeed in higher education. Many students quit school simply because they are unsure about what they want from it. With well-defined goals in mind, you can look for connections between what you want and what you study. The more connections, the more likely you’ll stay in school—and get what you want in every area of life. ✦



Gil C/Shutterstock.com

REWRITE

this book

Some books should be preserved in pristine condition. This book isn't one of them.

Something happens when you get involved with a book by writing in it. *Becoming a Master Student* is about learning, and learning results when you are active. When you make notes in the margin, you can hear yourself talking with the author. When you doodle and underline, you see the author's ideas taking shape. You can even argue with the author and come up with your own theories and explanations. In all of these ways, you can become a coauthor of this book. Rewrite it to make it yours.

While you're at it, you can create symbols or codes that will help you when reviewing the text later on. You might insert a "Q" where you

have questions, or put exclamation points or stars next to important ideas. You could also circle words to look up in a dictionary.

Remember, if any idea in this book doesn't work for you, you can rewrite it. Change the exercises to fit your needs. Create a new technique by combining several others. Create a technique out of thin air!

Find something you agree or disagree with and write a short note in the margin about it. Or draw a diagram. Better yet, do both. Let creativity be your guide. Have fun.

Begin rewriting now. ✖

practicing CRITICAL THINKING

1

Textbook reconnaissance

Start becoming a master student this moment by doing a 15-minute "textbook reconnaissance." First, read the table of contents. Do it in three minutes or less. Next, look at every page in the text. Move quickly. Scan headlines. Look at pictures. Notice forms, charts, and diagrams.

Look especially for ideas you can use. When you find one, note the location and a short description of the idea. You also can use sticky notes to flag pages that look useful. (If you're reading *Becoming a Master Student* as an ebook, you can flag pages electronically.)

Master student QUALITIES

This book is about something that cannot be taught. It's about becoming a master student.

Mastery means attaining a level of skill that goes beyond technique. For a master, work is effortless. Struggle evaporates. The master carpenter is so familiar with her tools that they are part of her. To a master chef, utensils are old friends. Because these masters don't have to think about the details of the process, they bring more of themselves to their work.

Mastery can lead to flashy results: an incredible painting, for example, or a gem of a short story. In basketball, mastery might result in an unbelievable shot at the buzzer. For a musician, it might be the performance of a lifetime, the moment when everything comes together. You could describe the experience as “flow” or “being in the zone.”

Often, the result of mastery is a sense of profound satisfaction, wellbeing, and timelessness. Distractions fade. Time stops. Work becomes play. After hours of patient practice, after setting clear goals and getting precise feedback, the master has learned to be fully in control.

At the same time, he lets go of control. Results happen without effort, struggle, or worry. Work seems self-propelled. The master is in control by being out of control. He lets go and allows the creative process to take over. That's why after a spectacular performance by an athlete or performer, observers often say, “He played full out—and made it look like he wasn't even trying.”

Likewise, the master student is one who makes learning look easy. She works hard without seeming to make any effort. She's



Oliver Cleve/Photographer's Choice/Getty Images

relaxed *and* alert, disciplined *and* spontaneous, focused *and* fun-loving.

You might say that those statements don't make sense. Actually, mastery does *not* make sense. It cannot be captured with words. It defies analysis. Mastery cannot be taught. It can only be learned and experienced.

By design, you are a learning machine. As an infant, you learned to walk. As a toddler, you learned to talk. By the time you reached age 5, you'd mastered many skills needed to thrive in the world. And you learned all these things without formal instruction, without lectures, without books, without conscious effort, and without fear. You can rediscover that natural learner within you. Each chapter of this book is about a step you can take on this path.

Master students share certain qualities. These are attitudes and core values. Although they imply various strategies for learning, they ultimately go beyond what you do. Master student qualities are ways of *being* exceptional.

Following is a list of master student qualities. Remember that the list is not complete. It merely points in a direction. As you read, look to yourself. Put a check mark next to each quality that you've already demonstrated. Put another mark—say, an exclamation point—next to each quality you want to actively work on possessing. This is not a test. It is simply a

chance to celebrate what you've accomplished so far—and start thinking about what's possible for your future.

- Inquisitive.** The master student is curious about everything. By posing questions, she can generate interest in the most mundane, humdrum situations. When she is bored during a biology lecture, she thinks to herself, “I always get bored when I listen to this instructor. Why is that? Maybe it’s because he reminds me of my boring Uncle Ralph, who always tells those endless fishing stories. He even looks like Uncle Ralph. Amazing! Boredom is certainly interesting.” Then she asks herself, “What can I do to get value out of this lecture, even though it seems boring?” And she finds an answer.
- Able to focus attention.** Watch a 2-year-old at play. Pay attention to his eyes. The wide-eyed look reveals an energy and a capacity for amazement that keep his attention absolutely focused in the here and now. The master student’s focused attention has a childlike quality. The world, to a child, is always new. Because the master student can focus attention, to him the world is always new too.
- Willing to change.** The unknown does not frighten the master student. In fact, she welcomes it—even the unknown in herself. We all have pictures of who we think we are, and these pictures can be useful. But they also can prevent learning and growth. The master student embraces new ideas and new strategies for success.
- Able to organize and sort.** The master student can take a large body of information and sift through it to discover relationships. He can play with information, organizing data by size, color, function, timeliness, and hundreds of other categories. He has the guts to set big goals—and the precision to plan carefully so that those goals can be achieved.
- Competent.** Mastery of skills is important to the master student. When she learns mathematical formulas, she studies them until they become second nature. She practices until she knows them cold—then puts in a few extra minutes. She also is able to apply what she learns to new and different situations.
- Joyful.** More often than not, the master student is seen with a smile on his face—sometimes a smile at nothing in particular other than amazement at the world and his experience of it.
- Able to suspend judgment.** The master student has opinions and positions, and she is able to let go of them when appropriate. She realizes she is more than her thoughts. She can quiet her internal dialogue and listen to an opposing viewpoint. She doesn’t let judgment get in the way of learning. Rather than approaching discussions with a “prove it to me and then I’ll believe it” attitude, she asks herself, “What if this is true?” and explores possibilities.
- Energetic.** Notice the master student with a spring in his step, the one who is enthusiastic and involved in class. When he reads, he often sits on the very edge of his chair, and he plays with the same intensity. He is determined and persistent.
- Well.** Health is important to the master student, though not necessarily in the sense of being free of illness. Rather, she values her body and treats it with respect. She tends to her emotional and spiritual health as well as her physical health.
- Self-aware.** The master student is willing to evaluate himself and his behavior. He regularly tells the truth about his strengths and those aspects that could be improved.
- Responsible.** There is a difference between responsibility and blame, and the master student knows it well. She is willing to take responsibility for everything in her life—even for events that most people would blame on others. For example, if a master student takes a required class that most students consider boring, she chooses to take responsibility for her interest level. She looks for ways to link the class to one

of her goals and experiments with new study techniques that will enhance her performance in any course.

- Willing to take risks.** The master student often takes on projects, with no guarantee of success. He participates in class dialogues at the risk of looking foolish. He tackles difficult subjects in term papers. He welcomes the risk of a challenging course.
 - Willing to participate.** Don't look for the master student on the sidelines. She's a collaborator—a team player who can be counted on. She is engaged at school, at work, and with friends and family. She is willing to make a commitment and to follow through on it.
 - A generalist.** The master student is interested in everything around him. In the classroom, he is fully present. Outside the classroom, he actively seeks out ways to deepen his learning—through study groups, campus events, student organizations, and team-based projects. Through such experiences, he develops a broad base of knowledge in many fields that can apply to his specialties.
 - Willing to accept paradox.** The word *paradox* comes from two Greek words, *para* (“beyond”) and *doxen* (“opinion”). A paradox is something that is beyond opinion or, more accurately, something that might seem contradictory or absurd yet might actually have meaning. For example, the master student can be committed to managing money and reaching her financial goals. At the same time, she can be totally detached from money, knowing that her real worth is independent of how much money she has.
 - Courageous.** The master student admits his fear and fully experiences it. For example, he will approach a tough exam as an opportunity to explore feelings of anxiety and tension related to the pressure to perform. He does not deny fear; he embraces it. If he doesn't understand something or if he makes a mistake, he admits it. When he faces a challenge and bumps into his limits, he asks for help.
- And he's just as willing to give help as to receive it.
- Self-directed.** Rewards or punishments provided by others do not motivate the master student. Her desire to learn comes from within, and her goals come from herself. She competes like a star athlete—not to defeat other people, but to push herself to the next level of excellence.
 - Spontaneous.** The master student is truly in the here and now. He is able to respond to the moment in fresh, surprising, and unplanned ways.
 - Relaxed about grades.** Grades make the master student neither depressed nor euphoric. She recognizes that sometimes grades are important. At the same time, grades are not the only reason she studies. She does not measure her worth as a human being by the grades she receives.
 - “Tech” savvy.** A master student defines *technology* as any tool that's used to achieve a human purpose. From this point of view, computers become tools for deeper learning, higher productivity, and greater success. When faced with a task to accomplish, the master student chooses effectively from the latest options in hardware and software. He doesn't get overwhelmed with unfamiliar technology. Instead, he embraces learning about the new technology and finding ways to use it to help him succeed at the given task. He also knows when to go “offline” and fully engage with his personal community of friends, family members, classmates, instructors, and coworkers.
 - Intuitive.** The master student has an inner sense that cannot be explained by logic alone. She trusts her “gut instincts” as well as her mind.
 - Creative.** Where others see dull details and trivia, the master student sees opportunities to create. He can gather pieces of knowledge from a wide range of subjects and put them together in new ways. The master student is creative in every aspect of his life.

- Willing to be uncomfortable.** The master student does not place comfort first. When discomfort is necessary to reach a goal, she is willing to experience it. She can endure personal hardships and can look at unpleasant things with detachment.
- Optimistic.** The master student sees setbacks as temporary and isolated, knowing that he can choose his response to any circumstance.
- Willing to laugh.** The master student might laugh at any moment, and her sense of humor includes the ability to laugh at herself. Although going to school is a big investment, with high stakes, you don't have to enroll in the deferred-fun program. A master student celebrates learning, and one of the best ways of doing that is to laugh now and then.
- Hungry.** Human beings begin life with a natural appetite for knowledge. In some people, it soon gets dulled. The master student has tapped that hunger, and it gives him a desire to learn for the sake of learning.
- Willing to work.** Once inspired, the master student is willing to follow through with sweat. She knows that genius and creativity are the result of persistence and work. When in high gear, the master student works with the intensity of a child at play.
- Caring.** A master student cares about knowledge and has a passion for ideas. He also cares about people and appreciates learning from others. He collaborates on projects and thrives on teams. He flourishes in a community that values win-win outcomes, cooperation, and love. ✨

practicing CRITICAL THINKING

2

The master student in you

The purpose of this exercise is to demonstrate to yourself that you truly are a master student. Start by remembering a time in your life when you learned something well or demonstrated mastery. This experience does not have to relate to school. It might be a time when you aced a test, played a flawless soccer game, created a work of art that won recognition, or burst forth with a blazing guitar solo. It might be a time when you spoke from your heart in a way that moved someone else. Or it might be a time when you listened deeply to another person who was in pain, comforted him, and connected with him at a level beyond words.

Step 1

Describe the details of such an experience in your life. Include the place, time, and people involved. Describe what happened and how you felt about it.

Step 2

Now, review the article “Master student qualities,” and take a look at the master student qualities that you checked off. These are the qualities that apply to you. Give a brief example of how you demonstrated at least one of those qualities.

Step 3

Now think of other qualities of a master student—characteristics that were not mentioned in the article. List those qualities along with a one-sentence description of each.

The master student process:

DISCOVERY

One way to become a better student is to grit your teeth and try harder. There is a better way—the master student process. The purpose of using this process is to develop the qualities of a master student.

You can use the master student process to learn about any subject, change your habits, and acquire new skills.

That is a large claim. If you're skeptical, that means you're already developing one quality of a master student—being inquisitive. Balance it with another quality—the ability to suspend judgment while considering a new idea.

First, get an overview of the master student process.

There are three phases:

- Discovery—observing your thoughts, feelings, behaviors, and current circumstances
- Intention—choosing the new outcomes you'd like to create
- Action—following through on your intentions with new behaviors

As you experiment with the master student process, remember that there's nothing you need to take on faith. Experience it firsthand. Test the process in daily life. Then watch the results unfold.

Throughout this book, you'll see Journal Entries. These are suggestions for



Brian A Jackson/Shutterstock.com

writing that guide you through the master student process.

Some of these Journal Entries are called Discovery Statements. Their purpose is to help you gain awareness of “where you are”—your current thoughts, feelings, and behaviors. Use Discovery Statements to describe your strengths and the aspects of your life that you'd like to change. The result is a running record of how you are learning and growing.

Sometimes Discovery Statements capture an “aha!” moment—a sudden flash of insight. Perhaps a new solution to an old problem suddenly occurs to you. Maybe a life-changing insight

wells up from the deepest part of your mind. Don't let such moments disappear. Capture them in Discovery Statements.

To get the most value from Discovery Statements, keep the following guidelines in mind.

Record the specifics.

Thoughts include inner voices. We talk to ourselves constantly in our head. When internal chatter gets in the way, write down what you tell yourself. If this seems difficult at first, just start writing. The act of writing can trigger a flood of thoughts.

Thoughts also include mental pictures. These are especially powerful. Picturing

yourself flunking a test is like a rehearsal to do just that. One way to take away the power of negative images is to describe them in detail.

Also notice how you feel when you function well. Use Discovery Statements to pinpoint exactly where and when you learn most effectively.

In addition, observe your emotions and actions, and record the facts. If you spent 90 minutes chatting online with a favorite cousin instead of reading your anatomy text, write about it. Include the details—when you did it, where you did it, and how it felt.

Use discomfort as a signal.

When you approach a hard task, such as a difficult math problem, notice your physical sensations. These might include a churning stomach, shallow breathing, and yawning. Feeling uncomfortable, bored, or tired can be a signal that you're about to do valuable work. Stick with it. Write about it. Tell yourself you can handle the discomfort just a little bit longer. You will be rewarded with a new insight.

Suspend judgment. As you learn about yourself, be gentle. Suspend self-judgment. If

you continually judge your behaviors as “bad” or “stupid,” your mind will quit making discoveries rather than put up with abuse. For your own benefit, be kind to yourself.

Tell the truth. Suspending judgment helps you tell the truth about yourself. “The truth will set you free” is a saying that endures for a reason. The closer you get to the truth, the more powerful your Discovery Statements. And if you notice that you are avoiding the truth, don't blame yourself. Just tell the truth about it. ✦

The master student process:
INTENTION

Some Journal Entries in this book are called Intention Statements. These are about your commitment to take action. Use Intention Statements to describe how you will change your thinking and behavior.



In terms of the master student process, Intention Statements and Discovery Statements are linked.

Whereas Discovery Statements promote insights, Intention Statements are blueprints for action based on those insights.

To remind you of this connection, many Journal Entries in this book are labeled as Discovery/Intention Statements.

The act of writing will focus your energy on specific tasks and help you aim at particular goals. Here are ways to create Intention