

SIXTH EDITION

Reading **AND** All That Jazz



Peter Mather • Rita McCarthy

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Education

Reading and All That Jazz

Tuning Up Your Reading, Thinking, and Study Skills

SIXTH EDITION

Peter Mather

Retired from Glendale Community College
Glendale, Arizona

Rita McCarthy

Glendale Community College
Glendale, Arizona





READING AND ALL THAT JAZZ, SIXTH EDITION

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Peter dedicates this book to his late parents,
Carl and Dorothy; and his brother and sister-in-law,
John and Peggy.

Rita dedicates this book to her sons, Ryan and Steve;
her daughters-in-law, Bonnie and Raquel; her grandchildren,
Zachary, Kate, Dylan, and Sofia; and especially her husband, Greg.

About the Authors

Dr. Peter Mather—Dr. Mather earned his B.A. in government from the University of Redlands; his first M.A. in African studies from the University of California, Los Angeles; his second M.A. in reading from California State University, Los Angeles; and his Ed.D. in curriculum and instruction from the University of Southern California. Before recently retiring, he taught reading at the secondary, adult education, and community college levels for close to 30 years. While at Glendale Community College, he taught both developmental and critical and evaluative reading. He also taught American government and was the college director of the America Reads/Counts program. In addition to being the coauthor of *Reading and All That Jazz*, now in its sixth edition, and *Racing Ahead with Reading*, he has published articles in the *Journal of Reading*.

MS. Rita Romero McCarthy—Ms. McCarthy earned her B.A. in sociology and history from the University of California, Berkeley, and her M.A. in education from Arizona State University. She has taught at the elementary, secondary, and college levels. For the past 27 years, she has taught English as a second language, developmental reading, and critical and evaluative reading at Glendale Community College. She is the coauthor of *Reading and All That Jazz* and *Racing Ahead with Reading*. Ms. McCarthy has also published articles in professional journals and other media; most of these have been concerned with the use of bibliotherapy. She has also published reading lists for beginning and remedial readers.

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The Learning Support System of *Reading and All That Jazz*, Sixth Edition

Reading and All That Jazz: The Text

- **Text chapters:** 14 foundational chapters and a dedicated unit on vocabulary available in national edition
- **Custom option:** McGraw-Hill CREATE™ allows you to tailor a custom text with selected chapters of your choice as well as readings of your own choice from among hundreds of selections in the CREATE database

Connect Reading and Reading and All That Jazz

- **Learn Smart Achieve:** Adaptive assessment, learning, and practice assignments in reading skills that align with chapter topics
- **Power of Process:** Guided reading assignments support holistic application of multiple reading strategies and metacognition about the reading process
- **The E-Book Reader:** Selection of 90-plus readings across a range of themes
- **Writing Assignments with Outcomes-Based Assessment:** Tools to facilitate rubric assessment, data collection and reports, and feedback around performance outcomes
- **Tegrity:** Lecture capture service that allows students to replay instructor recordings
- **Connect Insight™:** Analytics tool that provides a series of visual data displays—each framed by an intuitive question—to provide instructors at-a-glance information regarding how their classes are doing.

Teaching Resources and Digital Support

- **Annotated Instructor's Edition:** Includes on-page teaching tips
- **Teaching Resources:** Includes an Instructor's Manual with Test Bank and PowerPoint presentations for classroom use

Preface

“Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.” —John Locke

Why Reading and All That Jazz?

The theme of jazz is interwoven in the title and concept of this book in order to emphasize a positive, exciting, and engaging approach to reading and learning. Just as jazz relies on improvisation, instructors should feel free to improvise in their use of this book so that it becomes an effective learning tool for classes of varying skill levels and with different interests. And, just as jazz musicians bring their individual backgrounds to bear on the music they play, instructors should encourage students to draw from their individual backgrounds when they read and interpret the selections in the book. Jazz, an American art form, grew from many diverse influences—African, Spanish, European. Similarly, this text attempts to reflect the cultural diversity and varying interests of its student audience.

In this edition the music theme has been broadened to include other kinds of music and musicians. This expanded music focus reflects even more accurately the varying interests of students. This greater range of topics and perspectives will further enable students to clarify their own values and experience events through the eyes of others.

The Instructional Framework of *Reading and All That Jazz*

Reading and All That Jazz allows students to take control of their study plan while providing engaging and diverse reading selections, multiple assessment opportunities, in-context essential vocabulary content, and an integrated print and digital program designed to prepare students for reading in college and beyond.

Hallmarks of this esteemed title include the following:

Engaging and diverse reading selections. Reading selections were chosen for their excellence, their contemporary relevance and interest, and their overall diversity

- There are 44 readings in the text, 90-plus readings in Connect Reading, and hundreds of additional readings available in McGraw-Hill’s custom database, CREATE.

Multiple assessments. Multiple assessments in the book and online help students test their knowledge so they can understand what their next steps will be in advancing their reading skills.

- Assessments are placed after each reading and at the end of chapters.
- Each chapter contains a series of exercises arranged sequentially, progressing from easy to difficult.
- Review tests are included throughout the book.
- LearnSmart Achieve offers students a continually adaptive learning experience, on ten core reading topics.

- The Power of Process guides students through performance-based assessment activities that require them to apply active reading strategies and demonstrate critical thinking and analysis of a reading selection in their own writing.

In-context and essential vocabulary. Chapter 1 focuses on vocabulary development techniques and provides context practice. Part 5, dedicated to vocabulary development, consists of eight units, each introducing a set of Latin or Greek word parts or homonyms. Students learn college-level words associated with these word parts and then practice using the key words through context exercises and crossword puzzles.

- Each reading includes vocabulary-in-context exercises, and each chapter summary includes vocabulary review. Chapters and dedicated vocabulary units (Part 5) include crossword puzzles for additional practice.
- Connect Reading teaches multiple vocabulary strategies and includes many learning objectives and questions designed to build vocabulary.

Essential study techniques. *Reading and All That Jazz* shows students how to take control of their study plan through integral study techniques, helping them study more effectively and manage their schedules throughout the term.

- Through multiple activities within the book, students are given an opportunity to learn the key skills necessary for success in school and in life.
- Thirteen highlighted study techniques are presented in the book. Examples include skimming, scanning, underlining and annotating, taking lecture notes, and outlining.

Methodical, step-by-step instruction to facilitate student learning. Students get the most out of the pedagogy and activities through a variety of strategically designed paths.

- Each chapter contains a series of exercises arranged to progress from the relatively easy to the quite difficult.
- Pre-reading material that accompanies reading selections is organized in a consistent format. A section titled “Tuning In to Reading” contains questions designed to actively engage the student with the subject of the upcoming selection. A “Bio-sketch” provides information about each author’s background. “Notes on Vocabulary” offers a discussion of unusual words that appear in the selection.
- Readings are formatted as they would appear in their original source. Selections from magazines or newspapers are formatted to look like magazine or newspaper articles; textbook selections are formatted to look like textbooks. This gives the text a more varied appearance and eases students’ transition to readings they will encounter in other classes as well as outside school.
- “Comprehension Checkup” sections follow a standardized format. Objective questions, written in the style of those found on many standardized tests, come first, followed by “Vocabulary in Context” questions designed to test knowledge of vocabulary used in the selection. A series of open-ended questions for critical thinking follow, titled “In Your Own Words.” Next, a section titled “Written Assignment” calls for more in-depth writing

from the students, and finally “Internet Activity” asks students to do Internet research on topics or issues raised by the selection.

- Power of process supports holistic application of multiple reading strategies and metacognition about the reading process with guided reading assignments.

What’s New in the Sixth Edition of *Reading and All That Jazz*

This book is organized along two dimensions. First, the successive parts of the book focus on skills and strategies that an effective learner and reader must master. Second, the book begins with a narrow perspective—focusing on the student as learner—and then becomes increasingly broad, focusing in turn on interpersonal, social, national, and global issues.

Part 1, *Getting a Handle on College*, is designed to capture students’ attention and interest by helping them discover more about themselves as learners.

- New: Coverage of reading rate (in Introduction)
- New: Coverage of skimming and scanning as study techniques (in Introduction)
- New: Timed reading: “Speaking of Success: Sonia Sotomayor,” excerpt from *P.O.W.E.R. Learning and Your Life*, by Robert S. Feldman (in Introduction)
- New: Chapter 1 devoted to vocabulary development, including vocabulary in context, word structure, dictionary use, and making picture vocabulary note cards
- New: Excerpt from *Understanding Business*, “Learning the Skills You Need to Succeed Today and Tomorrow,” by William G. Nickels (chapter 2)

Part 2, *Discovering Meaning Through Structure*, is directed at developing the basic skills needed to make reading easier and more productive.

- New: Deeply revised chapter 3 on topics, main ideas, and details with a new section on formulating implied ideas and paraphrasing
- New: Excerpt from *Concepts of Biology* by Sylvia S. Mader, “Fire Ants Have a Good Defense” (chapter 3)
- New: Excerpt from *Parenting Without Borders* by Christine Gross-Loh, “Global Food Rules” (chapter 3)
- New: “Ban Cell Phones, Unless Under Squid Attack” by Dave Barry (chapter 3)
- New: Chapter 4 on organizing textbook information and understanding visual aids, focused on the topic of memory
- New: Excerpt from *Essentials of Understanding Psychology* by Robert S. Feldman, “The Foundations of Memory” (chapter 4)
- New: Excerpt from *Power Learning Strategies for Success in College and Life* by Robert S. Feldman, “The Secret of Memory” (chapter 4)
- New: Chapter 5 that consolidates coverage of author’s purpose with modes of writing
- New: Excerpt from *Personal Finance* by Jack Kapoor, “Consumer Credit” (chapter 5)

- New: Introduction to Chapter 6 on transition words and patterns of organization
- New: Discussion of patterns of organization in reading selections (Chapter 6)
- New: Introduction to transition words and patterns of organization (chapter 7)
- New: “My World Now” by Anna Mae Halgrim Seaver (chapter 7)
- New: Excerpt from *Computing NOW* by Glen J. Coulthard, “Identity Theft and How to Avoid It” (chapter 7)
- New: Review Test in Chapter 7 on transition words and patterns
- New: Excerpt from *Interpersonal Communication* by Kory Floyd, “Getting In, Getting Out” (chapter 7)

Part 3, *Interpreting What We Read*, emphasizes reading as an interpretive process.

- New: Introduction to inference (chapter 8)
- New: Discussion of drawing inferences from a mystery, from fables, and from textbook material (chapter 8)
- New: “Abraham Lincoln Denies a Loan,” by Abraham Lincoln (chapter 8)
- New: Introduction to figures of speech (chapter 9)
- New: Introduction to inferring tone (chapter 10)
- New: “The Old Grandfather and His Little Grandson,” by Leo Tolstoy (chapter 10)
- New: “Whale of a Rescue” by Anita Bartholomew” (chapter 10)

Part 4, *Reading Critically*, concentrates on developing critical reading and thinking skills.

- New: Excerpt from *Experience History: Interpreting America’s Past* by James West Davidson et al., “Jackie Robinson Integrates Baseball” (chapter 11)
- New: Excerpt from *Marriages and Families* by David H. Olson, “Factors Affecting Happiness” (chapter 11)
- New: “The Dinner Party” by Mona Gardner (chapter 12)
- New: Chapter 13 with a streamlined discussion of propaganda techniques, logical fallacies, and argument
- New: Creating Venn diagrams as a study technique (chapter 13)

Part 5, *Vocabulary Units*, provides an in-depth exploration of vocabulary .

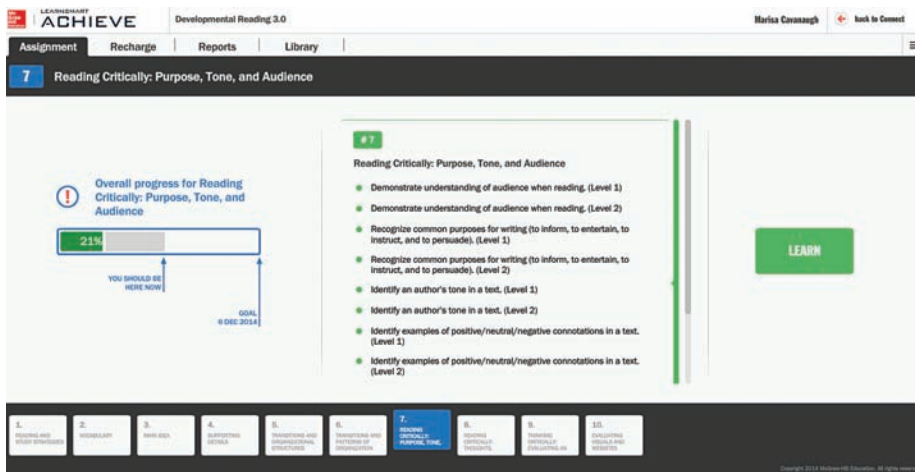
- New: Eight units on homonyms and categories of word parts with exercises and crossword puzzles

Features of the Learning Support System of *Reading and All That Jazz*

Together, *Reading and All That Jazz*, *Connect Reading*, the Annotated Instructor’s Edition, McGraw-Hill’s CREATE, and the Online Learning Center address specific needs of developmental reading courses.

Connect Reading

Connect Reading is a comprehensive and engaging digital program built from the ground up to address the specific needs of reading courses and various redesign models of instruction. Its innovative content and revolutionary learning technology complements *Reading and All That Jazz* with the following:



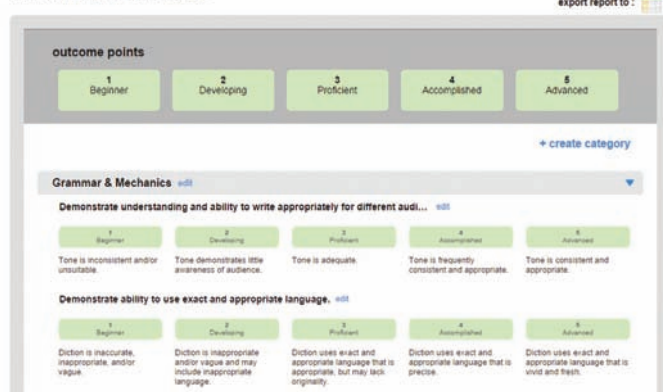
← • *LearnSmart Achieve* offers an adaptive learning experience designed to ensure mastery of reading skills. By targeting particular strengths and weaknesses, *LearnSmart Achieve* facilitates high-impact learning at an accelerated pace.



• *Power of Process* guides students through performance-based assessment activities using the pedagogy of strategies instruction, in which students use strategies to read and respond to the text, and then instructors can assess students' depth of engagement with the text.

view and manage outcomes

You can edit the outcomes you selected (if any), and create new categories and outcomes of your own. If you edit or create outcomes, be sure to save as you go.



← • *Writing Assignments with Outcomes Based Assessment* allow instructors and departments to assess written assignments with custom rubrics built around learning outcomes and to generate detailed reports that support formative assessment and improve efficacy at the student, section, and program levels.

- A **thematic, leveled e-book reader and question bank** provide approximately 140 compelling readings and assessment options that instructors can incorporate into their syllabuses. Four pre-built assessments, aligned with the same topics and learning objectives in *LearnSmart Achieve*, may be used as static pre- and posttests for lower- and upper-level courses.
- **McGraw-Hill Campus** is a Learning Management System (LMS) integration service that offers instructors and students universal single sign-on, automatic registration, and gradebook synchronization of McGraw-Hill Connect products.
- **Connect Insight™** is an analytics tool within Connect that provides a series of visual data displays—each framed by an intuitive question—to provide instructors at-a-glance information regarding how their classes are doing.

Annotated Instructor's Edition

The *Annotated Instructor's Edition* includes on-page teaching tips as well as answers to questions in the text.

McGraw-Hill's CREATE

Through the McGraw-Hill CREATE platform, instructors can easily arrange chapters to align with their syllabus, eliminate chapters they do not wish to assign, and arrange any of the *Reading and All that Jazz* content into a print or e-book text. Instructors can also add their own material, such as a course syllabus, a course rubric, course standards, and any specific instruction for students.

Teaching Resources

The author draws on her own extensive experience in the classroom—as well as the experiences of many other seasoned reading faculty—to offer pedagogical ideas that are effective and easy to use. The Instructor's side of the Online Learning Center, written by the author, contains the following:

- An Instructor's Manual, divided into four sections: (1) Get-acquainted activities; (2) additional chapter exercises, answer keys, and teaching tips, organized by chapter; (3) a test bank, with chapter quizzes, unit tests, a posttest, and final exam; and (4) answer keys.
- Numerous PowerPoints for each chapter.

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Rita McCarthy

Getting a Handle on College

PART

1

CHAPTERS IN PART 1

Introduction Your First Week in Class 2

1 Improving Your Vocabulary 21

2 Becoming an Effective Learner 39



I

Your First Week in Class



CHAPTER PREVIEW

In this chapter, you will

- Learn how to keep track of assignments.
- Learn about reading rate.
- Learn how to skim written material.
- Examine your motivation for attending college.
- Learn how to scan material quickly to locate specific information.

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”

—Colin Powell

Some of you just recently graduated from high school. Others have been out in the “real world” and now realize the importance of a college education. Each of you decides what is important in your life, and you have decided that going to college is important. Besides investing your time, you are investing money, and so you want to get as much benefit as you can out of college. In high school, perhaps many of you did well in your classes without trying very hard. This won’t happen in college, because college is more demanding. Whether you succeed in college is up to you. It is your responsibility to attend class, study, and turn in your work on time. No one else can do it for you.

Reading and studying will be an important part of your college career. You can’t expect to do well in college without having good reading and studying skills. In this

book, we will provide you with techniques for improving these skills. Using these techniques will make the time you spend in college more enjoyable and productive.

Assignment Sheets

Success in college requires an organized and disciplined approach. So, one of the first things you need to think about is how to organize yourself as a serious student. Perhaps the easiest way to improve your college performance is to take charge of your assignments. Many of your assignments will be listed in the class syllabi, while other assignments will be announced in class. In some classes, late assignments will receive less credit, and in others, they will not be accepted at all—no excuses!

The best way to keep a record of your classroom assignments is by using assignment sheets. Developing the habit of carefully recording your assignments is crucial not only in this class but in your other classes as well. On the next page are samples of three types of assignment sheets. The first sample shows a weekly format, the second a monthly format, and the third a “continuous log” format. You can find a copy of each type of assignment sheet in the Appendices. Whichever format you prefer, be sure to make additional copies of it for future use.

Your First Assignment

Now you can write down your first assignment for this class. This assignment will be due the next class session. On page 5 you will find a crossword puzzle that will introduce you to the material covered in this book. Read the clues, use the table of contents and index to find the answers in the book, and record the answers in the puzzle. Bring your completed puzzle the next time class meets.

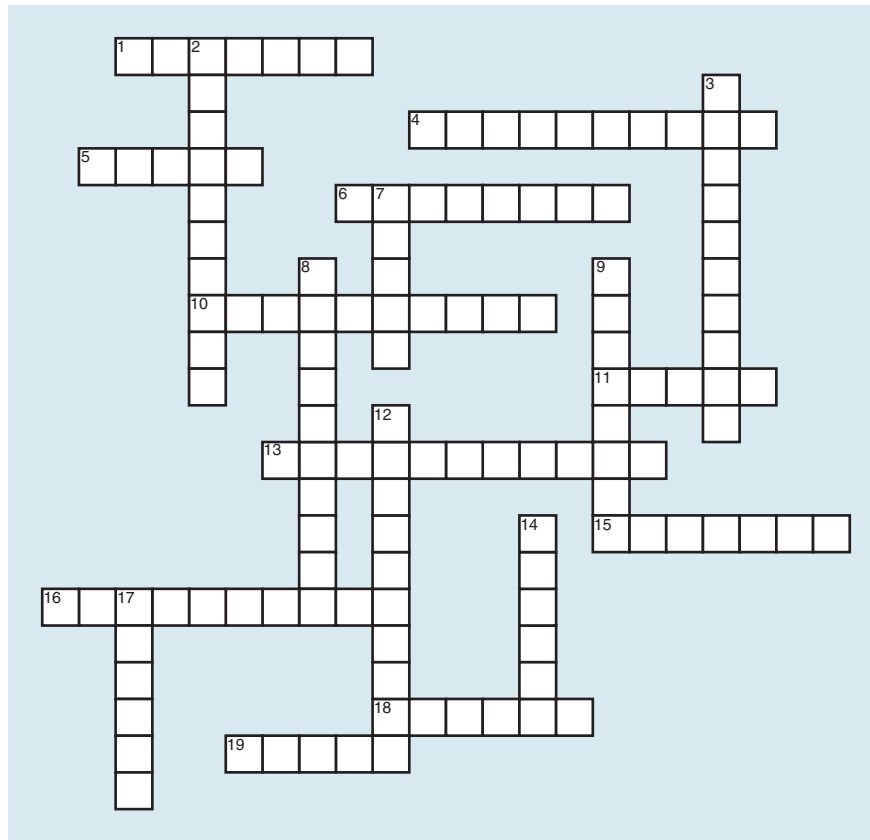
A Discussion of Reading Rate

Good readers learn to read flexibly—that is, they adjust their speed according to the difficulty of the material and their specific purpose in reading it. For example, if you are already familiar with the topic of a reading and none of the ideas are new to you, you might read the material rapidly. If, however, the subject is especially important to you and also unfamiliar, you probably need to read it slowly and carefully, and maybe even more than once.

The average adult reading rate on material of moderate difficulty is 250 words per minute with 70 per cent comprehension. College-level readers typically read at a rate of 300 words per minute. Many of you want to become faster readers without sacrificing your ability to comprehend the material. The following are some suggestions you might try to speed up your reading.

- Time yourself reading relatively easy material such as your local newspaper, *USA Today*, or *People* magazine. The selections are usually short, interesting, and topical. Set a timer and keep track of the number of pages you read.
- Many of the best authors today write in the young adult category, including J. K. Rowling (*Harry Potter*), Stephenie Meyer (*Twilight*), and Suzanne Collins (*The Hunger Games*). These novels would all be appropriate to practice on as would many of the shorter novels by John Steinbeck. You might also want to practice on short nonfiction selections. The important thing is to read for at least 20 minutes each day with no distractions.

Introduction Crossword Puzzle



ACROSS CLUES

1. _____ are one type of figure of speech. They use words such as *like* and *as*.
4. "Notes on _____" will introduce you to difficult words in the reading selections.
5. A word part meaning "four." (Vocabulary Unit 2 in Part 5)
6. One type of pattern of organization in Chapter 6 is the comparison-_____ pattern.
10. Chapter 8 contains information about _____ (s).
11. In the Introduction, you will be introduced to _____ Skills Technique 1: Skimming.
13. One type of learning style discussed in Chapter 1.
15. In Chapter 2, there is an excerpt by William G. _____.
16. Both authors of this textbook attended colleges in _____.
18. The author of "A Hanging" is George _____.
19. A Robert Frost poem in Chapter 9 is titled "The Road Not _____."
7. Chapter 6 introduces you to the spatial _____ pattern of organization.
8. The first type of context clue discussed in "Vocabulary: Words in Context" in Chapter 1.
9. The "Q" in SQ3R stands for _____.
12. In Chapter 5, "Students Who Push Burgers" is listed as reading _____.
14. Chapter 4 covers _____ aids.
17. Chapter 2 has a reading by _____ Ponte.

DOWN CLUES

2. The publisher of this book is _____. (Don't use a hyphen.)
3. Chapter 13 discusses _____ techniques.

- Go to the Appendix of this textbook. We have provided you with seven timed readings on music-related topics. All the readings have approximately the same number of words and the same level of difficulty, so you can easily determine if you are improving your reading rate. All you need is a timer and a pen or pencil.

Two techniques for rapid reading are introduced in this chapter. First, you are going to be practicing with Study Technique 1: Skimming. Readers who skim are typically trying to get an overview of material. They read at a rate of approximately 800 words per minute.

You are also going to be working with Study Technique 2: Scanning. Readers who scan are trying to locate a specific piece of information. Again, scanning is rapid reading, usually around 1,000 words per minute.

Now let's determine your present speed for reading nonfiction.

Timed Reading

Directions: How many words do you read on average? Read the following selection at your usual reading rate. Time your reading so that you can calculate your rate. When you finish, answer the 10 true or false questions without looking back at the selection.

To calculate your word-per-minute rate, begin on the exact minute (zero seconds). Record your starting and stopping times and then consult the instructions on Page 7, to determine your reading rate.

Starting time: _____

Stopping time: _____

SPEAKING OF SUCCESS: SONIA SOTOMAYOR



U.S. Supreme Court Justice Sonia Sotomayor's educational journey was not an easy one, but hard work, determination, and a supportive family helped her to become the first Latina and the third woman to serve in the Supreme Court's 220-year history.

Sotomayor's parents moved from Puerto Rico to New York City in the 1950s, and she grew up in a working-class Bronx neighborhood where both of her parents worked. At the age of 9, her father's death was an emotional blow, but she immersed herself in books—particularly the Nancy Drew series, which started her thinking about crime solving. That, and doing her homework in front of the TV while watching lawyer Perry Mason, ignited her goal of pursuing law.

She went on to graduate from Cardinal Spellman High School in New York City and was able to earn a scholarship to college. Although her undergraduate years were challenging, she was ultimately successful, graduating with honors. After graduation, she went on to law school.

"Although I grew up in very modest and challenging circumstances, I consider my life to be immeasurably rich," Sotomayor said.

"My mother taught us that the key to success in America is a good education," Sotomayor said at her Senate confirmation hearing. "And she set the example, studying alongside my brother and me at our kitchen table so that she could become a registered nurse."

Close to her family, the Supreme Court Justice notes that her mother, who worked six days a week as a nurse to support her and her brother, is her greatest inspiration. And while her achievements have been attained through hard work, she points to an appreciation for the opportunities she has had.

“It is our nation’s faith in a more perfect union that allows a Puerto Rican girl from the Bronx to stand here now,” she said during her swearing-in ceremony. “I am struck again by the wonder of my own life and the life we in America are so privileged to lead.”

(Robert S. Feldman, *P.O.W.E.R. Learning and Your Life: Essentials of Student Success*, 2/e, McGraw-Hill, 2014, p. 73)

Calculating Your Reading Rate

To calculate your reading speed (words per minute), you need to know the number of words in the selection. We have provided the number of words for our timed reading selections. There are 336 words in the “Sonia Sotomayor” selection.

1. Take the number of words in the selection and divide it by the number of minutes it took you to read the material. For example, if you read the selection in two minutes, you divide 336 by 2. Your reading rate is 168 words per minute.
2. If your time does not come out evenly, convert everything into seconds, and then back into minutes. Let’s assume you read the selection in 1 minute and 30 seconds. Take the number of minutes (1) and multiply by 60. This gives you 60 seconds. Now add the seconds (30) for a total of 90 seconds ($60 + 30$). Divide the number of words (336) by the number of seconds (90). So $336/90 = 3.73$ words per second. Now multiply by 60 to get to the words per minute. So $3.73 \times 60 = 228$ words per minute.

True or False Questions

- _____ 1. Sonia Sotomayor’s father served as her inspiration.
- _____ 2. Sonia Sotomayor is of Puerto Rican descent.
- _____ 3. Sonia Sotomayor’s mother wanted to become a registered nurse.
- _____ 4. The Harry Potter books were Sotomayor’s particular favorites.
- _____ 5. Sonia Sotomayor grew up in a working-class neighborhood in New York.

STUDY TECHNIQUE 1: SKIMMING

Skimming (sometimes called previewing or surveying) is a means of familiarizing yourself with the content and organization of reading material before you begin to read it carefully.

The following assignment provides an example of how to skim. On pages 7–9, read only the material that is underlined, which includes the

pre-reading sections (Tuning In to Reading, Bio-Sketch, and Notes on Vocabulary), the title of the selection, the headings and subheadings, the first sentence of each paragraph, and the print in bold and italics. Then answer the true-or-false questions in the Comprehension Checkup at the end of the reading.

READING

“Effort produces success.”

TUNING IN TO READING Did you know that approximately half of those who begin taking classes at a community college will drop out by the end of the first year? Notice how many cars there are in the parking lot now. As the days and weeks pass, you will see more empty parking spaces as students drop out for one reason or another. You are the one who decides whether you are going to be a survivor. Decide to be a survivor!

READING *(continued)*

BIO-SKETCH The author of the following selection, Robert S. Feldman, remembers being overwhelmed when he first started college. He wondered whether he was capable of meeting the challenges of college, and he realized he had no idea what it took to be successful. Feldman, the author of numerous books, went on to receive a doctorate in psychology and today teaches at the University of Massachusetts.

NOTES ON VOCABULARY

swollen head an exaggerated sense of self-importance. Someone who has a *swollen head* thinks he is more intelligent or more important than he actually is.

MOTIVATION

Robert S. Feldman

Finding the Motivation to Work

"If only I could get more motivated, I'd do so much better with my _____
" (insert *schoolwork, diet, exercising,* or the like—you fill in the blank).

All of us have said something like this at one time or another. We use the concept of **motivation**—or its lack—to explain why we just don't work hard at a task. But when we do that, we're fooling ourselves. We all have some motivation, that inner power and psychological energy that directs and fuels our behavior. Without any motivation, we'd never get out of bed in the morning.

We've all seen evidence about how strong our motivation can be. Perhaps you love to work out at the gym. Or maybe your love of music helped you learn to play the guitar, making practicing for hours a pleasure rather than a chore. Or perhaps you're a single mother, juggling work, school, and family, and you get up early every morning to make breakfast for your kids before they go off to school.

All of us are motivated. The key to success in and out of the classroom is to tap into, harness, and direct that motivation.

If we assume that we already have all the motivation we need, learning becomes a matter of turning the skills we already possess into a habit. It becomes a matter of redirecting our psychological energies toward the work we wish to accomplish.

But there's a key concept that underlies the control of motivation—viewing success as a consequence of effort.

Effort produces success. Suppose, for example, you've gotten a good grade on your mid-term. The instructor smiles at you as she hands back your test. How do you feel?

You will undoubtedly be pleased, of course. But at the same time you might think to yourself, "Better not get a swollen head about it. It was just luck. If she'd asked other questions I would have been in trouble." Or perhaps you explain your success by thinking, "Pretty easy test."

If you often think this way, you're cheating yourself. Using this kind of reasoning when you succeed, instead of patting yourself on the back and thinking with satisfaction, "All my hard work really paid off," is sure to undermine your future success.

A great deal of psychological research has shown that thinking you have no control over what happens to you sends a powerful and damaging message to your self-esteem—that you are powerless to change things. Just think of how different it feels to say to yourself, “Wow, I worked at it and did it,” as compared with “I lucked out” or “It was so easy that anybody could have done well.”

In the same way, we can delude ourselves when we try to explain our failures. People who see themselves as the victims of circumstance may tell themselves, “I’m just not smart enough” when they don’t do well on an academic task. Or they might say, “Those other students don’t have to work five hours a day.”

The way in which we view the causes of success and failure is, in fact, directly related to our success. Students who generally see effort and hard work as the reason behind their performance usually do better in college. It’s not hard to see why: When they are working on an assignment, they feel that the greater the effort they put forth, the greater their chances of success. So they work harder. They believe that they have control over their success, and if they fail, they believe they can do better in the future.

Here are some tips for keeping your motivation alive:

- **Take responsibility for your failures—and successes.** When you do poorly on a test, don’t blame the teacher, the textbook, or a job that kept you from studying. Analyze the situation and see how you could have changed what you did to be more successful in the future. At the same time, when you’re successful, think of the things you did to bring about that success.
- **Think positively.** Assume that the strengths that you have will allow you to succeed, and that, if you have difficulty, you can figure out what to do, or get the help you need to eventually succeed.
- **Accept that you can’t control everything.** Seek to understand which things can be changed and which cannot. You might be able to get an extension on a paper due date, but you are probably not going to be excused from a college-wide requirement.

(Robert S. Feldman, *P.O.W.E.R. Learning and Your Life: Essentials of Student Success*, 2/e, McGraw-Hill, 2014)



COMPREHENSION CHECKUP

True or False

Directions: Without referring back to the reading, answer the following questions. Write T or F in the space provided.

- _____ 1. To stay motivated, it is important to remain positive.
- _____ 2. You are harming your self-esteem when you think you have no control over your future.
- _____ 3. The amount of effort you put into something has very little to do with your eventual success.
- _____ 4. Professor Feldman never had any doubts about whether or not he would be successful in college.
- _____ 5. To stay motivated, you must learn to accept responsibility for your failures as well as your successes.