

STUDY POWER



A Novel That Teaches
By Thomas A. Velasquez
Professor Emeritus, CCSF

Discover
The Study Power
Of Group Learning

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Prologue

Before your grandparents' grandparents went to school, or at least dreamed about going to school, students were expected to learn huge amounts of information they had to recite aloud.

Students in elementary school graduated from the eighth grade with more knowledge than many high school graduates now have. They solved problems without calculators or computers, could reel off historical facts, recite poetry, quote passages from books by famous writers and write essays that many college students would be proud of today. Then a dark cloud fell upon the schools of the land. Students found it difficult to read and remember what they had read. Many could not spell, and their grammar was very poor. Others had a hard time adding the figures in a grocery list. Why had this happened?

Answers came fast and furious. Some said it was the fault of both parents working. Others blamed radio, the movies, television, video games, computers, and even a lack of vitamins and minerals in breakfast cereals.

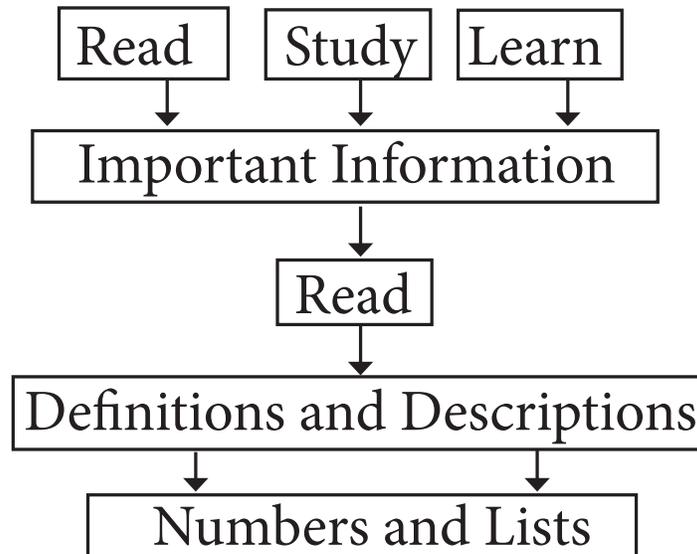
Actually **students do not do very well in school because they need to know how to study effectively by themselves or with others.** They do their best, but they need to know what to study, how to remember what they have read or heard in class, or how to prepare for and take exams. Fortunately those skills can be learned by average students in a very short period of time while they are attending classes and reading assigned texts.

This book is designed to help students quickly learn and apply those skills to all of their subjects ranging from Algebra to Zoology.

Thomas A. Velasquez

Chapter 1 ~ The Most Important Data (p. 1-40)

Interactions between the **high school** and **first year college students** Ann, Alice, Bill, Francisco, Jane, and Sandra with their teacher Mrs. Lee provide the information that is revealed in the novel. The students discover they need to learn: **names, definitions, descriptions, numbers and lists**. Page 40 has a chart that summarizes the information that is included in the first chapter of *Study Power*. The study techniques and memorization aids are presented in ways that are easy to interpret and enjoyable to learn. For example, teachers use certain key words and phrases in their lectures to signify important data such as, “This is important!” and, “Read pages _ to _ very carefully.” “That data will probably be in the next or final exam and should be included in your notes.” Tap into your powers of observation, memory and logic to achieve academic excellence.



Chapter 2 ~ Taking Notes (p. 41-72)

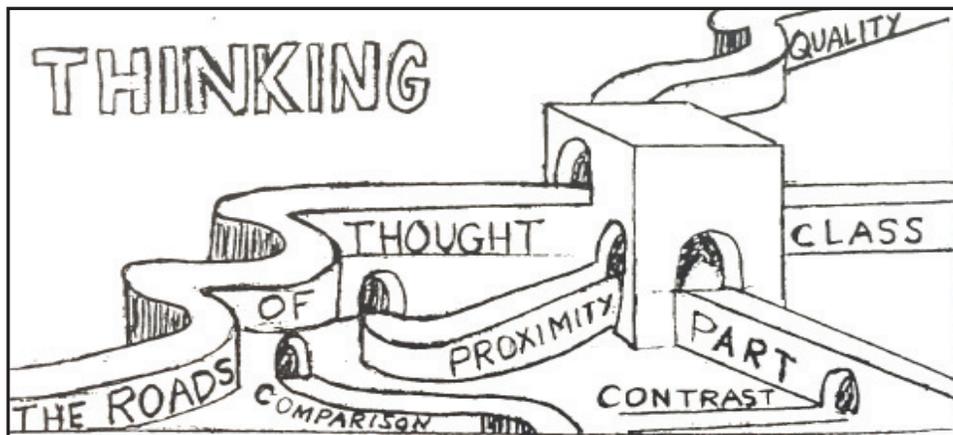
Readers need to take notes as they gather information about the subject they are studying, whether it be from Algebra to Zoology. They also need to refer and locate information and interpret, rephrase, agree or disagree with the ideas presented. It is wise for them to keep a journal for each subject they are pursuing.

Chapter 3 ~ Vowel Number System (p. 73-108)

Readers are provided with a special **memory system** to help **remember numbers, dates, and lists of words**. This is especially important in this technical age with so many passwords, dates and lists to remember. The Consonant-Number Sound System can be used to recognize, interpret, analyze, synthesize, evaluate, and retain important data. A chart of this special system is provided on page 94, which helps the student memorize the number system process.

Chapter 4 ~ Using the Keys of Wisdom and the Roads of Thought (p. 109-140)

The knowledge of the Keys of Wisdom and the Roads of Thought, help students prepare for and take exams, and to develop and deliver better speeches and essays.



THE KEYS OF WISDOM

KEYS	OPENS DOORS TO
WHO?	Names of persons (Nominative Case)
WHOM?	Names of persons (Objective Case)
WHAT?	Names of places or things
WHICH ONE(S)?	Descriptive words, phrases or clauses
WHICH KIND(S)?	Descriptive words, phrases or clauses
HOW MANY?	Numbers
HOW MUCH?	Quantities
WHEN?	A time or times
WHERE?	A place or places
WHY?	Reason or Purpose
HOW?	Means or Ways
IF X, THEN WHAT?	Projected outcomes or actions

Chapter 5 ~ Remembering Lists (p. 141-169)

In this chapter, Jane and Bill discuss with the group how they remembered the names of the Great Lakes from East to West as well as from West to East. Mrs. Lee describes the Seven Secrets for Peak Performance.

Chapter 6 ~ Using the Peg System (p. 169-196)

Using the **Roads of Thought**, the **Keys of Wisdom** and the **Number - Consonant Sound System**, the readers learn to use Pegs to remember lists.

Chapter 7 ~ The Three Power Study Group (p. 179-212)

The students work in small groups of two to three people. They choose a book they are currently studying to write questions using the **Table of Contents** and the **Index**. Each group member writes questions, reads and discusses answers to the questions they generate, and the group then provides helpful and encouraging advice. The dialogue that takes place between students is cheerful and animated.

Chapter 8 ~ Answering Essay Questions (p. 213-244)

Readers learn the importance of **planning** their essays, including: **predicting** what the essay question will be, **agreements** or **disagreements** with the author or the teacher, **creating** a **provocative** and **stimulating opening**, and more.

Below is a sample of the Essay Outline from pages 241-242

I. Introduction

- A. Begin with a brief, relevant opening.**
- B. Write a transition to link your opening and thesis.**
- C. Write your Thesis**
- D. Define ambiguous words**
- E. Write a brief**

II. Body - Develop your thesis.

III. Conclusion

Chapter 9 ~ Study Time for Music (p. 245-268)

Students learn the value of studying with classical music, specifically from the **Baroque period**. Studies have shown that this type of music increases memory retention by reducing stress levels and anxiety associated with studying.

Chapter 10 ~ The Power of Thought (p. 269-300)

Students learn that positive thoughts through affirmations or actions, are important to help retain new information and to feel good about studying. Negative thoughts can be very detrimental.

An excerpt from page 300:

“Chanting a positive affirmation sounds like a good idea to me. It would help me to overcome some of the negative thoughts I have about learning some of my subjects.”

“How did you feel, Alice?” Mrs. Lee asked.

“I felt the sounds we were producing vibrating within my body. The sounds totally absorbed me. Bill’s affirmation worked out just right. I had a deep feeling of relaxation. I’m more alert now than if I had a nap. I go along with the others concerning chanting an affirmation.”



To the Reader: Write a positive affirmation for yourself about any subject. Record it with Baroque music in the background. Make the recording about three minutes in length, and chant with yourself. Practice meditating with Baroque music for ten or twenty minutes a day. You will be amazed by the results.

Chapter 11~ Where do we go from here (p. 301-324)

Readers review all of the lessons and study tools, and learn how to apply them consistently throughout the school year. They are encouraged to reflect on what they have learned, such as memorization skills, how to think logically and organize their thoughts, and the importance of being conscientious of the welfare of others.

Study Power (Back Cover)

Learn with the students in this novel the powerful study techniques and strategies that can make a major difference in your education. Then tap into your powers of observation, memory, and logic to achieve academic excellence.

- Discover the most important data on the pages of your textbooks
- Create better notes to enhance your memory.
- Learn effective ways to memorize numbers and lists.
- Use the Keys of Wisdom and the Roads of Thought to recognize, interpret, analyze, synthesize, evaluate and retain important data.
- Employ music to study more effectively.
- Master proven ways to develop and deliver better speeches and essay answers.
- Discover how sleep, diet, exercise, and attitude affect your learning.
- Learn how to predict examination questions.



Thomas Aquinas Velasquez, Emeritus Professor of English, City College of San Francisco, recognized the desperate need of incoming students to learn as quickly as possible how to study effectively and help one another accomplish their academic goals. This intensive study program was born from that need.