

# **Instructor's Manual & Test Bank**

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## FOCUS on College Success Concise Edition



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## **FOCUS on College Success Concise Edition**

**Constance Staley**

Prepared by

**Constance Staley**  
and  
**Catherine Andersen**



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# INTRODUCTION

by Constance Staley

“Teaching is the greatest act of optimism.” ~*Colleen Wilcox*

So you’re going to teach a first-year seminar? Great! What an opportunity to get to know your students in a small class format, refine your teaching skills, and enhance your own learning! Many instructors say teaching a first-year seminar has changed the way they teach *all* their classes and that, perhaps for the first time, they truly understand a fundamental truth of best practice: high expectations *and* high support. Perhaps you’re new to the course, or you may be a seasoned instructor using *FOCUS on College Success* for the first time. You may be working with “traditional” first-year students or non-traditional adult students. Regardless, teaching this multi-disciplinary skills course can reinforce something you already know: that teaching is about relationship-building. Unlike large lecture classes, in a first-year seminar you have the luxury of doing just that. Some say that building relationships with students today is more essential than ever. Countless books and articles have been written about today’s college students. What does the literature say about them?

“Millennials [born between roughly 1980 and 1994] have grown up with more choices and more selectivity in the products and services they use, which is why they do not have, for example, a generational music.... They rarely read newspapers—or, for that matter, books. They are impatient and goal oriented. They hate busywork, learn by doing, and are used to instant feedback. They want it *now*. They think it's cool to be smart. They have friends from different ethnic backgrounds. They want flexibility—in the classroom and in their lives. ‘To get this generation involved, you have to figure out a way to engage them and make their learning faster at the end of the day. Is it possible to do that? I think the answer is yes, but the jury is out.’”<sup>1</sup>

While this description may or may not fit your experience, many of us with decades of teaching experience know that things have changed. It’s become more challenging, many instructors believe, to “compete” with television, the Internet, movies, music, and all the distractions available in our culture (hence the title of this textbook, *FOCUS*). Engaging students requires increased effort and creativity, and students want more from us, like ready access and quick results. That’s why I believe teaching is more challenging than ever; however, along with the challenges comes greater potential for fulfillment. That’s why I wrote *FOCUS on College Success*: to help you in your search to “figure out a way to engage them and make their learning faster at the end of the day.” *FOCUS* is rich with options for you and filled a variety of built-in features for your students. Just as students learn differently, instructors teach differently. We each have our own styles and methods, but we also eagerly pursue ways to do it better. A first-year seminar course is “all about them” (meant in the best sense of the phrase) and how much

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<sup>1</sup> (2007, January 5). How the new generation of well-wired multitaskers is changing campus culture. *Chronicle of Higher Education*. Available at <http://chronicle.com/weekly/v53/i18/18b01001.htm>

they can learn and *apply*, not only in your course, but in all their classes and their careers beyond college.

One of my graduate students asked me recently, “Why do you care so much about teaching? Why have you devoted your career to becoming the best teacher you can be?” I thought about it for a moment and replied, “My motives are selfish. I care so much about teaching because that is how I learn.” She nodded in recognition and smiled.

As I thought about writing the introduction for Catherine Andersen’s Instructor’s Resource Manual for *FOCUS*, one of my favorite stories of all time came to mind:

The huge printing presses of a major Chicago newspaper began malfunctioning on the Saturday before Christmas, putting all the revenue for advertising that was to appear in the Sunday paper in jeopardy. None of the technicians could track down the problem. Finally, a frantic call was made to the retired printer who had worked with these presses for over forty years. “We’ll pay anything; just come in and fix them,” he was told.

When he arrived, he walked around for a few minutes, surveying the presses; then he approached one of the control panels and opened it. He removed a dime from his pocket, turned a screw  $\frac{1}{4}$  of a turn, and said, “The presses will now work correctly.” After being profusely thanked, he was told to submit a bill for his work.

The bill arrived a few days later, for \$10,000.00! Not wanting to pay such a huge amount for so little work, the printer was told to please itemize his charges, with the hope that he would reduce the amount once he had to identify his services. The revised bill arrived: \$1.00 for turning the screw; \$9,999.00 for knowing which screw to turn.

~Anonymous

Teaching *is* the greatest act of optimism, as the Colleen Wilcox quotation asserts at the beginning of this introduction, not because today’s students are so challenging to teach, but because we believe in the power of students to learn. We know that we can help them discover “which screw to turn” as learners. Underneath it all, we have confidence in our students, who will build a future for us, our children, and our society. We have faith in the power of higher education to transform lives. And finally, we believe in ourselves as *we* learn to become better teachers from *them*.

## What is this course about?

---

“The great end of education is to discipline rather than to furnish the mind; to train it to the use of its own powers rather than to fill it with the accumulation of others.” ~Tryon Edwards

A first-year seminar course is about many things: helping students understand themselves and teaching them how to successfully navigate the first year of college. They will learn about how they learn and what motivates them. They will identify campus resources and understand that

using these opportunities effectively will help them to succeed. They will comprehend the benefits of managing time and money, and the consequences of not doing so. They will develop specific academic skills such as thinking critically and creatively, reading, writing, and speaking, as well as enhance specific study skills such as memory techniques, note-taking, studying, and taking tests effectively. They will learn about choosing majors and careers, and ways to develop life-long skills in managing relationships, valuing diversity, and working toward wellness.

Bloom asserted many years ago that teachers have three types of goals: *affective*, *behavioral*, and *cognitive*. As opposed to upper-level discipline-based courses, for example, which emphasize the cognitive domain primarily, in first-year seminars, affective, behavioral, and cognitive goals are more equally weighted. Instructors work to cultivate attitudes and beliefs in first-year students, to foster behaviors that will lead to academic success, and to help them learn about learning from a variety of vantage points and in a variety of ways. Many faculty are most comfortable working in the cognitive domain because, after all, we are subject matter experts: psychologists, mathematicians, or historians, for example. An upper division philosophy course will operate heavily in the cognitive domain. However, research dictates that we must operate in all three domains, despite the specific course content being taught, and in a first-year seminar, instructors must be comfortable with all three types of teaching and learning goals.

Ultimately, first-year seminars are about *metacognition*: “Metacognition is about having an ‘awareness of [your] own cognitive machinery and how the machinery works.’ It’s about knowing the limits of your own learning and memory capabilities, knowing how much you can accomplish within a certain amount of time, and knowing what learning strategies work for you.”<sup>2</sup>

## Why is the course important?

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“The task of the excellent teacher is to stimulate ‘apparently ordinary’ people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people.”  
~K. Patricia Cross

Some academicians undervalue skills courses of any kind. Theory always trumps skills in their minds. And as a multidisciplinary skills course, a first-year seminar is even more suspect. However, the first year of college is the foundational year. If students are successful in the first year, their chances of graduating are greatly enhanced. Often, students’ grades in their first-year seminar courses are predictive of their overall first-term success. As Chapter 1 of *FOCUS* asserts to student readers, “In short, the weight of evidence indicates that FYS [first-year seminar] participation has statistically significant and substantial, positive effects on a student’s successful transition to college....And on a considerable array of other college experiences known to be related directly and indirectly to bachelor’s degree completion.”<sup>3</sup>

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<sup>2</sup> [Staley, C. (2009). *FOCUS on College Success*. Belmont, CA: Wadsworth; Melchenbaum, D., Burland, S., Gruson, L., & Cameron, R. (1985). Metacognitive assessment. In S. Yussen (Ed.), *The growth of reflection in children*. Orlando, FL: Academic Press.]

<sup>3</sup> [Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass, p. 403.]

First-year seminar instructors (and motivated students) understand the value of connecting with other students and an instructor who is invested in their success, of honing academic skills, and of applying what they learn across all their courses. First-year seminar courses are about making “winners” out of *all* students who will internalize and apply what they learn.

## **How is a first-year seminar different from other academic courses? How is the course organized?**

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“In teaching it is the method and not the content that is the message...the drawing out, not the pumping in.” ~*Ashley Montagu*

First-year seminar courses come in all shapes and sizes. According to the 2006 national survey conducted by the National Resource Center on the First-Year Experience and Students in Transition:

### **Models**

- 60 percent of reporting institutions offer extended orientation seminars
- 28 percent offer academic seminars with generally uniform content across sections
- 26 percent offer academic seminars on various topics
- 15 percent offer pre-professional or discipline-linked seminars
- 22 percent offer basic study skills seminars
- 20 percent offer a hybrid
- 4 percent offer some “other” type of first-year seminar

(Note: Percentages are rounded off; some schools offer more than one type of seminar.)

### **Course Objectives (regardless of the model)**

1. Develop academic skills
2. Provide an orientation to campus resources and services
3. Self-exploration/personal development

### **Course Topics**

1. Study skills
2. Critical thinking
3. Campus resources
4. Academic Planning/Advising
5. Time management

[For further information, see <http://www.sc.edu/fye/research/surveyfindings/surveys/survey06.html>]

You’ll notice that *FOCUS* covers thirteen different, multifaceted topics that are known to contribute to student success, including those identified as the most common components of first-year seminars nationally. Each chapter is grounded in research (documented in endnotes so that citations are not intrusive), and the learning system and features, which are part of the book’s infrastructure, are carried throughout the text. Students may not even realize the extent to which they are being motivated, challenged, and supported as they develop as learners.

There is no one right way to teach a first-year seminar although themes contributing to success may be found across institutions and programs. What then makes a first-year seminar successful? According to Randy Swing, Senior Fellow for the Policy Center on the First Year of College, the answer to that question is *engaging pedagogy*: “If your seminar intends to produce learning outcomes in critical thinking, writing, reading, and oral presentation skills; connections with faculty; or time management skills, then a critical first step is to ensure that seminars are delivered with a high level of engaging pedagogy”... a variety of teaching methods; meaningful discussion and homework; challenging assignments; productive use of class time; and encouragement for students to speak in class and work together.”<sup>4</sup>

First-year seminars must include many different ways to get students engaged in course material. Because so many students are multimodal and kinesthetic learners today, we must be creative in designing ways to engage them. Engagement is a primary underlying goal of the *FOCUS* experience—“drawing out, not pumping in”—as is building a community of learners who understand the value of this unique course in their current and future success.

Instead of simply discussing the chapter each week, change the format from time to time: set up a debate; actually do the alcohol poisoning simulation in Chapter 5; divide the class into smaller groups, and let each class group teach a chapter; or “VARK” a chapter and let groups teach portions based on their common learning style preferences; employ a community-based service-learning project; bring in a panel of professionals representing different careers; follow some of Catherine’s activity suggestions, or try one of the new activities I’ve developed for inclusion later in this manual. As I’ve often said, a steak dinner may taste good, but would you want the same meal every evening for a month? Vary how you spend your class time, so that students are curious about what to expect and come to class ready to be engaged.

## **Am I qualified to teach the course?**

---

“Effective teaching may be the hardest job there is.” ~*William Glasser*

Institutions have different rules about qualifications, but if you have been invited to teach a college success course, you are undoubtedly qualified. Someone has recognized your teaching expertise and your ability to build relationships with learners. No one has an advanced degree in College Success, but as a faculty member, student affairs professional, or adjunct instructor, you yourself have been academically successful. If you are a faculty member, remember that regardless of whether you teach chemistry, sociology, or geography, for example, most college professors have not received instruction on the practice of teaching even though they are well versed in their disciplines. If you are a counselor or advisor, you bring a helpful skill set to this

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<sup>4</sup> [Swing, R. (2002). [http://209.85.173.104/search?q=cache:q8hFMHQ-354J:www.csuchico.edu/vpaa/FYEpdf/First\\_Year\\_Initiative\\_Benchmark\\_Study.pdf+Randy+Swing+%22engaging+pedagogies%22&hl=en&ct=clnk&cd=2&gl=us](http://209.85.173.104/search?q=cache:q8hFMHQ-354J:www.csuchico.edu/vpaa/FYEpdf/First_Year_Initiative_Benchmark_Study.pdf+Randy+Swing+%22engaging+pedagogies%22&hl=en&ct=clnk&cd=2&gl=us); [http://209.85.173.104/search?q=cache:q8hFMHQ-354J:www.csuchico.edu/vpaa/FYEpdf/First\\_Year\\_Initiative\\_Benchmark\\_Study.pdf+%22first-year+seminar%22+%22engaging+pedagogies%22&hl=en&ct=clnk&cd=2&gl=us](http://209.85.173.104/search?q=cache:q8hFMHQ-354J:www.csuchico.edu/vpaa/FYEpdf/First_Year_Initiative_Benchmark_Study.pdf+%22first-year+seminar%22+%22engaging+pedagogies%22&hl=en&ct=clnk&cd=2&gl=us) ]

course, and if are teaching as an adjunct, you have real-world experience to bring to the classroom.

Teaching, as the quotation above notes, is difficult. Good teaching is at times downright exhausting. But noting the outcomes, accepting the gratitude of thankful students, and observing their future success is more than worth the effort. Attend the first-year seminar faculty training sessions provided by your institution. Use your first-year seminar colleagues for support, exchange reflections about the *FOCUS* features and activities that have worked well, and share new ideas. Work together as a group to develop a mission statement, rubrics, and a set of desired, intentional learning outcomes. And as you're advised later in Catherine Andersen's chapter-by-chapter guide, make notes to yourself about what you've learned in teaching each topic, and record what you may want to do differently next time. Record these observations while you're teaching the course, so that when you teach it again, you won't have forgotten.

## How should I communicate with my students?

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“The most important knowledge teachers need to do good work is a knowledge of how students are experiencing learning and perceiving their teacher's actions.” ~*Steven Brookfield*

The quality and quantity of communication with your students are essential to your students' success and your satisfaction with your teaching experience. Consider these suggestions:

- **Set guidelines.** Will you accept text messages? Will you give students your home or cell phone numbers? Will you communicate via Facebook, MySpace, or neither? Will you hold virtual office hours? Will you require students to communicate via your institution's e-mail system, as opposed to all the other options available (yahoo, gmail, etc.) Will you expect a certain level of grammatical correctness, even in informal messages? Will you require a tone of mutual support and “professionalism”? Will you encourage your students to check their e-mail accounts daily (at a minimum)? Think beforehand about the best ways to develop relationships with your students, and let them know how you'd like to communicate with them.
- **Praise, when it's warranted.** You've experienced it: you open an e-mail message from a student that says, “I really enjoyed class today. I'd never thought about many of the things we discussed. Thanks for being such a great teacher.” Do the same for your students, either face-to-face or electronically. It only takes a few seconds to write a student a message like this: “Wow! The presentation you gave in class today was brilliant. I could tell how much time you invested in researching the topic and creating your PowerPoint slides. Thanks for all your hard work!” Positive reinforcement goes a long way.
- **Respond right away.** If at all possible, take quick action when it comes to your students' success. Recently I received an e-mail from a student that read, “Professor Staley, I've been traumatized by something that happened recently in my home town. I can't continue. Today I'm going to drop all my classes, forfeit my scholarship, and leave school.” When I got that e-mail, I placed a few phone calls and wrote back, “Dear \_\_\_\_\_, This is a very important

decision. Let's talk about it before you do anything. My Assistant Director and the Dean will meet you in your financial aid advisor's office in an hour." The group rallied around her, and today she's in school and doing well. That one moment in time was critical. Of course, it's not always possible to respond quickly. Had I been busy in meetings or otherwise away from my computer, this student's future might have been very different. But sometimes timing is critical in getting students over a hump.

- **Be persistent.** If a student is missing in your small class, give him a call on your cell phone, and pass the phone around so that all his classmates also invite him to class. Knock on his residence hall door. I once staged an "intervention" when I heard that one of my students didn't have his assigned presentation done, so he was playing hacky sack with his friends outside the building instead of coming to class. The entire group went outside and "captured" him and brought him to class. When he turned around and saw 16 people approaching him, he said, "But I don't have my assignment done" to which the group replied, "Come to class, anyway!" He was deeply touched by this gesture of support, came to class, and never missed again. You may not go to such extraordinary measures with more mature students, but in this case, our wayward first-year student learned his lesson. Experiences like this one have contributed to my philosophy in this course: Remember that first-year students are "under construction," so go the extra mile.
- **Pay attention.** If you begin to notice that one week a student is hyperactive and the following week, this same student seems deeply depressed, take note. If this up and down behavior becomes a pattern, see if you can find out why. Behavior like this could be a sign of problems at home, drug use, or a mood disorder. Intervention may be required. If need be, ask the student if she'd like you to walk her over to the Counseling Center. You may feel that you are being intrusive or that it's inappropriate for teachers to "go there." However, my personal philosophy after many years of teaching is that we must pay attention to what gets in the way of learning, and if students need help, it's our job to help them get it. You may not be a trained counselor, and it's not appropriate to solve students' problems for them. But as an administrator I met recently likes to say, "There's a difference between *caring* and *carrying*." Of course, not all students will accept your help, but you will know that you have tried.
- **Provide meaningful, specific, frequent, and timely feedback.** One of students' biggest pet peeves is instructors who take forever to return assignments, appear not to have read students' papers, or provide minimal feedback: "B" with no explanation or rationale, for example. It's a two-way street, they believe, and if they're expected to invest in their coursework and turn in assignments promptly, they expect the same from us. Instead of simply marking a paper with a "B," provide rubrics in advance for why assignments deserve particular grades and provide specific critiques: "This paper does a good job of addressing the major goal of the assignment, which is to choose a position on a controversial topic and support your position. But the assignment asks for specific types of evidence from a minimum of three books, four journal articles, and five web sites...., etc." Students need regular feedback from you in order to know how to improve their work and grow academically.



## What do I need to know if I'm teaching this course for the first time?

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“Teaching can be compared to selling commodities. No one can sell unless someone buys... [Yet] there are teachers who think they have done a good day's teaching irrespective of what pupils have learned.” ~*John Dewey*

It is my personal belief that college success happens when three sets of goals intersect: *academic* goals, (students') *personal* goals, and (class and campus) *community* goals. In my mind, it looks like this:



(Note the activity on page 170 related to this point.) This belief is at the core of first-year seminars, and in my view, instructors must adopt it and base their teaching and interaction with students on it.

As you prepare to teach a first-year seminar for the first time, read, study, and learn as much as you can about effective teaching and about today's learners. Check out the online resources listed in the Additional Resources at the back of this manual, for example, The Boyer Commissions' "Reinventing Undergraduate Education," or the American Association of Colleges and University's report, "Greater Expectations," or their publication, *Liberal Education*, or the Jossey-Bass magazine/journal called *About Campus*. When you begin to look, you'll see that illuminating resources are everywhere.

Use this manual and the online *FOCUS* Resource Center. Get to know your colleagues, and your students, individually and collectively. Watch out for non-cognitive variables that get in the way of learning. And above all, make sure learning is taking place. Do "One-Minute" papers (or index cards) at the end of class to find out what students valued most and what's still confusing. If you're insecure, ask for volunteers from your class to act as the course "Board of Directors." Meet with these representatives, get feedback from them about how things are going, or if your institution uses peer mentors, solicit that input from him or her. Consult the Teaching and Learning Center on your campus. It's possible that experts there can come to class to observe your teaching, invite you to faculty workshops on best practices in teaching, or provide you with

materials to read. Generally speaking, help is only a phone call, an e-mail, or a jaunt across campus away.

## How can I rejuvenate the course if I've been teaching it for years?

“One new feature or fresh take can change everything.” ~Neil Young

After teaching any course for a number of years, many instructors find themselves searching for new ways to do things, whether the course they want to update is a discipline-based course such as math or literature or a first-year seminar course. Among other goals we have in this quest is our own need to keep ourselves fresh, engaged, and up-to-date. Refresh your memory about things you already know, like Chickering and Gamson's now 20-year-old “Seven Principles of Best Practice.” Good practice:

1. encourages student-faculty contact.
2. encourages cooperation among students.
3. encourages active learning.
4. gives prompt feedback.
5. emphasizes time on task (as opposed to multitasking, perhaps?).
6. communicates high expectations.
7. respects diverse talents and ways of knowing.<sup>5</sup>

Because of the comprehensive coverage of topics, the built-in activities, and its integrated learning system, *FOCUS* will most definitely play a role in reinvigorating your course. It may help you see topics you've taught before differently. As writer Thomas Higginson notes, “Originality is simply a pair of fresh eyes.” One of the intentional strategies used in the *FOCUS* learning experience is helping students not only discover *what* to do, but *how* to do it, *why* doing it is important—and then actually doing it! With new resources at your fingertips, you will undoubtedly find yourself considering new approaches to teaching your first-year seminar. The preface of your Annotated Instructor's Edition of *FOCUS* outlines each new feature, point by point, and the role each one plays in first-year seminar big challenges: retention, engagement, motivation, credibility, and varied learning styles.

Beyond the natural innovations that come with using a new text, you may reinvigorate your course by deliberately deciding to infuse it with a specific innovation, either in your own section of the course or across the entire program. Here are three examples to consider.

- **Service-Learning:** *FOCUS* discusses service-learning in several different places (including a featured box in Chapter 10 of *FOCUS*). If your students could benefit from real-world writing experiences, for example, pair each one with a senior citizen in the community to co-author the elder's “memoirs.” If you have a preponderance of students with text anxiety, have them teach

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<sup>5</sup> [Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *The Wingspread Journal*, 9(2). See also AAHE Bulletin, March, 1987.]

Chapter 9 on test-taking to middle school children through a newly launched community-based program. Allow students to select a *FOCUS* chapter and design a service-learning experience of their own within parameters you set. Somehow linking the requirement to the text or particular features of your campus or community will communicate the value and relevance of service-learning, so that students see the integral role it plays (as opposed to seeming like busywork). Or consider using a term-long activity such as “Reflecting on Service: 5 C’s Journals” in *50 Ways to Leave Your Lectern* (p. 92) to connect the classroom and the community-based service-learning project through journals. Many schools have added service-learning to their programs with excellent results. While you must think through grading this type of activity and deciding how much of the course it should be worth, service-learning is an excellent way to encourage students to bond with one another, particularly if they work in groups, and come to value the application of what they are learning in your class.

- **Peer Mentors:** If your program does not yet employ the assistance of peer mentors, this is another possible innovation with potentially broad-based positive results. Former first-year seminar students with strong academic and leadership skills (from sophomores to graduate students) can be nominated by their first-year seminar faculty, apply competitively for, and be selected to work with each section of the course. These students should be trained, ideally through a class on teaching and learning in which the specifics of your program and the issues that relate to your current first-year students can be discussed. Often first-year students connect with these role models, and they can serve in a liaison capacity, becoming a valuable aid to retention.
- **Faculty Development:** Although this theme has run through many of the suggestions in this introduction, faculty training cannot be overemphasized. First-year seminar instructors typically come from a variety of academic and professional backgrounds. Training helps them move beyond the “borders” of their disciplines and focus on students. Over time faculty can become increasingly specialized in the intricacies of their research. However, coming together with faculty and staff from across the campus to focus specifically on teaching and learning can change the way they teach *all* their courses. Strong faculty training programs are almost always behind strong first-year seminar programs, and most institutions, I’m convinced, could benefit in many ways by doing more.

## How does this course relate to my discipline?

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“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static ‘snapshots.’” ~Peter Senge

If you teach courses in another discipline, and you’re teaching a first-year seminar for the first time, you may be wondering how the two intersect. Although they may seem miles apart to you, there may actually be more commonalities than you think. And of course, the best practices of teaching apply to both. As you’ll read in *FOCUS*, knowledge is interconnected, and a variety of disciplines are included in the textbook. If you are a math teacher, you will resonate with the section in Chapter 9 on test-taking and math anxiety. If you teach psychology, you’ll notice that

Chapter 1 of *FOCUS* begins with the work of Stanford psychologist Carol Dweck. If you are a student affairs professional, you will see elements of student development theories underlying everything in the book.

No matter which other discipline you teach, underneath or alongside the content is “advice” you give your students about how to master course material. Use your knowledge of this “hidden curriculum” and draw upon it in your first-year seminar course. Further, while a first-year seminar course is unique, don’t be reluctant to touch on your disciplinary expertise. Students will be curious about other aspects of your job, the interrelationships between its various components, and why you wanted to teach a first-year seminar in addition to everything else you do.

Throughout *FOCUS*, the “static snapshot” of each chapter is woven together into an integrated “system” for better learning. And you will be interested, as Peter Senge notes in his quotation above, in the “patterns of change” in your students.

## How will the course be different if I teach non-traditional versus traditional students?

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“The learner should be actively involved in the learning process.” ~*Malcolm Knowles*

Malcolm Knowles coined the term “andragogy,” meaning the study of adult learning, as an equivalent to pedagogy. According to Knowles, these four issues are critical:

1. **The need to know**—adult learners need to know why they need to learn something before they will learn it.
2. **Learner self-concept**—adults are self-directed learners.
3. **Role of learners' experience**—adult learners have a variety of life experiences in which to ground their learning.
4. **Readiness to learn**—adults are motivated learners because they recognize the value of learning in dealing effectively with life situations.
5. **Orientation to learning**—adults prefer to see the practical value of applying learning to their everyday lives.<sup>6</sup>

You will note that *FOCUS* is designed to reach learners of all ages. Several of the *FOCUS* Challenge Cases involve adult learners, learners of different ethnicities, and learners at community colleges versus four year institutions. My goal was for every student reader to see him or herself reflected somewhere in the book.

Perhaps the greatest difference in using *FOCUS* to teach adult learners will be where you place emphases in the course, which examples you use, and how you design basic assignments and activities, using *problem-based learning*. For example, if you allow students to choose topics for their papers, traditional students may choose to research binge drinking or Greek issues on campus. Nontraditional learners may choose to research a current *problem* or challenge for

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<sup>6</sup> [Knowles' Andragogy. Available at <http://www.learningandteaching.info/learning/knowlesa.htm>]

which they're seeking a solution: buying a first home or finding day-care options in your town. Adult learners may be more motivated and focused, as faculty sometimes note, but they must still deal with myriad complexities in their busy lives. They will want to share their backgrounds with class members and take practical applications that relate to their own lives from your course.

## **How can I get involved with my students if I'm a part-time instructor?**

"Communication works for those who work at it." ~John Powell

If you are teaching a first-year seminar as an adjunct professor, particularly if you don't have an office on campus, you will need to capitalize on class time and rely on technology to connect with your students. But you can also be creative: hold your office hours in the school's cafeteria or library. Meet your class as a group for pizza, or if you're comfortable, invite them to your home to pick apples from the tree in your yard and bake a pie, for example. Just as you stay in touch with "long-distance" friends and relatives you care about, vow to do the same with your students. It's entirely possible to bond in ways other than those involving face-to-face contact.

## **How should I evaluate students? Isn't the point of a college success course to help students succeed?**

"Success on any major scale requires you to accept responsibility...in the final analysis, the one quality that all successful people have...is the ability to take on responsibility."

~Michael Korda

This is an important question, one with which first-year seminar instructors often struggle. How should I grade a student who doesn't come to class or turn in assignments, despite my attempts to contact him or her? How much leeway should I give students in turning assignments in late? How do I balance *challenge* and *support*? These are common questions, and the assumptions behind these questions are the reason that some non first-year seminar faculty assume that first-year seminars are simply "hand-holding" classes in which all students receive "A's," regardless of their performance, when instead, first-year seminars are well-thought through, structured learning experiences in which expectations for college success are made clear and overt.

The answer to your own personal questions about balance will likely come with experience teaching the course. But what are we teaching students about their futures when we excuse them from responsibilities or when we give them amnesty from assignments that are documented in the syllabus from the beginning of the term? Emergencies notwithstanding, what lessons will they learn? Are their bosses likely to say, "That's OK, Wilson, I understand you've been busy. Why don't you take another week on the Jones project even though we were supposed to close the deal tomorrow?" Probably not.

It is clear that first-year seminar instructors walk a tightrope. My advice to instructors is to “clamp down supportively.” As one expert in the field notes, “If we have minimal expectations for what beginning students can and will do, we set in motion a self-fulfilling prophecy.” If we dumb down first-year seminar courses, students will “live down” to our expectations. I believe it’s important, instead, to “challenge up.”

Again, this is where your colleagues should work together to achieve consistency across sections of the course and resolve sticky issues. Engage in discussions. Develop standards across sections. Generate rubrics for grading: what *is* an A paper, a B paper, and so forth? Hold “norming” sessions in which all first-year seminar faculty grade the same set of papers and discuss their rationales. You may find that a chemistry professor, a sociology professor, and a history professor grade the same papers very differently, which will generate further discussion about practices and priorities.

Finally, a word that is often associated with evaluation is assessment; however, the words are not synonymous. Assessment is a concept that has generated countless books and articles with multiples theories and practices behind it. As a first-year seminar instructor, your focus is to evaluate your students work with the ultimate goal of helping them succeed.

### **Whatever the model used, what are the desired learning outcomes of a college success course?**

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“The classroom is a microcosm of the world; it is the chance we have to practice whatever ideals we cherish. The kind of classroom situation one creates is the acid test of what it is one really stands for.” ~*Jane Tompkins*

As you have read here, some first-year seminar courses are extended orientation courses, some are discipline-based, some are interdisciplinary, some are gateway to general education courses. Regardless of which model is used, the goals are similar, and it’s best if you and your colleagues articulate these exact goals together. It has been my great fortune (and ultimate learning experience) to work with faculty at many, many institutions over the years, to have many questions put to me, and to learn a great deal from many other first-year seminar instructors. Whatever the specific goals are for your institution, the goals for *FOCUS* as a multifaceted learning experience for your students have been identified here, throughout the Annotated Instructor’s Edition’s preface, and in all the support materials available to you. My final suggestion in this Introduction to Catherine Andersen’s Instructor’s Resource Manual is that you remember this last quotation by Jane Tompkins above, mount it in your office, and observe the way you live it every day.

# USING *FOCUS*'S ADDITIONAL SPECIAL FEATURES

By Constance Staley

*FOCUS on College Success* has many unique features available via the text book, as well as the text's online Resource Center to enrich the learning environment in your classroom. These features not only "VARK" the *FOCUS* experience to engage all types of learners, but they provide you as an instructor with options. You will undoubtedly prefer some features over others, based on your teaching style and the particular characteristics of your students. After you teach with *FOCUS* once, you will very likely find your favorite features to use. But the following year, you may have a very different group of first-year students and will need to select different features that will appeal to them. While many of these features are described elsewhere, such as the preface of the Annotated Instructor's Edition, they are listed here for your consideration, too.



## *FOCUS* Challenge Case Studies

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- **Why should I use this feature?** The *FOCUS* Challenge Cases are, according to one reviewer, "the most realistic case studies I have come across." Students often respond: "How does this book know so much about me?" Why do they evoke such responses? Each *FOCUS* Challenge Case is based on an actual student or a composite of students I have worked with directly over the years. The stories are based on these students' experiences. After many years of teaching, instructors learn how to "get into first-year student's heads." And if we can't figure out a particular student, we ask, "What's going on?" Most first-year students struggle with something, even if they are gifted academically. Occasionally, a student may ask why the case studies are negative or primarily about problems. Research shows that negative role models help people learn. When things are going swimmingly, there is less cause for self-examination and discussion. Using real students in the book, on the Resource Center web site, and as guests on the mock television shows (described below) provides a highly kinesthetic, real-life learning experience for your students. These thirteen students (my own students at UCCS) are the *FOCUS* cast, and readers will see them in photos throughout the book. If your students are experiencing similar problems as those described in the *FOCUS* Challenge Cases, they will learn that they are not alone. And the safety of discussing someone else's issues always helps students learn more about themselves.
- **How can I use this feature?** Case studies are excellent discussion generators. Generally, students are interested in other students. Ask your students to come to class ready to discuss Gloria or Derek or Anthony by jotting down answers to the "What Do *YOU* Think?" questions immediately after the case, or put students in pairs or groups to discuss these questions. At the end of each chapter, students are asked to revisit the case, based on what they have learned by working through the chapter, by responding to a section called "*NOW* What Do You Think." Their opinions may have changed, based on new information they have learned. Something that seemed like a simple fix may be seen more realistically now, and students will have an opportunity to apply what they have just learned, which provides reinforcement.



## Entrance and Exit Interviews

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- **Why should I use this feature?** Many institutions (perhaps even yours) spend thousands of dollars each year on commercial instruments to collect data about their students. Other institutions cannot afford such expenditures, have never found an instrument that suits their needs, or have never initiated this practice. For these reasons, *FOCUS* comes with its own built-in pre- and post-instruments to measure students' *expectations* of college at the outset, and their *experience* of college at the end of the course. The instruments appear in the text in the front and back matter for pencil and paper administration, on the text's Resource Center web site for online administration, and via clicker technology with JoinIn on TurningPoint. Some of the questions are general in nature (How many hours per week do you expect to study for your classes?) and some are specific to *FOCUS* content, asking students which chapter topics they're most interested in and which they expect to be most difficult to apply. Not only will you learn about your students and their individual and collective characteristics, but you will be alerted to students who may need additional support or intervention. Students will learn about themselves, and your institution may wish to collect these data broadly about the entering class each year.
- **How can I use this feature?** Ask your students to fill out the Entrance Interview at the beginning of the course, either via technology or on paper. Alternatively, send it out before the course begins, along with summer reading materials or a welcome letter from your institution. Or if your first-year seminar program uses peer mentors, ask them to conduct actual one-on-one interviews, using the instrument and write down interviewees' responses. Do the same thing with the Exit Interview at the end of the course. The annotated versions of the Entrance and Exit Interviews in the Annotated Instructors' Edition give the rationale for each question and comparison guidelines for the two instruments so that you can note changes in individual students over the term.



## “Inside the *FOCUS* Studio” Mock Television Shows

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- **Why should I use this feature?** According to Nielsen Media Research, the average college student watches 3 hours and 41 minutes of television per day. The VARK Learning Style Questionnaire categorizes television as kinesthetic, the preferred learning style of many of today's college students. *FOCUS* has devised an alternative way to deliver content by creating short, mock television shows, based on Bravo's 13 time Emmy-Award nominated program, “Inside the Actors Studio.” [See [http://www.bravotv.com/Inside\\_the\\_Actors\\_Studio/](http://www.bravotv.com/Inside_the_Actors_Studio/)] James Lipton's (Dean Emeritus of Actors Studio's MFA drama program) insightful interviews of actors from stage to screen are “replicated” with Constance Staley as host and *FOCUS* cast members as guests. Episodes appear, along with discussion questions, in “YouTube” style on the text's Resource Center web site for Chapter 1 (Gloria Gonzales, “Building Dreams, Setting Goals”), Chapter 7 (Kevin Baxter, “Developing Your Memory”), Chapter 10 (Kia Washington, “Building Relationships”), and Chapter 11 (Ethan Cole, “Choosing a College Major and a Career”). Scripts were written by New York comedy writer



Matthew McClain, and a short comedy segment appears as part of each episode amidst content coverage for these chapters. The episodes were co-produced by Matthew McClain and Constance Staley in the television studios at the University of Colorado, Colorado Springs.

- **How can I use this feature?** The television shows are excellent ways to introduce the chapters or to review them, since each episode generally covers the “You’re About to Discover” bullets at the start of that chapter. You may show episodes in class, or ask students to view them at home and answer the questions on their own to discuss later in class.



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### MP3 Format iAudio Chapter Summaries

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- **Why should I use this feature?** Today’s students are wired for sound. Whenever you see them walking across campus, they’re either on their cell phones or have their earplugs inserted. Some of their instructors podcast lectures as a way of re-viewing or pre-viewing (or in this case, listening rather than viewing) course content. Again, written by Matthew McClain, these approximately four-minute summaries (the length of a song, roughly) reinforce *FOCUS* content. Traveling home on the subway or pumping gas at the station, students can listen to them to get each chapter’s “big ideas” by downloading these segments from the text’s Resource Center web site.
- **How can I use this feature?** You may use this feature however you wish: by asking students to listen to the podcasts immediately after class, for example, while ideas are fresh, as they prepare for quizzes, or before reading the chapter so they know what to watch for. The options are limitless. While aural learners may be most benefited by this feature, all students can use them to reinforce their learning since they are chapter content summaries.



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### Challenge Yourself Online Quizzes

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- **Why should I use this feature?** Simply put, preparing for quizzes enhances learning and helps assure that students are doing assigned reading. However, Challenge Yourself Online Quizzes are different from most. Students can select from among three levels of challenge. Questions are graduated by cognitive complexity (Bloom’s Taxonomy): Level 1 deals with *knowledge* and *comprehension*, Level 2 with *application* and *analysis*, and Level 3 with *synthesis* and *evaluation*. (While the model has been used as a guide, individual questions do not always adhere strictly, and some questions obviously cross categories.) First-year seminar courses teach self-direction and self-advocacy, and the lesson here is that students should adjust the level of challenge to their own mastery skills, but that they should always continue to keep themselves motivated to rise above it.
- **How can I use this feature?** You may use this feature as you see fit, depending on the academic skills of your students. If your students don’t read particularly well or you are

working with probationary students, for example, you may start by asking students to respond to Level 1 questions (and perhaps report their scores to you via e-mail), but also indicate that the point of Challenge Yourself Quizzes is just that—to challenge yourself. Eventually, they should move beyond their comfort zones and try more challenging questions.



## Team Career Exercises

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- **Why should I use this feature?** Employers are unanimous about the fact that many of today’s students graduate with technical expertise in their disciplines, but they are less adept at using “soft skills,” like communication, collaboration, and teamwork. Available at the Resource Center web site, *FOCUS* Team Career Exercises are creative applications of chapter material that are to be done in small groups or pairs, typically outside of class. The side benefit of the actual content learned about the workplace and careers, of course, is that students will need to work together to accomplish them. In each chapter, Team Career Exercises are referenced immediately after the “Create a Career Outlook” box.
- **How can I use this feature?** Assign these activities as homework and debrief in class or have students choose, for example, three Team Career Exercises to do with an ongoing group over the term and keep a learning log about their experiences.



## *When Moms and Dads Go to School* (book for non-traditional students’ children)

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- **Why should I use this feature?** As a working woman who went back to school for both a master’s degree and Ph.D. with two young children at home, I am particularly sensitive to the needs of non-traditional students. The challenges of raising a family while juggling academic courses and a job are overwhelming at times. *When Moms and Dads Go to School* is a picture book for children that explains the ups and downs of life as an adult student and parent. I have tested it with five-year olds, and they grasped the concepts very well.
- **How can I use this feature?** Students who are interested may download the book from the *FOCUS* Resource Center web site or read it to their children on screen.



## Orientation Materials

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- **Why should I use this feature?** Many institutions struggle with organizing orientation programs for incoming first-year students and their families. How do we make sure our

institution is well represented? How can we make certain students are engaged? Is too much information being presented, or too little, or the *right* information? What should be done about overly assertive parents? One suggestion, which appears in more detail on the *FOCUS* Resource Center web site in a downloadable pamphlet on orientation programs, is to conduct student and parent orientation sessions by grouping them by particular topic choices and using color PDFs of *FOCUS* Challenge Cases to generate discussion (students and money management, Chapter 3; students and relationships, Chapter 10, etc.).

- **How can I use this feature?** When families sign up for orientation dates, ask them to register for particular mini-courses of interest (based on *FOCUS* chapters). You may wish to divide student and parent groups so that discussions can be directed more easily and train faculty and staff to facilitate these discussions.



### **Common Reading Accompaniment or Chapter 1 of *FOCUS* as Stand-Alone Summer Reading**

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- **Why should I use this feature?** Many schools send a book or reader to incoming first-year students over the summer to serve as an initial common academic exercise. If a book is selected, the author of the book is sometimes invited to speak at an opening convocation ceremony. Although there are many ways to conduct a summer reading program, and even if your institution doesn't have one, consider sending a color PDF of the first chapter of *FOCUS* to each incoming student, along with a welcome letter or book before school starts. (Contact your Wadsworth sales representative for details.) You may also wish to include a copy of the *FOCUS* Entrance Interview to collect data about students' initial expectations of college. Ask students to fill in these materials, mark up Chapter 1 with questions and comments, and bring them as completed assignments to their first class. Many institutions report that students complete initial reading assignments—their first college homework ever—with vigor and arrive at school ready to go.
- **How can I use this feature?** Encourage students to mark up the chapter, fill in the exercises and activities on the color PDF, and come to class prepared to discuss Gloria Gonzales and the chapter's content. Doing so is an excellent way to launch the *FOCUS* experience and assure that students are engaged from day one.

# DESIGNING A SYLLABUS WITH *FOCUS*

By Constance Staley

“The syllabus—what students eagerly await on the first day; a record of the class; one of the only artifacts to remain after the students move on. Your syllabus represents both an end and a beginning—a final product of your course planning and a valuable way to introduce yourself and the course to your students... Research indicates that outstanding instruction and a detailed syllabus are directly related.”<sup>1</sup>

## What should a syllabus include?

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Here’s a checklist to consider:

### Basic Information

- course title/number/section, days and times taught, location of class
- semester and year course is being taught
- your name and office number, office location, e-mail, phone number
- office hours
- web site address or group e-mail addresses

### Course or Section Description

- goals/objectives/value of the course

### Course or Section Texts/Materials

- text: title, author, edition
- where texts can be bought
- other necessary equipment or materials (e.g., sticky notes or dots)

### Course Schedule/Weekly Calendar

- dates of all assignments and exams
- dates when readings are due
- holidays and special events (e.g., field trips, guest speakers)

### Course or Section Policies

- attendance/tardiness
- class participation (if you choose to assign points)
- late/missing assignments
- academic dishonesty
- explicit grading criteria
- expectations/grading standards
- accommodation for missed quizzes, etc.

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<sup>1</sup> [Sinor and Kaplan, Center for Research on Learning and Teaching. Available at [http://www.crlt.umich.edu/gsis/P2\\_1.html](http://www.crlt.umich.edu/gsis/P2_1.html)]

### **Other Handouts or Information Relevant to Your First-Year Seminar Course**

- \_\_\_ availability of outside help (e.g., tutoring services, language labs, Writing Center)
- \_\_\_ unique class policies
- \_\_\_ a short bio about you
- \_\_\_ a written introduction or worksheet for the icebreaker
- \_\_\_ questions to answer so that you can announce the class profile the following week: “In this section, we have three athletes, one biology major, four musicians...”
- \_\_\_ color, art, symbols, a version of the syllabus cut up as a puzzle—be creative!
- \_\_\_ Entrance Interview from *FOCUS* for students to return to you

## **Credit Hour Variations and *FOCUS***

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If your first-year seminar course is a three-hour course, you can capitalize on many of the *FOCUS* features. Because each chapter is rich, decide what has the most value for your students, and you’ll be able to maximize all *FOCUS* has to offer and tailor the learning experience to your particular class. If your course is a one or two-hour course, consider these options:

- Use a custom edition of the book, eliminating chapters you have not covered traditionally
- Use the entire book, but selectively, in this manner: determine six essential chapters, and then allow your students to vote as a group on two more chapters to cover as course material. Giving students a voice can be important. (Or take a look at the results of question 16 on your students’ Entrance Interviews, which asks them about their interest in each chapter of the text.) Students who wish to read more may elect to. (For example, when I have tried this in a one-credit course, some students have said things like this: “I’d like to read the relationships chapter on my own, even though the class has not selected it, because I’m having trouble with a relationship right now. Is that OK?”)
- Divide the class up into five groups based on *FOCUS* features, for example:
  - a) Challenge→Reaction boxes
  - b) Insight→Action boxes
  - c) C Factor: “Cultivate Your Curiosity”
  - d) C Factor: “Create a Career Outlook”
  - e) C Factor: “Control Your Learning,”Make these “permanent” groups throughout the course, if you wish, with several groups reporting each week on these features.
- Divide the class by VARK learning style preference groups, and since the largest proportion of students, statistically, is likely to be multimodal, group them by their highest VARK score, even if it is only slightly higher. Get students involved in “VARKing” the course by presenting material in their group’s learning modality.
- Omit several chapters, formally, but ask student groups to present highlights of these chapters in class. For example, if you omit Chapters 3, 7, and 10, divide the class into three groups, and designate one week on the syllabus for group presentations on these chapters. You may be amazed by what students come up with!

- Put selected portions of the course online. *FOCUS* materials will be available for use with Blackboard or other Cengage courseware options.
- Bypass a few features, based on the characteristics of your group and your own preferences. For example, if you have used the VARK in the past and consider yourself well versed in it, have your students do the VARK assessment and cover all the VARK activities, and as a trade-off, elect not to cover something else. Few instructors cover every single option exactly as presented in every single textbook they use. Instead they tailor course materials to their own strengths and interests. That is always an instructor's prerogative, and I encourage you to adapt *FOCUS* materials to your needs and those of your students.

A sample syllabus for a 16 week semester follows. (Note that the syllabus is designed to keep students focused—before, in, and after class!) For a trimester or quarter-based course, a course with fewer contact hours, or a course for at-risk, developmental, or probationary students, for example, omit the “After Class” assignments or consider the suggestions above.

## Sample Syllabus (16 week semester, maximum challenge level)

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### Course: College Success 101

1



#### BEFORE CLASS

**Read** Chapter 1: Building Dreams, Setting Goals

**Watch** Inside the *FOCUS* Studio, Episode 1

**Complete** Exercise 1.2 (The Ideal Student) and bring your results to class.

#### IN CLASS

**Complete** Exercise 1.1 as a group and discuss chapter highlights.

#### AFTER CLASS

**Complete** Exercise 1.3 (Your Academic Autobiography) and submit your essay as an e-mail attachment

**Listen** to the iAudio file for Chapter 1.

2



#### BEFORE CLASS

**Read** Chapter 2: Learning about Learning

**Complete** Exercise 2.1 (VARK Learning Styles Assessment) and bring your results to class.

#### IN CLASS

**Complete** Control Your Learning: Your Top Ten List and discuss ways to optimize learning in all your courses.

#### AFTER CLASS

**Complete** Exercise 2.2 (VARK Activity)

**Listen** to the iAudio file for Chapter 2.

3



#### BEFORE CLASS

**Read** Chapter 3: Making Use of Resources: Finances, Technology, and Campus Support

**Complete** Exercises 3.2 (Your Monthly Budget) and 3.3 (Create a Spending Log) and bring your results to class.

#### IN CLASS

**Complete** Exercise 3.1 (*Picture Success*) with your teammates and post your results online. Discuss chapter highlights in the remaining time.

#### AFTER CLASS

**Complete** Exercise 3.4 (Group Ad) with your teammates. (Hint: Use some of the images you gathered for Exercise 3.1.) Your ad will be aired during the next class session.

4



**Listen** to the iAudio file for Chapter 3.

**BEFORE CLASS**

**Read** Chapter 4: Managing Your Time and Energy

**Complete** Exercise 4.1 (Term on a Page) and bring your results to class.

**IN CLASS**

**Complete** Exercise 4.2 (So Much to Do—So Little Time) and discuss chapter highlights.

**AFTER CLASS**

**Complete** Control Your Learning: Your Toughest Class

**Listen** to the iAudio file for Chapter 4.

5



**BEFORE CLASS**

**Read** Chapter 5: Thinking Critically and Creatively

**Complete** Exercise 5.1 (And Just Why Is Critical Thinking Important?) and bring your results to class.

**IN CLASS**

**Complete** Exercise 5.3 (Rocky Mountain State University Case Study and Simulation). Discuss chapter highlights in the remaining time.

**AFTER CLASS**

**Complete** Exercise 5.4 (VARK Activity)/

**Listen** to the iAudio file for Chapter 5.

6



**BEFORE CLASS**

**Read** Chapter 6: Engaging, Listening, and Note-Taking in Class

**Complete** Exercise 6.2 (How Well Do You Listen?) and bring your results to class.

**IN CLASS**

**Complete** Exercise 6.1 (One-Way versus Two-Way Listening) and discuss chapter highlights.

**AFTER CLASS**

**Complete** Exercise 6.3 (Note-Taking 4-M) and e-mail your results.

**Listen** to the iAudio file for Chapter 6.

7



**BEFORE CLASS**

**Read** Chapter 7: Developing Your Memory

**Watch** Inside the *FOCUS* Studio, Episode 2

**Complete** Exercise 7.1 (Test Your Memory) and bring your results to class.



**IN CLASS**

**Midterm Quiz** - Use your iAudio chapter summaries to study! Discuss chapter highlights.

**AFTER CLASS**

**Complete** Exercise 7.2 (VARK Activity).

**Listen** to the iAudio file for Chapter 7.

**CLASS FIELD TRIP WEEK**

8



**BEFORE CLASS**

**Read** Chapter 8: Reading and Studying

**Complete** Exercise 8.1 (What Is Your Reading Rate?) and e-mail your results before class.

**IN CLASS**

**Complete** Exercise 8.2 (Marginal Notes)

**AFTER CLASS**

**Complete** Exercise 8.3 (You Are What You Read!) and e-mail your response.

**Listen** to the iAudio file for Chapter 8.

9



**BEFORE CLASS**

**Read** Chapter 9: Test Taking

**Complete** the all the Challenge → Reactions and Insight → Actions prompts.

**IN CLASS**

Discuss chapter highlights.

**AFTER CLASS**

**Complete** Control Your Learning: Your Toughest Class

**Listen** to the iAudio file for Chapter 9.

10



**BEFORE CLASS**

**Read** Chapter 10: Managing Relationships

**Watch** Inside the *FOCUS* Studio, Episode 3

**Complete** the all the Challenge → Reactions and Insight → Actions prompts.

**IN CLASS**

**Complete** Control Your Learning: Your Toughest Class and discuss chapter highlights.

**AFTER CLASS**

**Complete** Activity 10.1 (VARK Activity)

**Listen** to the iAudio file for Chapter 10.

11



**BEFORE CLASS**

**Read** Chapter 11: Choosing a College Major and a Career

**Watch** Inside the *FOCUS* Studio, Episode 4

**IN CLASS**

**Complete** Exercise 11.1 (Group Résumé) and discuss chapter highlights.

**AFTER CLASS**

**Complete** Exercise 11.2 (Get a Job!) with your assigned teammates and e-mail your results.

**Listen** to the iAudio file for Chapter 11.

**SERVICE-LEARNING (OR RESEARCH, ETC.) STUDENT PRESENTATIONS**

**FINAL QUIZ, COURSE CRITIQUES, PIZZA, AND GOODBYES**

(Add items from syllabus checklist.)

***FOCUS ON COLLEGE SUCCESS***

**CHAPTER RESOURCES**

**By Catherine Andersen**

# CHAPTER 1: BUILDING DREAMS, SETTING GOALS

## 1. Why is this chapter important?

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This chapter sets the foundation for student learning: self-understanding. The desire to learn more about what makes us tick is a fundamental human trait, and students are no exception. But often students lack self-insight and are not always realistic about the personal and academic investment required to get a college degree. In a recent Noel-Levitz study (National Freshman Attitude Study, 2007) of the attitudes of nearly 100,000 entering college students, 95% of these students had a strong desire to complete their education, with almost 75% indicating they would welcome help in developing their test-taking skills, 66% wanting career guidance, and 48% indicating they would like help in math. But, these same students often don't access the support services provided on campus or approach their teachers for needed help. Nationally, only a little more than half of students who enter college finish.

As instructors, we must help students learn more about themselves, so that they can reach their reported goal: attaining a college degree. Follow students' interests and get them thinking about who they are, about their attitudes, values, and behaviors, and help them make connections between these things and college success. Sometimes we assume "they get it"—that is, they understand college success skills conceptually. But understanding and acting on that knowledge are two different things. Remember that most of the students who enter college want to succeed. We have to help them to understand themselves, and turn their desires into real behaviors that propel them toward the finish line.

This first chapter of *FOCUS* launches a series of self-assessments and reflection tools, all aimed at helping students better understand themselves. Using the recurring 4 C-Factors of intrinsic motivation that appear throughout the book will help students focus on what motivates them and why, distinguish the difference between dreaming about something and taking the steps needed to actually achieve their goals. They will learn that *insight* is not enough, but that they have to take *action* to achieve positive change. For some students, even the eventual realization that their dream may not be realistic can be a positive learning outcome in the long run. Without first understanding the "self," students cannot move on. Thus, this chapter is critical for establishing the framework for the rest of the course/text. For many students this chapter provides the "aha" moment that initiates an action-oriented first term.

## 2. What are this chapter's learning objectives?

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- How this book will help students learn
- What motivates students
- How students' attitudes can sabotage them
- Why students should distinguish between dreams and goals
- How students can develop goals that work
- What it takes to succeed in college

### 3. How should I launch this chapter?

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One great way to start the semester is to mail a copy of the Entrance Interview and a color PDF of Chapter 1 from *FOCUS on College Success* with your welcome letter to students or your institution's common reading selection over the summer. (Color PDFs can be ordered from Wadsworth. See your sales representative for details.) Students can mark up the chapter, familiarize themselves with the book's format, and arrive at your first class ready to go! And you will get their true initial responses about what they expect college to be like on the Entrance Interview—before they've even started classes. You may even consider using color PDFs at orientation sessions to break up students and parents into discussion topics (Financial Management: Chapter 3), (Motivation: Chapter 1), etc.

Regardless of whether or not you follow that suggestion, it's important to think about what you'll do on the first day of class. Most instructors are somewhat nervous—as are students! Perhaps it's your first time teaching this course, or you may be a seasoned instructor determined to challenge yourself to do something a little different this year. Your students may be unusually quiet since they don't know you or the other students. Like Gloria Gonzales in the Chapter 1 *FOCUS* Challenge Case, they may not think they need this course, or believe they are not going to get useful information from it. If so, you clearly face a challenge, but there is plenty of evidence that suggests that student success courses like yours make a difference in students' persistence toward attaining a degree and in their overall success in college. *FOCUS* was designed as a multifaceted, multimodality learning experience to try to engage *all* students through podcasts, mock television shows, exercises, self-assessments, discussion prompts, reflective tools, and, of course, the written word.

Here are some pointers about how to get you and your class comfortable, engaged, and connected. In this first chapter, as in all chapters, you will focus on getting students to understand the chapter's content, and more importantly, to apply it, not only in this course, but in all of their classes. By completing the exercises, reflecting on their responses, and sharing with others, students will gain insight into themselves. Once *insight* is gained, the challenge will be to help students take *action*. Action can be in the form of a verbal or written commitment to do something to change their behavior for the good—and then to do it and report back on the results.

Here are some tips to begin with:

- **Familiarize yourself with the entire book.** Also, read ahead to Chapter 10 on Emotional Intelligence (EI). While students will not learn about this until Chapter 10, as an instructor, you will learn that EI is the foundation for student change. And regular EI research annotations in the instructor's edition will clarify the ties between emotional intelligence and college success.
- **Don't allow students to skip the Readiness Check at the beginning of each chapter.** This activity will help students focus on whether they are ready to read and learn. Students using trial versions of *FOCUS* reported that Readiness Checks become a habit, one that they also perform, not just before they begin to read, but also mentally before class begins. This habit also extends to their other courses, which is one of the activity's

intentional goals. The chapters end with a Reality Check that compares students' expectations at the beginning of the chapter with the actual experience of reading and responding to the material. The potential contrast helps students develop a more realistic approach to learning.

- **Make sure students are comfortable with you and with each other** by using Exercise 1.1 “We’d Like to Get to Know You” or some similar activity.
- **Make an e-mail distribution list for the class**, including your e-mail, so that students have ways of contacting you and each other. Let students know how and when they can see or contact you. To help students learn your e-mail address, you might require them to send you an e-mail describing the most interesting thing they learned about someone or something in the first class session. You can begin the next class with a summary of what students sent you. Consider holding your normal office hours in places other than your office: the student cafeteria, campus coffee shop, or library, for example. If you’re willing to interact via Facebook or MySpace, accept instant messages, text messages, or engage in online chats, let them know that as well.
- **Engage in the activities yourself.** If you elect to do Exercise 1.1 “We’d Like to Get to Know You”, join in. When students see you participating, they become more motivated to participate themselves and see you as a student-centered teacher.
- **Help students find peer support.** For example, in Exercise 1.1 “We’d Like to Get to Know You”, in addition to having students simply introduce themselves or a classmate based on information they learn about each other, students can find someone who has the exact or similar answer to one of their questions. This “mate” can become the person they introduce to the class (if they introduce each other, rather than introducing themselves). A discussion could follow about commonalities (and differences) among class members. Knowing that they’re “not alone” is very reassuring to new students.
- **Have students take one of the self-assessments from the chapter, and take the self-assessment yourself and tell the students your scores.** As much as they want to know about themselves, they also want to know about you. Discuss your scores as a group, and how all these scores will affect your work together throughout the course. Making abstract ideas more personal gets students more involved.

#### **4. How should I use the *FOCUS* Challenge Case?**

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Each chapter begins with a *FOCUS* Challenge Case about a real student (or a composite of several students) that depicts a challenging situation college students often face. The *FOCUS* Challenge Case is an integral part of the chapter and an excellent way to begin discussing the chapter’s content. Typically, students can pinpoint another student’s mistakes and from there begin to consider and compare their own experiences. Case studies are a non-threatening way to apply each chapter’s content.

In Chapter 1, we meet Gloria Gonzales, a student who dreams of becoming a famous fashion designer. She enters her first class, thinking she knows everything she needs to know. School is not a top priority, and she is a first generation college student. Even though her family thought Gloria's older sister was the "smart one," she dropped out of college and is now out in the workforce earning money. Gloria plans to work about 35 hours a week while in school (a potential risk factor) at the store in the mall, where she is a really successful sales person (not necessarily a skill indicative of potential talent as a fashion designer). Everyone said college was the "right thing to do," so she enrolled without much forethought or planning. Her parents want her to become an engineer who will have a secure career, but Gloria has other ideas about her future.

You can use this *FOCUS* Challenge Case to discuss some of the issues Gloria faces. You may not know it yet, but there may be several students in your class who share some of Gloria's issues. Case studies are ways that students can "detach" and discuss, listen to other student's views of the issues, and identify with parts of the story.

Use the Gloria Gonzales story to get students to begin opening up and refer back to Gloria whenever you can. Ask students which of Gloria's qualities they see in themselves. Have them answer the "What Do *You* Think?" questions and pair up to discuss their responses, or ask students to work through the questions in small groups. Encourage students to debate their opinions within the group. Consider using the Continuum Activity (described later here) to get them out of their chairs and place themselves along an imaginary continuum to check their responses against those of other students.

Show the Chapter 1 "Inside the *FOCUS* Studio" episode in class available at the online Resource Center. In addition to reading the *FOCUS* Challenge Case, show the Chapter 1 mock television show. These talk shows are based on the Emmy-Award winning Bravo series, "Inside the Actor's Studio," and the first episode stars Debbie, who plays Gloria Gonzales in the book. The "Inside the *FOCUS* Studio" shows include brief comedy sketches, based on the chapter's content, and cover the chapter material in substantial depth, using a kinesthetic learning modality. Since many or even most of today's learners are kinesthetic, they will likely respond favorably to this format.

## **5. What important features does this chapter include?**

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### **Readiness and Reality Checks**

At the beginning of the chapter, students complete a Readiness Check and at the end, they complete a Reality Check. It is important to help students compare their expectations with their actual experience. Often students succumb to an "optimistic bias" and hope that something won't take as much time and effort as it actually will. "Reality Testing" is a critical aspect of Emotional Intelligence. A writing assignment or class discussion can be used to share students' pre and post chapter results.

### **Challenge → Reaction → Insight → Action prompts**

Throughout the book students will be reminded about the learning system used in every *FOCUS* chapter: The Challenge → Reaction → Insight → Action system. Keep reminding students about this learning “chain reaction.” Students need to understand that learning is different for each individual because it is based on what someone already knows about a subject.

Discuss the Challenge → Reaction prompts in helping students assess what they already know, and if they don’t know much about the topic coming up, that’s understandable. That’s why students are in college! If they know a great deal about what’s coming, they’re in a good position to learn even more. Remind students that Challenge → Reaction prompts shouldn’t be skipped. (If they are reluctant to write in their books, suggest they use sticky notes.) And C → R prompts not meant to intimidate students who don’t know the answers. Often there isn’t a single correct answer, but several possible ones. They are truly challenges (and it can be fun to think of them as a contest with yourself!) to see how much they already know and how much they can learn. C → Rs demonstrate that learning is taking place.

Use Insight → Action prompts as you think best: as discussion generators, as threaded discussion questions for the entire class, or as written or e-mailed journal assignments. Based on the reading level skills of your group and your course objectives, require students to complete all the Insight → Action questions or choose one or two. This system is repeated throughout the text and students will continue cycling back to the first step as they encounter new challenges. Whenever appropriate connect students’ discussion to this model.

### **Exercises and Self-Assessments**

Another important and really valuable feature of the text are the variety, range, and immediate applicability of self-assessments. The AIMS assessment (Challenge → Reaction on intrinsic motivation) in this chapter sets up the book’s C-Factors. Other activities—for example, “Your Academic Autobiography”—are great self-assessments. Take some time for students to share their stories with others. Often, students don’t realize that others are in the same situation and finding commonalities can help your group bond.

### **C-Factors**

Each chapter of *FOCUS* contains features related to the four aspects of intrinsic motivation: curiosity (“Cultivate Your Curiosity”), control (“Control Your Learning”), career outlook (“*FOCUS* on Careers” and “Create a Career Outlook”), and challenge (“Challenge Yourself Online Quizzes”). These built-in features are intended to increase students’ intrinsic motivation. Use them well!

### **FOCUS on Careers**

This feature highlights a career related to the chapter’s content. If students become really “hooked” on the information presented in the chapter, they can begin thinking about particular careers that may be possible fits for them. In this chapter, we meet psychologist Eric Sween, who helps clients build dreams and set goals.



## 6. Which in-text exercises should I use?

---

Three exercises are built into this chapter. Here are descriptions of why the exercises have been included, how much time each one will probably take, and how you might debrief them.

### **EXERCISE 1.1 WE'D LIKE TO GET TO KNOW YOU**

#### **Why do this activity?**

This activity helps to create a classroom climate where students know each other, feel comfortable and included, and become willing to get involved.

#### **What are the challenges and what can you expect?**

This is a relatively easy activity and students enjoy getting out of their seats and interacting. Students should fill out the exercise and then it can become the basis for classroom introductions.

#### **How much time will it take?**

It should take between 20-25 minutes and the only materials needed are the students' textbooks.

#### **How should I debrief?**

It's a good idea to ask students the following question when they are done: did anything they learn surprise them? For example, someone might say that they were surprised to learn that "X" was working full time. Or that "Y" was a retuning student, or that "Z" was commuting from a distance. If no one volunteers, be sure that you include something that surprised you. Conclude by talking about why it's important to build a community of learners at the start of the term.

### **EXERCISE 1.2 THE IDEAL STUDENT**

#### **Why do this activity?**

This activity helps students identify behaviors that lead to student success and then commit to them. You can also use this activity with students to identify the learning outcomes that you want them to have for this course (as well as what *they* want to learn in the course) and can serve as the "contract" they have with you. Throughout the course, especially at mid-term, remind students of the contract they created and ask them whether or not they are meeting their goals and if not, why.

#### **What are the challenges and what can you expect?**

It's important that this first "homework" assignment be turned in, showing students that you expect them to do assignments and that you will hold them accountable. Students quickly pick up on the classroom climate, and if they are assigned an activity that does not have an accountability component, they may conclude that some assignments in the course can be written off as "busywork."

#### **How much time will it take?**

It should take between 20-25 minutes and the only materials needed are the students' textbooks (or you may simply read or e-mail the assignment to them).

**How should I debrief?**

Ask individual students to share their lists, and then make a master list as a class. Ask students to copy down the master list and put their initials next to each item they will promise to try to do during the term. Complete the activity by having students create a similar list for “The Ideal Teacher” (you!) and sign the items you will promise to try to do. Many of the behaviors students identify will be related to self-regulation and emotional intelligence (described in more detail in the Chapters 8 (Reading and Studying) and 10 (Building Relationships)).

**EXERCISE 1.3 YOUR ACADEMIC AUTOBIOGRAPHY****Why do this activity?**

This activity is designed to help students reflect upon their educational experiences, to help them identify themes in their academic life that have made them the student they are, and to help them think about how these behaviors might help or hinder them in college. The assignment also gives you an initial, baseline assessment of students’ writing skills and alerts you to any non-cognitive variables that might interfere with students’ learning.

**What are the challenges and what can I expect?**

Students enjoy looking back to early reading and writing experiences. Often, they have not thought about this for a long time. Encourage students to look for themes that describe them as learners: some kind of reoccurring behavior, such as loving to read, struggling to sit still, or succeeding based on their connection with particular teachers, and how these factors might influence their work in college. Ask students to include specific times and places in their examples, such as primary school, middle school, and high school, or particular subjects. Be sure that students don’t simply submit a string of facts, but that they do some interpretation and speculation about how particular events affected them.

**How much time will it take?**

This is a homework assignment that should take students about an hour.

**How should I debrief?**

Students really benefit from hearing how other students responded to this activity and often can identify with each other. Students might be assigned to read another student’s paper and report to the group two significant facts that seemed to have shaped the way the student learned. Or if students write about sensitive issues—difficult home situations, for example—you may wish to keep their papers confidential.

**7. Which additional exercises might enrich students’ learning?****Getting to Know You****Class activity****Materials needed: flip-chart paper, markers, masking tape****Time: 30-50 minutes****Goal: To help students to get to know each other and create a comfortable classroom environment**

Students circulate around the room and write on sheets of posted flip chart paper with the same headings as in Exercise 1.1. For example, one sheet of paper would have the heading “I’m happiest when…” and students would add their responses to that paper. Then you may post individual students beside each list and read it to the entire class after everyone has had a chance to post all their responses.

### **Think/Pair/Share**

#### **Class activity**

**Materials needed: none**

**Time: 10-20 minutes**

**Goal: To get students discussing, involved, and engaged with the course material**

Sometimes it’s difficult to get a discussion going in class. This think/pair/share activity provides a mechanism for all students to get involved and can be used for any topic.

- **Think** individually about why the information is important, how it connects to student success, and why it was included in the text. You may wish to have them jot down their ideas. (3-5 minutes)
- **Pair** up with the student next to them and discuss their responses. The pair will then decide on one or two issues to bring up to the group (3-5 minutes).
- **Share** with the class their responses, and as a group the class will discuss some common themes. (5-10 minutes).

**“Trading Places”** by Staley, C. (2003) originally based on “Trading Places” in Silberman, M. (1995).

#### **Class activity**

**Materials needed: pad of sticky notes**

**Time: 10-20 minutes**

**Goal: To help students identify a positive quality, characteristic or experience that that they have that Gloria may or may not have**

Ask students to write a positive characteristic or descriptive word about themselves on a sticky note and put it on the front of their shirt. Next, students are to walk around the room “hawking” their characteristics, and trading with others to gain something that they may not have. At the conclusion of the activity, have students discuss why they chose particular attributes, or traded them, and whether or not Gloria appears to display these. Discuss the impact of these attributes on college success.

### **Focus Learning System**

**Class Activity (or an out-of-class assignment where students work in groups)**

**Material needed: Old magazines, tape, markers, and flip charts**

**Time: 20-30 minutes**

**Goal: To help students understand the Challenge → Reaction → Insight → Action System**

In groups, have students describe some challenge that they may encounter during college. Using photos from magazines, ask students to select faces of individuals that represent how they identify a *challenge*, another photo of a facial expression that represents their *reaction*, one that represents *insight*, and the final photo representing *action*. Using only these four photos as prompts, the groups share their challenge and subsequent responses and behaviors with the class.

## **“The Human Continuum”** (based on Staley, C. (2003))

### **In-class activity**

**Materials needed: none**

**Time: 10-20 minutes**

**Goal: To help students place themselves on a continuum to predict their AIMS score**

The following is an activity that asks students to predict their AIMS scores. However, the continuum is an activity to have students quickly respond to most any prompt related to course material.

- Identify one side of the room as one pole (High AIMS scores - 100-125) and the other side as the opposite pole (low AIMS scores –below 75) with the remaining scores in the middle.
- Ask group members to take a position that they believe will most likely represent their score.
- Ask each member individually to explain why he or she will probably score as predicted.
- Then ask students to fill out the instrument. They may be surprised because they believe themselves to be more intrinsically motivated than revealed by the instrument. Remember that actual scores on the instrument may get at sensitive issues. Having students report out is probably not a good idea, but this activity can be illuminating.
- Remind students that having a high level of intrinsic motivation is not necessarily a guarantee that they will be successful. They must translate their motivation into action.

## **8. What other activities can I incorporate to make the chapter my own?**

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In many ways, *FOCUS* teaches itself. It contains built-in activities, discussion and reflection tools, and a variety of features to motivate and engage students. Beyond what appears in the student edition, the instructor’s version of the text is annotated. The annotations in each chapter provide helpful background information for you and contain a variety of suggestions for five ways to enrich the chapter. Separating the annotations into five categories helps save you time because you can scan for what you need as an instructor:

- 1) **Teachable Moments** (places to capitalize on a particular learning opportunity)
- 2) **Activity Options** (additional exercises to introduce or emphasize content)
- 3) **Sensitive Situations** (alerts signaling relevant in-class discussion topics that may generate possible controversy, embarrassment, or discomfort among certain students)
- 4) **Emotional Intelligence (EI) Research** (research on EI that reinforces a tie between an emerging vital research area and college success)
- 5) **Chapter Crossover** (places to look ahead or look back at related content in other chapters to reinforce learning)

If you are familiar with additional research about teaching and learning, capitalize on what you know in addition to what appears in this Instructor’s Resource Manual. For example, research indicates that instructors have a short window of time to actively engage students in learning. If students are not engaged early on, it may be impossible to reverse the situation. The more engaged students are, the more likely they will be to remember and apply what they learn.

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition. Reflection, discussion, and writing or presentation opportunities are ways in which students can become active learners.

**ACTIVITY OPTION (p. 4):** As they read *FOCUS*, students will get to know Gloria Gonzales and all the other *FOCUS* Challenge Case students who appear in photos throughout the book as they navigate their way through college. Take some time early on for your students to get to know each other. Later in the chapter, there will be an activity to incorporate, but early on it's important to set the tone in class. A simple get acquainted activity is for students to write something on an index card or piece of paper that includes their name, where they are from, possible major, and a unique fact about themselves. Collect the index cards, and redistribute them. Have students read the card they received and try and guess which person in the class is described on the card.

**ACTIVITY OPTION (p. 5):** Hand students cards that state something that might cause a student to lose focus in school. Cards may include items such as these: your roommate blasts the DVD all day, your grandmother is ill, your books cost more money than you expected, your babysitter's last day is Friday, and so forth. Depending on the size and composition of the class, make as many cards as you need. Ask students to hold up cards that cause students to lose focus, but situations they can change and refocus. Ask them how the hypothetical student can re-focus. Sometimes students will say that they cannot change a situation, but with foresight and planning, they actually could.

**ACTIVITY OPTION (p. 5):** Be sure that you do this Exercise 1.1 along with your students. Remember, they want to get to know you too. Pair up students and have them share their information with a partner. Have the partner introduce the student to the class and report on two or three items (from the activity above) that were really interesting about the student they just met. Another activity is called "You Would Never Guess." Ask students to write something on an index card that no one would guess about them (non-embarrassing items that are appropriate). For example, a student might write on a card "I am one of nine children," "I played Annie in our high school play." Collect the cards and read them aloud. Have students guess who it might be.

**ACTIVITY OPTION (p. 6):** This activity has been adapted using Staley's (2003) "Spending Time." This activity can help students see the cost of missing class. Have students add up the cost of their tuition, room, board, books, (any expense related to school) divided by the number of hours they are in school (number of weeks times the number of hours they are supposed to be in class). Have students calculate the cost of missing a single class.

**ACTIVITY OPTION (p. 8):** Have students respond to the following challenge: It's Friday, and a student has a ten-page paper due on Monday. His roommate has invited him home for the weekend and the student wants to go. What are the possible reactions, insights, and actions related to this situation?

**ACTIVITY OPTION (p. 12):** Give each student 10 sticky notes. Ask students to write one phrase on each paper to fill in the blank: Successful students \_\_\_\_\_. Repeat this prompt ten times, each time giving the students only seconds to fill in the blank. On the board,

write “student has control” on one side and “Student has no control” on the other. Have students put their sticky notes under the heading they believe is true of their statement. Some students believe that they have no control on issues that they really do. Let students lead the discussion

**ACTIVITY OPTION (p. 14):** Ask students to work in groups to decide what a student might do in this situation described by Daniel Goleman in his book *Emotional Intelligence: Why It Can Matter More Than IQ* (1994): Although you set yourself a goal of getting a B, when your first exam worth 30 percent of your final grade is returned, you received a D.

**ACTIVITY OPTION (p. 14):** Divide students up so that at least two students are assigned to each of the eight ways to adjust attitude. Ask students to describe a real-life example related to the numbered point they have been assigned.

**ACTIVITY OPTION (p. 16):** Ask students to call out loud the names of their most challenging courses. Make a list of the top five most challenging courses in the group. Ask for suggestions on how the C-Factors and intrinsic motivation apply. Have students share what they plan to do to be motivated in these challenge courses. Remind students that *plan* and *follow-through* are the key words. Success (all A’s) doesn’t just happen.

**ACTIVITY OPTION (p. 18):** Ask students to answer the following question: “If I could spend one day with someone who has died, who would it be?” Have students share their choice and explain why. This activity demonstrates what values really seem to be important to that individual. Suggest reading Mitch Albom’s book *For One More Day* (2006).

**ACTIVITY OPTION (p. 19):** Put students in groups of three or four and assign each group two letters of the word *FOCUS*. Ask students to think of successful student behaviors that begin with the letters they are assigned. Ask them how these behaviors connect to goal-setting. As a class, make a banner to hang in the classroom with the word *FOCUS* with successful student attributes under each letter.

**ACTIVITY OPTION (p. 20):** Have students write a letter to themselves, their parents, loved ones, or a friend listing their goals for the semester and what they will do to meet them. Provide envelopes for students and seal their letters and return these to your students at the end of the term to see if they met their goals. Have them write a paragraph about why they did or did not meet their goals upon return of the envelopes.

## 9. What homework might I assign?

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### Generating Goals

Have your students create three goals for this semester that pass the *FOCUS* test: (1) **F**it (2) **O**wnership; (3) **C**oncreteness; (4) **U**sefulness; and (5) **S**tretch. Then, have them identify three obstacles that could prevent them from reaching their goals—and how they would work around these obstacles.

**“A Letter for Later”** by Staley, C. (2003).

**Goal: To help students describe their own behavior, set goals, make predictions, and to see whether or not they met their goals and if not, why not.** (Described briefly earlier.)

Have students write a letter to themselves answering some of the important questions in this chapter. Students are to describe who they are and what they want to become. They should describe what motivates them and their values, dreams, and goals. In addition, ask them to respond to the phrase “If it is to be, it is up to me,” and how they might enact this phrase in all their classes during the term. Do they think they will make smart choices, set realistic goals, be able to monitor themselves, and create their own futures? If so, describe how, and if not, why. Students will place this letter in a sealed envelope and give it to you to return the envelope to the students at the end of the term. Responding to their original impressions could become the basis of their final class writing assignment.

**Journal Entries**

**One:** Have students write a one page journal entry, or send you an e-mail reflecting on the Readiness Check. You might prompt students by asking them to choose the three questions they responded to with the lowest numbers and how these questions relate to success in college. Ask students to explain if they have any control over their ability to improve their score on these items and to discuss why or why not.

**Two:** Have students write a one-page journal essay or send you an e-mail describing one situation in which they were extrinsically motivated and one in which they were intrinsically motivated and how they felt about each. Ask them to connect the different kinds of motivation to college success.

**Three:** Ask students to write a journal comparing their original response to the *FOCUS* Challenge Case about Gloria Gonzales, “What Do YOU Think?” with their final impression after reading the chapter to the “NOW What Do You Think?” section.

**Four:** Use the Insight → Action prompts as journal or blog assignments.

**10. What have I learned in teaching this chapter that I will incorporate next time?**

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## CHAPTER 2: LEARNING ABOUT LEARNING

### 1. Why is this chapter important?

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Changing behavior requires that you first know become aware of what you are currently doing. As an instructor, do *you* know how you learn? Do *you* know what your VARK preference is and how that impacts your teaching? Information in Chapter 2 is vitally important to you, too. In this chapter, both you and your students should fill out the VARK assessment that appears for your own benefit, but you should pay particular attention to the VARK activities that will reappear as potential assignments in every chapter. The VARK is based on information input and processing—Visual, Auditory, Read/write, and Kinesthetic (sensory modalities).

After discovering their learning style using this instrument, students will have opportunities to reinforce their preferences and try different approaches in every chapter. VARK activities appear in each chapter of *FOCUS*, and by the end of the book, students will have been able to try ten different approaches to their strongest preference so that they develop the skills to translate between the “language” used by their instructors and their own VARK learning preferences, a critical skill for college success.

As you will see in this chapter’s *FOCUS* Challenge Case about Tammy Ko, students often encounter instructors and situations in which they will need to understand how they learn in order to study and prepare for exams appropriately. As instructors, we can’t adapt to every single learning style in a class (although we can certainly try to reach them all by varying our assignments and teaching methods). Students must learn to assume responsibility for adaptation themselves.

This chapter is also important because in addition to learning about themselves, it gives students an opportunity to learn about learning and the brain and multiple intelligences. Students may find it fascinating to discover how they can create conditions that are optimal for learning, and “ah-ha” moments may happen when students realize that what works for one person may not work for another. And, above all, when they understand that they have the control over their learning, students are more confident that they can succeed. The response is transformed from “I can’t learn because the teacher is boring” to “Okay, this isn’t working; what can *I* do about it?”

Also, in this chapter students will begin to see the pattern of the text repeated from Chapter 1. The chapter begins with a Readiness Check, a *FOCUS* Challenge Case, followed by a number of Challenge → Reaction → Insight → Action prompts and the recurring C-Factors—all parts of the infrastructure of the book. These C-Factors (challenge, control, curiosity, and career outlook) that appear throughout the book, will help students focus on what motivates them and why. As you and your students work through the text, it will be important to reference your students’ AIMS score from Chapter 1. If a student has low to moderate intrinsic motivation, it is especially important to re-emphasize the C-Factors. Remind students that it’s not enough to have the *insight*; they must take *action* to achieve positive change. So taken together (the 4C’s and the Challenge → Reaction → Insight → Action prompts), these features will help students see that



by understanding what makes them tick, and by doing something about it, they are much more likely to have positive learning outcomes in all their courses.

## **2. What are this chapter’s learning objectives?**

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- How learning changes the brain
- How people are intelligent in different ways
- How students learn through their senses
- How to become a more efficient and effective learner

## **3. How should I launch this chapter?**

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You’re most likely past your first week or so of class. Congratulations! Remember that research shows that these first few weeks can make or break the way that students connect to you and to each other. According to one study, students make assessments about instructors within the first five minutes of the first class (in this study, even *before* the syllabus was distributed). Furthermore, their initial reactions held until the end of the term!

If you encourage IMs or text messages, are you receiving them from students? Are your students e-mailing you? Have students come to meet with you, one-on-one? If students have not responded to you or contacted you *and* they are not showing up for class, it’s important to take action. Contact them directly by phone or e-mail, and if they don’t respond, do some quick intervention. Be persistent! Check with their academic advisor to find out if they are attending other classes. If your institution has an “early alert” system for students, now would be a good time to sound the alarm. Remember: first-year students are “under construction,” so go the extra mile! In addition to making sure that students are coming to class and are engaged, here are some things to think about for this chapter.

- **Make sure students know each other’s names.** You probably already know everyone’s name in the class, but students may not know each other. You can do a brief check by asking students to name a person in the room and something they remember about them. Chances are students remember at least something about everyone. By doing it this way, you don’t put anyone on the spot by asking them to name everyone in the group. When a student names a person and says something about him or her, then it becomes that person’s turn to name another. Do this until everyone is named. Make sure that you jump in and help out if it seems like a few people are left without anyone remembering their names. If you have a sense that someone might be left out, you should introduce those students—or start the activity yourself by naming a person that seems isolated from the other class members. If you have a large class, ask students to take out a sheet of paper, fold it long ways to make a “table tent,” and write their name on it so that everyone learns everyone’s name. Students are gratified and appreciative when others remember their names and details of their identities.

- **Control Your Learning: Your Top Ten List for Each Class.** This is a great activity to get students to zero in on the classes they are taking this semester. It’s a reflective activity that asks students to describe their classes and compare them to the optimal conditions for learning that are listed in the text. Don’t pass up this activity. It’s a great way for students to apply what they are learning. It also might help them identify a class in which they have to make some changes or get extra help. This activity also works well as a topic for a one-on-one office visit with you.
- **Help students find support.** This might be the time and place to ask students if they need help. After the “Control Your Learning” activity, students might be a bit more aware of the realities of their college experience. Most college students need one kind of help or another at some point in college. Students who need help, but can seem to find the time or have the courage to take advantage of campus resources often become retention statistics. Preview the support services available on your campus (a topic covered in Chapter 3). They may have learned about them during orientation, but sometimes if you don’t need information at the time, you don’t pay close attention. Now is a time to share some information about where they can go for help. Also, see if there are common concerns in the class. Students find comfort in knowing they are not alone. Find out if there are students who are doing well in classes where others are not and connect them with each other for informal tutoring from which both “teacher” and “student” can benefit. Help students taking the same classes to form study groups. Academic and social integration are two key components of a successful college career.
- **Remember the Readiness Check at the beginning of the chapter and the Reality Check at the end.** These activities help students focus on whether they are ready to read and learn. Again, students piloting *FOCUS* reported that Readiness Checks become a habit, one that they also perform, not just before they begin to read, but also mentally before class begins. This habit also extends to their other courses, which is one of the activity’s intentional goals. The chapters end with a Reality Check that compares students’ expectations at the beginning of the chapter with the actual experience of reading.
- **Going beyond the book.** Check with your Career Center staff, or academic advising center to see if the Myers-Briggs Type Indicator is available for students to take. This tool will give students a more in-depth look at their personality type, going beyond the VARK and Multiple Intelligences. Also, encourage students to look online at the vast resources about personality type. The VARK is also available online (web site available in *FOCUS on College Success* in Chapter 2).

#### 4. How should I use the *FOCUS* Challenge Case?

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Just as in Chapter 1, the chapter begins with a *FOCUS* Challenge Case about a real student (or a composite of many students) that depicts a challenging situation college students often face.

In this chapter, we meet Tammy Ko, a student who was one of a high school class of seventeen students. At first glance you would think that Tammy has it all together. She was successful in high school, thinks she knows her intended career, takes an introductory course in Criminology (based on her career goals), and attends classes and studies. But, her instructor, Professor Caldwell, is not at all what she expected. She is frustrated, not doing well on tests, and questioning whether or not this is the career for her. It is guaranteed that this is a situation many of your students will face at least once in their college careers. By using this *FOCUS* Challenge Case, students will begin to see the connections between who they are as learners, and how this knowledge connects to their success in college.

Use Tammy's story to get students to begin opening up and refer back to Tammy whenever you can. Ask students if they think that Tammy will have challenges in college and what those challenges will be. As a part of a group discussion, ask students if they have encountered this situation in college. Most likely they have. It's important that this discussion does not become a course complaint session or an instructor-bashing one. What's really important is that students come to understand that *they* are the ones who will have to make adjustments.

## **5. What important features does this chapter include?**

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### **Readiness and Reality Checks**

In the beginning of each chapter students complete a Readiness Check and at the end they do a Reality Check. It is important to help students compare their expectations with their actual experience, because, among other things, it helps them to more accurately predict how long an assignment will take. Your students may not be experienced at reading difficult texts, which may make this chapter more challenging for them as it introduces metacognitive theories (without calling them that). A writing assignment or class discussion can be used to share students' pre and post chapter results. You might even ask students to e-mail you a short reflection about their expectations and the realities they have come to understand by the end of the chapter. When students are able to go over material more than once and reflect, they begin to hardwire information.

### **Challenge → Reaction → Insight → Action prompts**

Throughout the book, students will be reminded about the learning system used in *FOCUS*: The Challenge → Reaction → Insight → Action system. This learning system is part of the fundamental infrastructure of the text. For example, an Insight → Action prompt in this chapter asks students to remember learning highs from their past and asks what made these learning experiences so memorable. In a Challenge → Reaction prompt, students are asked to respond to questions about their views on learning. What is learning? This activity challenges students to explore their beliefs about learning and can lead to in-class discussions or reflective writings about why they think or react the way that they do. This chapter is filled with these types of activities. Because this learning system is woven throughout the entire book, make sure you spend a little extra time on these so that they become a very natural anticipated activity for all the remaining chapters.

### **Self-Assessments**

This chapter has two key assessments: the VARK Learning Styles Assessment and an informal instrument on Multiple Intelligences. Your students may not completely comprehend how to apply their results to their coursework. Here is a good opportunity to use your own results in a “teachable moment.” Connect your learning preference and multiple intelligences to your past learning experiences. There may even be a correlation between your chosen discipline and your results! In addition to these instruments, there is a self-assessment on a student’s classes and optimal learning conditions. Also, students should begin to start connecting who they are with who they want to become. As students go through the text, each chapter presents a personal interview with a person in a certain career and highlights for students the most common skills for that occupation through the “Create a Career Outlook” feature.

### **C-Factors**

If you recall, each chapter of *FOCUS* contains features related to the four aspects of intrinsic motivation: “Cultivate Your Curiosity”, “Control Your Learning”, “Create a Career Outlook”, and “Challenge Yourself Online Quizzes” at the end of each chapter. Some of the C-factors are more prominent than others depending on the content for each chapter. Before much learning takes place people have to be curious about something. Many of the readings and activities cultivate curiosity, but a great one for this chapter is “building a better brain.” Wouldn’t we all like the answer to that challenge? The point is that we can make our brains work better, and we want students to be curious enough to wonder how. Throughout the book students are asked to control their learning and think about their toughest class. Because this chapter is about learning, the focus is on what student can do to take control of their learning. More often than not, perhaps, students have more control than they think they do. The “Create a Career Outlook” is a great feature for each chapter and here we meet Neil Fleming, University Professor and creator of the VARK Learning Style Questionnaire. Generally, students are interested in learning more about the creator of an instrument they are now using like the VARK. They might be interested in why *you* chose college teaching as a career. Students will begin to make connections between themselves and careers, since they will be asked questions such as “What would you find most challenging about this type of career?” and “What would you find most satisfying about this type of career?”

## **6. Which in-text exercises should I use?**

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Three exercises are built into this chapter. Here are descriptions of why they have been included, how much time each one will probably take, and how you might debrief them.

### **EXERCISE 2.1 VARK LEARNING STYLES ASSESSMENT**

#### **Why do this activity?**

This activity helps students understand their preferred learning modality. By simply knowing the way they prefer to learn, and by using that preference in a variety of ways, learning will seem easier and certainly more efficient. Make sure you take this assessment, too. You may learn something about yourself that you suspected and now will get confirmation about.

**What are the challenges and what can you expect?**

All of us are curious to learn things about ourselves. This activity is easy, and students will enjoy adding up their final scores to see which of the learning styles they prefer. Many students will fit into the category of multimodal (having a preference for more than one modality). These students have more flexibility in learning than those students who have a strong preference for a single modality. However, to truly believe they have mastered material, multimodal learners will feel they have to make use of all their preferred modalities.

**How much time will it take?**

This activity should take about 20-30 minutes depending on how much time you spend debriefing.

**How should I debrief?**

It's always a good idea to ask students when they are done, if anything they learned by taking the assessment surprised them. Most likely students will feel validated about the way they learn. Most students agree immediately with their results although some may need more time to think about it. Ask students to share a learning experience that they feel was a good match for their learning style. See if you can get them to articulate exactly what the experience was like, why they think it is indicative of their preference(s), and what was especially positive about it. Be sure that you refer to the Figure 2.1 which lists general strategies, study strategies, and exam strategies for each of the styles. Fleming believes that people taking the VARK are in the best position to judge the accuracy of their scores, and that students should learn in college by engaging in "variations on a theme," using their preferred modalities in a variety of ways.

**EXERCISE 2.2 VARK ACTIVITY****Why do this activity?**

This activity is designed to help students make connections between their preferred VARK learning modality and an actual assignment. Remind students that the reason they are doing this is to help them understand themselves and make the most of their preferences. If students are multimodal, recommend that they do more than one activity or that they vary activities from chapter to chapter. By the end of the book, students will have been introduced to ten (because the VARK is in Chapter 2) different ways to learn via their preferred modality or modalities.

**What are the challenges and what can I expect?**

There are no real challenges in this activity except for the students who are multimodal may not want to do more than one activity, so you may want to make doing more than one assignment optional for them or vary activities by chapter.

**How much time will it take?**

This activity can be done outside of class; the only time it takes is the actual debriefing in class, and you can take whatever time you need.

### **How should I debrief?**

Students really benefit from hearing how other students respond to this activity. Ask students what about this activity they enjoyed and why. Let students identify the commonalities that students with like preferences report.

## **7. Which additional exercises might enrich students' learning?**

### **Who Am I?**

#### **Class activity**

**Materials needed:** Index cards with learning preferences written on them

**Time:** 30-50 minutes, depending on the size of the group

**Goal:** To help students identify the behaviors that are typically indicative of particular learning styles

In groups of three, students will role play having a meeting over coffee. Each student will be given a card with a particular VARK preference or Multiple Intelligence and will act out their role in this casual meeting. The meeting could even be a meeting between a hypothetical instructor and student. After about five minutes the classmates who are observing are to write down the type of each character. It's okay to exaggerate! You might even use this activity for students to disclose who they are! You can guess along with the students.

### **Think/Pair/Share Activity**

#### **Class activity**

**Materials needed:** none

**Time:** 10-20 minutes

**Goal:** To get students thinking about a class they are taking now where there is not a good fit between them and the instructor

Sometimes it's difficult to get a discussion going in class. This think/pair/share activity provides a mechanism for all students to get involved and can be used for any topic.

- **Think:** Individually have students identify a class, where their learning style does not match their professors' teaching style. (Note that a professor's teaching style may not be the same as his or her learning style, but it should be safe to say that learning style influences teaching style to some degree.) Also, students must identify one thing that they can do to help themselves succeed in this class. (3-5 minutes)
- **Pair** up with the student next to them and discuss their responses. The students will decide on one or two issues to bring up to the group. (3-5 minutes)
- **Share** with the class their responses and as a group the class will discuss some common responses that students encounter with their instructors as well as identify some techniques to help them succeed. (5-10 minutes)

### **Help Wanted!**

#### **Class activity**

**Materials needed:** Newsprint for each group of 4-5 students and index cards with an occupation on it

**Time:** 10-20 minutes, depending on the size of the group

**Goal:** To help students recognize the skills connected to success in a career

In groups of four to five students, ask them to develop a help wanted ad with the learning type needed for a particular job. The jobs that each group will be given are artist, political candidate,

president of a company, and social worker. Their job is to create a job description that would result in selecting a person who would work well in the job.

### **Help Is on the Way!**

**Class Activity (or an out of class assignment where students work in groups)**

**Material needed: none**

**Time: 40-50 minutes**

**Goal: To help students to problem solve a mismatch between a student and instructor**

Present students with this challenge. Julia is attending a class on economics. The first day of class, the teacher says “Okay students, you don’t have to read your books, but the information in the book is on the midterm and final. In this class, it’s all about real world economics. You will set up a business, it doesn’t matter to me what kind, and at the end of the semester you must demonstrate your understanding of the key principles of economics as a result of this project. Class is dismissed for today. Come in next Monday with your proposal.” Julia leaves the class in tears and tells her roommate “I know I am going to fail, I just don’t know what he wants or how even to begin!” In small groups, have students outline what Julia should do to. In addition, have students speculate about the different VARK learning style Julia and her professor might have. Julia can’t drop the class or change sections!

## **8. What other activities can I incorporate to make the chapter my own?**

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While suggestions and activities are provided for you, this text is so rich that you can use all of the annotations, the Readiness and Reality Checks, the Challenge → Reaction → Insight → Action system in any way that is comfortable for you. Keep in mind the concept of student engagement and that the more involved the students are the more likely they are to learn.

Scan for particular annotations in the Instructor’s Edition for ways to enrich the material for your particular group:

- 1) Teachable Moments
- 2) Activity Options
- 3) Sensitive Situations
- 4) Emotional Intelligence (EI) Research
- 5) Chapter Crossover

Included here, all in one place, are Activity Options taken from the Annotated Instructor’s Edition.

If you are familiar with additional research about teaching and learning, capitalize on what you know in addition to what appears in this Instructor’s Resource Manual. There are so many ways that you can make this chapter your own. For example, if your background is psychology, you have a great deal of information to share with the class about learning styles, motivation, and personality. If you are a business professor, share with your students how certain types make for ideal accountants or others ideal stock market traders. Share with students your background and area of specialty and refer to it in this chapter. You should also be thinking about your own

teaching style based on your VARK preference. Share this with students and while the best teachers are those who can teach to all types, this is not often the case. Make sure students understand this.

**ACTIVITY OPTION (p. 30):** Divide the class into two groups: those who consider themselves spontaneous and those who do not, those who like predictability. Ask the two groups to describe the ideal teacher. In addition, ask students to rate Professor Caldwell's teaching on a scale of 1 to 10. After five minutes, ask the groups to read aloud their responses. Generate a list and see if there are differences in their responses and the number they assigned to Professor Caldwell's teaching. There should be differences. Those who like predictability may think that Professor Caldwell is okay and describe ideal teachers as organized. The spontaneous students will most likely describe their ideal teacher and Professor Caldwell differently.

**ACTIVITY OPTION (p. 31):** Give students lengthy directions for a fictitious assignment that would be due in the next class. Give them instructions about where they would find an article to read about studying in college, and tell them that you want them to write a three- to five-page paper, then change your mind, and make it a one-page essay. Confuse them; change what you want. And then go right on to the next part of the class. See if anyone raises a hand for clarification. Someone should! If not, ask someone to repeat what is due. Discuss some of the strategies, if any, students used to clarify the assignment.

**ACTIVITY OPTION (p. 34):** One of the most dreaded courses in college is math. In fact, large numbers of students take developmental math when they first enter college. They often say "I will never use this." To help students see that even courses they don't think they need are valuable, begin a brainstorming activity. Ask students to work alone or in groups and brainstorm reasons why it's important to learn math. Give students five minutes and then have them call out their responses while you write them on the board. The group or student with the most credible responses gets a few bonus points on the next assignment.

**ACTIVITY OPTION (p. 35):** Ask students to work in teams to build a learning tower. Draw a tower consisting of four blocks on the bottom row, three on the third, two on the second, and one at the top. The top block should be labeled "successful student." Students are to fill in what they need to know first before they are successful students. Each row should be a prerequisite to the next row.

**ACTIVITY OPTION (p. 36):** Determine whether there are any commonalities among the students' responses to this "Control Your Learning" exercise. Which courses do most students find the easiest? Which are the most difficult? Which are the least interesting? Have students share their responses so they can learn from their peers.

**ACTIVITY OPTION (p. 38):** Have students add up the number of checks they had in each category. Then group students according to their highest numbers. Give each group five minutes to share with each other their favorite classes (present or past). Ask students to find common threads in the classes they identified. Have the groups report to the class and discuss what they do to succeed in classes that they don't enjoy as much.



**ACTIVITY OPTION (p. 40):** Group students again according to their multiple intelligences (responses from the “Challenge → Reaction” about Multiple Intelligences) and create a sign that indicates the strength of the group (i.e., the intrapersonal group). Assign the groups the task of coming up with careers that a group different from theirs would enjoy and report to the class. Have the group to which the job relates respond to why they would or would not enjoy the job.

**ACTIVITY OPTION (p. 41):** Ask students to have someone who knows them well fill out the same “Challenge → Reaction” about them. Does their roommate or spouse know that they must have music on to study, for example? Encourage students to share their needs with roommates and family members who may have a different style. The responses will help students see how others perceive them as well.

**ACTIVITY OPTION (p. 44):** On the board or on a large piece of poster board, list the four modalities (Visual, Aural, Read/Write, and Kinesthetic) and have students write their name and score of their top two modalities. For example, a student might put her name and a 10 under Visual and her name and an 8 under Aural. Are there similarities in the class? Do these students enjoy the same classes? Now ask students to put their dominant multiple intelligence next to their name. Are they beginning to see any patterns? Ask each student to describe one way in which they can use their dominant learning style and strong intelligence to help them in college (if there is not enough time in class, they can e-mail the class with their answer, or bring their response to the next class).

**ACTIVITY OPTION (p. 48):** Ask students to summarize their responses to the Reality Check and send it to you via e-mail. In addition, ask them to tell you the most significant thing they learned about themselves and give a specific example of how they will use what they’ve learned to prepare for an exam.

## **9. What homework might I assign?**

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Your students have gained a considerable amount of information about themselves by now. They know more about how they are motivated, their learning style, and their dominant multiple intelligence(s). Using the information they have, have students create a customized learning plan for their toughest course. Their plan should include how they will use their class notes, how they will read their assigned coursework, and how they will prepare for exams.

### **Who I am, what I know I can and can’t do well, and what I am going to do about it**

**Goal: To help students to describe their own behavior, using their VARK preference**

Assign students to do a Power Point presentation similar to the one described in the activity option above. Ask students to present to the class and report on one thing that they learned about themselves from this chapter, describe it in some detail, and identify how it will impact how they learn.

### **Journal Entries**

**One:** Have students write a one page journal entry, or send you an e-mail reflecting on what they learned about themselves in this chapter. You might prompt students by asking them to choose



## CHAPTER 3: MAKING USE OF RESOURCES: FINANCES, TECHNOLOGY, AND CAMPUS SUPPORT

### 1. Why is this chapter important?

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When you think about students being successful in college, one of the first things that typically comes to mind is whether students are academically prepared. Of course, that's important, but believe it or not, some of the main reasons that students leave college are not having the money to pay for college, engaging in unhealthy coping mechanisms, not admitting to needing help, and (over)using what students often know best, the computer and Internet. So really, this chapter tackles some of the key non-cognitive components of student success that you may have never thought about. First, let's start with finances.

The *FOCUS* Challenge Case student, Jessica Taylor, may or may not be like one of your typical students. Clearly, she is a young woman of privilege. She has done well in high school and appears ready for college. (Notice the word *appears*!) She immediately applied for four credit cards during campus promos and admits she is a bit nervous about over spending. Credit card debt, whether the student comes from a privileged background or not, is a common problem among college students. Student debt can cause tremendous anxiety and even derail students academically. Students have to learn to manage finances. Recognizing how important fiscal responsibility is to college success, many institutions now offer students free seminars on debt management. Some students need to learn to distinguish between needs and wants; while others have to take a hard look at the way they are managing money and attempting to pay for college, perhaps by working so many hours or by juggling more than one job that they cannot complete their coursework. Check to see what types of services are available at your institution.

Another reason why this chapter is important is to address students engaging in unhealthy behaviors, like abuse of the Internet and excessive shopping. Both seem a fairly harmless, but nonetheless feed right into an addictive personality. It seems as if these students must not be devoting much time to studying, if they have time for excessive web surfing, checking their Facebook accounts, and shopping, but, often, for students these behaviors begin as an initial stress reliever and then become addicting. The point is, this chapter will help students see what can potentially happen, as well as let them know that there are lots of campus resources to help them deal with all sorts of challenges. They just have to ask for and seek out help! For some students, however, that's sometimes easier said than done.

An underlying question subtly posed in this chapter is who wants to look needy in college? Sometimes students who have struggled before with issues do things like stop taking medications, or refrain from using services for students with disabilities, just because they just don't want anyone to know about their past. For them, college is a fresh start which can quickly turn into a disaster. Yet, even the strongest, most together students are surrounded by temptations which often require intervention and support. This chapter is about knowing why, how, and where to get support on your campus. Make sure that students see getting support as "a normal thing" and not something that weak or needy students do. One way to de-stigmatize getting help is to share your own past experiences. Did you have an area that you struggled with as a first-year student? Be especially aware that young men are much less likely to ask for help than women.

Just like the previous chapter you will see some common activities. The chapter begins with a Readiness Check, the *FOCUS* Challenge Case, followed by a number of Challenge → Reaction prompts, and recurring C-Factors. These C-Factors (challenge, control, curiosity, and careers) that appear throughout the book, help students focus on what motivates them and why. Remember that it's not enough to have the *insight* but one has to take *action* to achieve positive change. This step is especially important for this chapter, because students have to actually *use* the resources available on campus, not just *think* about them, to overcome their particular obstacles.

## 2. What are this chapter's learning objectives?

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- What resources exist to help students through college
- How to get “fiscally fit”
- How Net life relates to college success
- What information literacy is and why it's important
- Why HELP is not a four-letter word
- How to manage a learning disability

## 3. How should I launch this chapter?

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First, remember that this chapter includes potentially sensitive issues. Not everyone wants to admit that they need help, so approach this chapter in ways that depersonalize any private issues. It is almost guaranteed you have someone in your class that has or is struggling with an eating disorder, and the incidence is increasing in men. It is almost guaranteed that someone is in debt, someone has a learning disability, or someone is dealing with anxiety or depression. Be sure you set the tone in your class: all of these issues, while challenging, don't have to cause students to drop out or fail out of college. A large part of college success is knowing about and making use of available resources.

- **By now students should be settling in, and you may begin to see some friendships emerging in the class.** You may also see some students who are sitting alone and struggling. They may be dealing with some of the issues that are addressed in this chapter. However, be sensitive to the fact that introverted students may naturally be reluctant to engage in class; however, this does not necessarily equate to being more at risk. Think about personality issues if (or when) putting students into groups. A sole introvert in a group of extraverts may have a hard time getting a word in edgewise. Create a climate where students are the most likely to be engaged.
- **This is a good chapter for journal writing.** You may find students are more likely to divulge a problem or issue privately to you. In class, they might be talking about “a friend” who has a problem as a disguise. (Or, it really may be a friend they are looking for help to support.) Don't miss this opportunity to give students a chance to share their concerns in a private way. You can simply structure this by doing a slant on the “one

minute paper” by asking what they think is the most common problem or most dangerous problem on this campus (of the issues addressed in this chapter) and what they might want to find more out about. The one minute paper is a technique developed by Tom Angelo and Pat Cross. It’s a simple assessment that you can use just about any time by asking students to indicate one thing they learned in the class, one thing they are still confused about, and one thing they want to learn more about. You can use your own version, but it should only take about a minute.

- **Remember the Readiness Check at the beginning of the chapter.** Be sure that students are developing the habit of thinking about their own role in the learning process and how to focus on learning new things.
- **Going beyond the book.** As much as students want to know about themselves, they also want to know about you or some situation that you may know about. If you have been teaching for a while, you most likely know of some students who have confronted issues in successful ways. Be careful not to divulge too much information so that you aren’t giving away any identities in sensitive situations. Instead, focus on the path to success, rather than the individual. Even if you are new to this course, you have some real life experiences to contribute. You might even check to see if you have any “experts” on campus who could address the perils of the Internet, like social networking or gaming addiction and online predators to emphasize some of the major points of this chapter.

#### **4. How should I use the *FOCUS* Challenge Case?**

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Jessica Taylor may or may not be like your students. At the beginning of the term, her life was going according to plan: she had made amazing friends, and her high school boyfriend Collin was maintaining their long-distance romance. Now several weeks into the semester, Jessica is facing several challenges: she has too many credit cards, she has spent all her money, her boyfriend is pulling away, and she just got a C- on a test. To make matters worse, Jessica struggled with an eating disorder in high school, but fortunately had the support of her family and others to overcome it. For the time being, Jessica is managing the stress, but she feels pulled back into the one thing she can control—her eating. Like some of your students, perhaps, Jessica feels out of control and does not know where to get help. While the story may sound melodramatic, it is representative of what many college students experience.

Depending on who is in your class, this *FOCUS* Challenge Case may be right on target. Or on the other hand, you may be teaching a class of students from a low income area or adults returning to college. Use the behaviors and challenges, not Jessica the young woman of privilege, as the points of discussion. You don’t have to be rich to have credit card problems or spend too much time shopping or the abuse the Internet. The point is that anyone can struggle with issues like these. The question is what to do about it.

## **5. What important features does this chapter include?**

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Again, you will see some of the really important recurring themes in this book.

### **Readiness and Reality Checks**

In the beginning of each chapter students complete a Readiness Check and at the end they do a Reality Check. By this point in the semester, your students may have begun to use the checks in their other classes. Ask them if they are applying the system. If they are not, now would be a great opportunity to encourage them to directly apply what they are learning in this course to their other courses! You might even ask students to e-mail you a short reflection about how (or if) their expectations and realities are beginning to become more consistent.

### **Challenge → Reaction → Insight → Action prompts**

Throughout the book, students will be reminded about the learning system used throughout: The Challenge → Reaction → Insight → Action system. The *FOCUS* challenge is a very important feature of this text. Discuss the C → R: Do students know what types of campus resources are available? Reaction prompts will help students assess what they already know, and if they don't already know about the support on campus, open their eyes to things they never imagined were available.

Insight → Action prompts is where you have to get students to make a move, be incited to act. Think about ways in which you can perhaps build in ways to requirements to use resources. Some of the activity options and suggestions for activities will help you do that. This system is repeated throughout the text and students will continue cycling back to the first step as they encounter new challenges. It is key for this chapter to see a challenge, react to it, develop some insight and then *ACT!*

While there are many different Challenge → Reaction → Insight → Action prompts in this chapter, the Challenge → Reaction prompt on the Internet pros and cons is an important and engaging one for students.

### **Control Your Learning: Your Toughest Class**

In this activity, students identify the most challenging class where they will have to use information literacy skills. The more students can connect what they are learning with a real life class or situation; the more likely they are to retain and apply what they have learned.

### **FOCUS on Careers**

The career focus in this chapter is about an IT Systems Analyst for a Pharmaceutical company. Hearn states that his biggest challenges are not actually technical; rather, they revolve around time management, creativity, and team work. He recommends that students take advantage of opportunities to apply what they are learning in the classroom to the “real world.” After reading the interview, students can ask themselves if they are personally interested in technology as a possible career. This chapter also focuses on a career outlook for an IT Systems Analyst—a computer scientist. They will be asked questions like “Do you have (or could you acquire) the skills this career requires?” and “Are you interested in a

career like this? Why or why not?” See if you have any students in your class you are thinking about a career in IT. Make a connection for them with employees on your campus who hold these jobs. Have students visit your IT people and spend a few hours observing what they do.

### **Cultivate Your Curiosity: Choose to Choose!**

The curiosity focus in this chapter is about how to effectively manage the myriad of choices available to us everyday, and it’s one of the most important things for students to think about among all the “Cultivate Your Curiosity” features in the book. Challenge your students to think about times when they are “maximizers” when they should be “satisficers” or vice versa. Challenge them to apply the four steps for lowering stress associated with constantly being forced to make choices.

## **6. Which in-text exercises should I use?**

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Included here are descriptions of why the in-text exercises have been included in the book, how much time each one will probably take, and how you might debrief them. Since there are a number of somewhat similar activities in this chapter, and especially if you have a class that meets only once or twice a week, consider assigning a few activities as homework, or have students choose one or two activities to complete, as opposed to trying to do them all. For variety, assign all the activities, but to different students, and then have the class discuss the results. This would be a great opportunity to assign groups based on differing learning styles. This helps students learn how to effectively work in teams with people very different from themselves.

### **EXERCISE 3.1 PICTURE SUCCESS**

#### **Why do this activity?**

This activity helps students learn about campus resources in a fun way. If the weather is agreeable, have students take photos outside. This is a real hands-on activity that students should enjoy. To build community, you might consider putting some students in groups to do this. Consider pairing or grouping students who may not normally hang out together, or assign this activity as homework and have students come to class to present their results. Remind students to get a photo of themselves and their group members. This activity will be a memory from their early college days for sure.

#### **What are the challenges and what can you expect?**

You are going to have students who prefer working alone, as well as some preferring to simply look up the same pictures of services on the Internet. Be prepared for a few students that don’t understand the purpose of this activity. You might consider doing this during class time, or meet as a group after class hours for pizza to kick-off or end the photo shoot. Also, keep in mind, if you borrow digital cameras from your media center, it’s not all that uncommon to lose or break one! Another potential issue is that you might also end up with all of the same resources. Consider giving students a list that they have to find, or have them choose a few resources they must find and photograph out of a hat.

**How much time will it take?**

The activity could take anywhere from an hour to a full morning or afternoon.

**How should I debrief?**

Just as you did with other activities, ask students when they are done what they learned by doing this activity. What was a service that they learned about that surprised them? Having students share what they found with others allows students to teach others and to expose the whole class to an array of services (especially if you structured the activity that way to begin with). Think about giving a prize (a gift card to the coffee bar) to the group with the most creative photos!

**EXERCISE 3.2 YOUR MONTHLY BUDGET****Why do this activity?**

You can bet that you have students in the class who never have done a budget and haven't a clue what one is. They may get the general idea, but to see their exact income versus expenses may be eye-opening. This is especially true for students like Jessica Taylor, the *FOCUS* Challenge Case student, who probably had Mom and Dad taking care of most of her finances.

**What are the challenges and what can you expect?**

Some students may not know much about what things actually cost. They may not know what printer cartridges cost because Mom and Dad always bought them. Or, they may not know because they have never owned a printer until now. A number of students will probably overlook hidden costs like wear and tear on a car when they are estimating transportation. There are tons of hidden fees in credit cards and a good discussion of this is helpful. Is there an expert in the class? If it seems appropriate with your group, have students share what they put down in certain categories for comparisons. For example you might ask for students to raise hands to show who spends more than "x" on a certain category or have students line up from most costly to least for an item. Students who are good money-managers might share their techniques with others.

**How much time will it take?**

This activity should take about 20-30 minutes, depending on how much time you spend debriefing.

**How should I debrief?**

Get students to share their reactions about this assignment. Don't probe too much on actual expenses as you need to be sensitive to the possible ranges of income in the class. Use Jessica Taylor as an example. Is she going to get into trouble? Do you think she will tell her parents? Why or why not? What do you think they would do if she told them? If students think that they will bail her out, what are the learning consequences of that? Did Jessica learn? Get students to talk about situations they have been in, and as always, the bottom line is to get students thinking about what *action* they might take to make the situation better.

**EXERCISE 3.3 CREATE A SPENDING LOG****Why do this activity?**

We have probably all been in a situation where we open up our credit card bill at the end of the month and are surprised at the total. "Wow—I had no idea that I spent so much." We might even



begin to review charges and sure enough, they are all yours and by spending a little bit here and there, at the end of a 30 day cycle the bill is huge. This activity helps students see what they spend on a daily basis. They will probably look at the example spending log and pin point where the student could have saved money, but it might be a different story when they see their own. There is research that shows when people record what they eat, they are much more likely to eat less, stay on a diet and lose weight. Share this tip with students so they can apply this strategy to their finances. By using a spending log, students learn how to become fiscally fit.

**What are the challenges and what can you expect?**

Any time that anyone does a self report, it is subject to interpretation and erroneous information. One thing is clear: this assignment has to be for students, not you. There may be a tendency for students to put down what they think an instructor might want to see as opposed to what is really going on. For sure, there are not many of us who would want to share the details of every morsel we put in our mouths on a daily basis, especially when we are supposed to be on a diet. The same principle operates here. Don't put students in the spot of sharing something that they might not want to divulge. If they volunteer, that's great, but don't push it for everyone. Also, students need to see what one day's worth of spending adds up to over 30 days. A four dollar cappuccino may not seem so bad for a one day spending event, but add it up over 20 times in a month and you have a problem.

**How much time will it take?**

This activity should take between 30-40 minutes, depending on the number of students in the class.

**How should I debrief?**

If a few students want to share, let them, but as mentioned, don't press. You might even talk about compulsive spenders and gamblers. Many campuses have support groups on campus that address this. If so, think about bringing someone in to talk about it. Remember: although Jessica may not be your typical student at many institutions, her behavior crosses ages and incomes. In essence, she might be "self medicating" to cope with some other issue that requires attention. Don't hesitate if you feel the need to bring in an expert from your counseling center. You might even survey students, privately, to see if they think this is something important to do.

**EXERCISE 3.4 TECHNOLOGY PROJECT: GROUP AD**

**Why do this activity?**

Here is another sample of an activity that helps students learn about campus resources in a fun way. As a group, students will learn how to use technology for a project that helps them share ideas on why the course they are taking is important. (Don't forget to keep these to show your colleagues.) As is suggested in the text, consider an alternative to the project content (about the class) and focus on campus resources or some other topic. It's also a great opportunity for students to present their work to the entire class. Tell students they have "Super Bowl airtime," so you're expecting great things. Or show them an ad from a previous semester so that they have a model to work from. Often, the student groups are very proud of their results.

**What are the challenges and what can you expect?**

You may have students who prefer working alone, rather than in a group. Some students feel as if they do all of the work, so structure the task by having students have specific roles. One way to address this issue is to have students give you a work plan before they begin. Then at the end of the project, ask every member of the group to assign a “grade” to their team members based on the amount of time and energy they invested in the activity. If you choose to assign doing the ad on benefits of the class, you should get some interesting variations. If you choose to have students work on the campus resources project, assign resources or you may end up with much of the same.

**How much time will it take?**

This activity should take between 20-30 minutes, depending on the number of students in the class.

**How should I debrief?**

Just as you did with other activities, ask students when they are done, what they learned by doing this activity. Did they agree that the major benefits of the course were highlighted? Was there a service that they learned about that surprised them? How sophisticated was the technology? (You may be amazed!) Did students show a variety of technology options? Do you have some experts in class who would be willing to help others?

**EXERCISE 3.5 VARK ACTIVITY****Why do this activity?**

This activity is designed to help students make connections between their preferred VARK learning modality and an actual assignment. Again, remind students that the reason they are doing this is to help them understand themselves, and make the most of their preferences. If students are multimodal, recommend that they do more than one activity or vary their activities by chapter.

**What are the challenges and what can I expect?**

There are no real challenges in this activity except for the students who are multimodal. These students may not want to do more than one activity, so you may want to make doing more than one assignment optional for them or suggest variations as noted above.

**How much time will it take?**

This activity can be done outside of class; the only time it takes is the actual debriefing in class, and you can take whatever time you need.

**How should I debrief?**

Students really benefit from hearing how other students respond to this activity. Ask students what about this they enjoyed and why. Try and find the commonalities, or rather let students identify the commonalities that students with like preferences report.

## **7. Which additional exercises might enrich students' learning?**

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### **Searching the Web—Even to Learn about your own Campus Library**

**Class activity**

**Materials needed: computers**

**Time: 30-50 minutes, depending on the size of the group**

**Goal: To help students use the Internet to identify resources both on the web, and in the campus library**

In small groups of two to three students, assign groups the task of identifying as many varied, credible resources to do a research paper on the topic of “college student debt” on the Internet. Be sure that students include a varied list of sources, including online database articles through your library as well as web sites. At the end of 30 minutes, have groups report what they found, including the most user friendly search engines and databases.

### **The Top Five**

**Class activity**

**Materials needed: Access to PowerPoint**

**Time: One hour, depending on the size of the group**

**Goal: To help students identify the most common resources that students need to access**

In small groups of 2-3 (group students differently each time) assign students to identify the top ten campus resources students should know about and access. Students must develop a 6-slide PowerPoint presentation, using a variety of PowerPoint options (to be determined by the instructor) on the top five resources. Included in the presentation should be the name of the resource, the location, hours of operation, how to contact the person in charge, and why it's important. Students should electronically send copies of their presentations to others in the class.

### **Under Cover**

**Out of class activity**

**Materials needed: computers**

**Time: 30-50 minutes**

**Goal: To help students identify Internet profiles of current college students with information that might lead to trouble**

Individually, students are to browse a social networking site like MySpace, Facebook, or Second Life and find two profiles that indicate exactly where students will be and when. Have students identify what controls are in place to prevent potentially dangerous situations from developing. Students will also describe what features their chosen social networking site has that may be different from other Internet social networking sites.

## **8. What other activities can I incorporate to make the chapter my own?**

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There are many activities that are part of the annotations in the text; you can adapt them to your own style when doing any of them. Part of the way you approach the class will be dependent on your own learning style. But, you have to keep in mind that your class will consist of students with many learning styles that are unlike yours. You need to try to find ways to engage everyone.

Share your own experiences when you can. Students do well when they can connect what they are learning with real experiences. Also, you may need to “adjust” some of the activities to place emphasis on a particular type of student you have, whether it is a commuter, a class primarily filled with working parents, or first-generation students. Keep in mind that you also don’t know the full backgrounds of students in your class, so vary examples whenever you can.

Included here, all in one place, are Activity Options taken from the Annotated Instructor’s Edition.

**ACTIVITY OPTION (p. 52):** Make up index cards with a typical first-year student challenge, hand one out to each student, or groups of students, and ask them to describe a campus resource that would help students deal with this challenge. How would this resource help? If they were facing this challenge, would they be willing to use the resource they’ve identified?

**ACTIVITY OPTION (p. 53):** Put students in teams and assign them specific resources. Have groups create a five-slide PowerPoint presentation to the class about the resource, including where it is located on campus, what hours the resource is available, why they think it might be helpful, for whom it might be helpful, and a quick interview with someone who works there, stating what he or she believes is most important about the resource.

**ACTIVITY OPTION (p. 56):** Students might want to share how much they spend in a typical day. Group students by their spending from zero to \$10, \$10 to \$50, and above \$50. Have the groups identify some things that they could have done without and then share results with the class.

**ACTIVITY OPTION (p. 60):** As a class, develop some “fiscally fit” ideas. Ask the class to rank the top three practices that they believe are relatively easy to change and would help them stay “fiscally fit.”

**ACTIVITY OPTION (p. 63):** Have students fill in the blank: My worst computer nightmare happened when . Have them share with the class. If no one offers an example, or you only get a few, hand out some index cards with situations like “lost my flash drive,” “the power went off,” “I ran out of paper,” for example, and discuss ways to avoid these problems.

**ACTIVITY OPTION (p. 66):** In small groups, have students examine the fictional ISpy.com web page and decide what parts of the profile should be eliminated to protect one’s identity. Have groups share in class what was left on the profile. Could anything still identify this student? Remind students of the benefits of setting their profiles to private on sites like MySpace.com.

**ACTIVITY OPTION (p. 66):** List the important campus resources on individual index cards and place them in a basket. Have students choose a card and allow them to trade with someone else if they wish. Have students develop a flyer or brochure that they can post online or print enough for the entire class. Students can then vote on which brochure or flyer was the most comprehensive and appealing. By having students create and share the brochures, you’re guaranteed that the rest of the class has a list of critical campus resources.

**ACTIVITY OPTION (p. 67):** Have students list all of the Internet domains (for example, .com, .net, .org, and .edu) and brainstorm which might be the most reliable and credible. What features of a web site might make someone suspicious?

**ACTIVITY OPTION (p. 71):** Create index cards with one campus resource on each card. Divide the class into two groups for an in-class pop quiz. Hold up a card, and the first group to buzz (they can use cell phones in class!) gets a chance to tell where it's located and what its purpose is. The team that wins gets a prize.

**ACTIVITY OPTION (p. 73):** Have students develop a slogan on why students should use campus resources. For example, "when in debt . . . don't forget the Financial Aid Center located at \_\_\_\_\_."

## **9. What homework might I assign?**

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Ask students to identify their largest time wasting activity. Some examples might include: (1) social networking sites like MySpace or Facebook, (2) games, (3) television, (4) surfing the Internet, etc. Have students track how much time they are spending on this activity for two or three days. Then challenge them to cut that time in half for the rest of the week. At the end of the week, have students analyze how productive they were toward the end of the week versus the beginning of the week.

### **Journal Entries**

**One:** Have students write a one page journal entry, or send you an e-mail describing a fictitious student, based on typical issues students in college might face, and identify three possible resources the student should use. Students must describe the student behavior that warrants using a resource, the barriers might the student might encounter to using them, and how would they suggest the student overcome these barriers. Finally, ask the students to identify what would happen if this student chose not to address the issues. Encourage students to identify possible preconceptions our fictitious student might have about students who use campus resource centers. This might help the students (and you!) to identify why they could be reluctant to seek help.

**Two:** Have students write a one page journal entry, send you an e-mail, or use an online blog (that only you and the student can access) reflecting on what they learned about themselves in this chapter about using resources. Allowing students to blog is a great way to provide flexibility to technology-savvy students or even help technology-reluctant students to become more comfortable with the Internet. Prompt students by asking them to identify three possible times they might use a campus resource and why. Ask students to identify any possible barriers to using one of the resources, and how might they overcome them. Finally, ask students to identify what might possibly happen if they chose not to address the issues.

**Three:** Use the Insight → Action prompts as journal or blog assignments.



## CHAPTER 4: MANAGING YOUR TIME AND ENERGY

### 1. Why is this chapter important?

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There is probably no single topic discussed more often in student success courses than time management. This is a buzz word that we instructors hear often: “Oh, you teach a course on time management.” And often we all at one time or another bemoan our own challenges in this area: “If I just had a few more hours in the day.” Poor time management skills are one of the leading reasons why students are not successful in college. What is really important about this chapter is that simply making lists and prioritizing how to manage one’s day or week is not the answer to time management. Successful students know what makes them tick, and learn it’s more about managing your own behavior—how *you* manage your own time—than what you are doing at any given moment. Have you ever spent hours on a project, but if you honestly analyzed how you spent each minute, the real time the project took maybe a lot less time than you actually expended? Did you count the times you got up for a snack? How about looking out the window? Organizing your closet? Daydreaming about your upcoming break? It’s not about the actual time, but what you are doing with the time on the task.

The chapter also makes a unique point among college success texts by discussing the relationship between time management, attention management, and energy management. Managing time becomes much less of a challenge when we manage our energy expenditure—when we are at our best physically, emotionally, mentally, and spiritually. When we’re in balance, we’re most productive.

Another really critical focus in this chapter is how to identify the common time wasters, and what to do about them. Just as students might have done in Chapter 3 on other subjects, in this chapter students will be filling out logs and forms. These exercises aren’t meant to be busy work and turned in for a grade, but they can really help students get a solid handle on analyzing where and when they waste time. An important part of this exercise is to understand *how students are feeling during this process*. Are they wasting time because they really don’t understand the assignment? Are they frustrated because the assignment is overwhelming? Of course, using the Insight → Action model, it is essential for students to actually change their behavior in order to reduce the amount of time they are wasting.

In addition, in this chapter the awful “P” word (procrastination) will be addressed with some strategies on how to avoid procrastination and just do it! Finally, students will address how to realistically balance work, school, and personal life.

### 2. What are this chapter’s learning objectives?

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- Why time management alone doesn’t work
- How time management differs from energy management
- How to calculate study hours
- How to schedule a way to succeed

- How the P word can derail anyone
- How to realistically balance work, school, and personal life

### **3. How should I launch this chapter?**

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This chapter could not come at a better time. In fact, it was planned that way. After experiencing a bit of a honeymoon period when it may have seemed to some students that they could do it all, stress sets in. They might have thought “this is not so bad, I can manage everything” but around week four things begin to pile up. Their courses, which may have begun with review work they recognize from high school, have now taken off into uncharted territory. Now is the time to really tackle time management. And, students are ready to learn more. Begin your discussion of this chapter with a simple show of hands: ask students who is having trouble fitting everything in and managing time. Don’t be surprised if all your students raise their hands.

- **Find out if a number of students in your class are taking other classes together.** Earlier in the text we discussed the value of working in groups. Especially for those extraverts in your class, working in groups may provide the help they need to get them on the right track. For students who are in the same classes you will find that their approach to the same exam or quiz might be different. This is a good place to talk about quality study time—not just study time in general. Even if students prefer not to work in pairs or groups, students in the same classes can share their plans for how they will approach the upcoming tests and quizzes.
- **Find out how many students have upcoming tests.** Take a few moments to see if anyone has several tests in the next week or so and how they are planning to prepare. Do a little survey in class to see how much time students plan to allot for studying for quizzes that are coming up. You will most likely find variation, so get a discussion going. Students may be surprised to learn how much time good students actually invest.
- **This is a time where you legitimately will find differences in students’ schedules, and sometimes they are beyond the students’ control.** Like the *FOCUS* Challenge Case student Derek, students’ plates are often full. He may be a non-traditional college student, but most students have many outside responsibilities. A healthy step is to acknowledge the fact that there are some things out of our control. Using your good emotional intelligence skills, remind students that the one thing we can change is how we respond to situations. Sure, we could all cut back on an activity or two, but taking care of a sick mother, or working two jobs to support the family is sometimes something students must do. What these students can control is how they handle their challenging, time-consuming situations. Skilled time management and management of energy and emotions are keys to success.
- **Challenge your students to consider their energy management as well as their time management skills.** Often, students are so concerned with scheduling time to study that they forget about their energy management. Challenge students to take breaks during their study times. For example, encourage students not to read for several hours at one



time. Instead, encourage them to study in 60-75 minute intervals. At the end of this study session, students should take a 15-20 minute break. This break is a great opportunity for students to grab a snack, walk around for a few minutes, or just relax. Their break should leave students feeling refreshed, which should allow them to easily refocus on their task.

- **Going beyond the book.** There are lots of resources about time management. For example, Steven Covey's book *The 7 Habits of Highly Effective People* (1990) might be one of the books that students in your class have read. Make sure that you tap the resources and knowledge of people in the class, especially if you have some adult learners in your class—ask them to share some of the tips they have learned from the workplace. Workplaces often have sessions on time and energy management, and these students might bring great tools to the table to share.

#### **4. How should I use the *FOCUS* Challenge Case?**

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Derek Johnson is a student committed to getting his degree. He works full-time in an entry-level marketing position, and he realizes that he has to get his degree in order to advance in his career. Five years after high school, he is ready. Or is he? He has a full time job, a wife, and one child with another on the way. He is heavily involved in singing in his church choir, coaching, and working out every day. He balks about the idea of a 12-page paper, and spends more time worrying about it than actually doing it. Derek seems to think that this 12-page paper is unreasonable. After all, he has a lot to do! Derek doesn't see anything that he can drop from his schedule.

Derek is not alone; most nontraditional students face similar challenges in balancing their responsibilities. It might be a good idea to point out the connection between attitude and motivation that was discussed in Chapter 1 at this point. Ask your students what areas of Derek's life are interfering with his ability to complete his 12-page paper. One way to approach this challenge case is to break your students into groups of two or three. Ask each group to create a plan for Derek that includes all of his responsibilities: completing family tasks, going to his job and completing his project, and completing his paper—all in the allotted four weeks. After ten or fifteen minutes, ask each group to present its plan. You are sure to get different plans, which could help your students find a planning system that works best for them!

#### **5. What important features does this chapter include?**

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Again, you will see some of the important recurring themes in this book through these features.

##### **Readiness and Reality Checks**

This is a Readiness Check that students might be a little more willing to engage in, but they might not yet see the importance. If they are traditional students, they may not share some of Derek's responsibilities; however, they surely have many things to juggle, regardless. After students complete this Readiness Check, see if there are variations in the class responses. Is it because different students have different levels of things to manage? But the truth is, as any

busy person will tell you, you will always make time to finish something that is important to you. While students may think they know a lot about this topic, the reality is that knowing is not necessarily doing. Most students are eager to learn more.

### **Challenge → Reaction → Insight → Action prompts**

By now both you and your students are thoroughly familiar with the Challenge → Reaction → Insight → Action system. There are a number of very important activities in this chapter, most are very short but thought provoking. For example, one challenge is “What is time management and how does it work?” Students write down their reaction. While this may seem quite simple, it’s a good starting point for discussion. Capitalize on students’ self-interest in mastering this chapter, and use the Challenge → Reaction → Insight → Action prompts to spark their interest.

### **Control Your Learning: Your Toughest Class**

This is a really important section for students to do and for the class to discuss. This section connects with procrastination—the “P” word. In this section students are provided with a list of the most common reasons people procrastinate. Have students think of their toughest class and see which of these factors might be the cause of procrastination in a specific course. Often procrastination stems from fear of failure, which means it may relate to their toughest course. Get students thinking about how they might change this behavior.

### **Cultivate Your Curiosity: Are You Caught In The Net?**

Have you ever wondered what the fascination is with social networking sites, like Facebook or MySpace? This section of the chapter is essential for students to reflect upon. As these become more and more popular among students, it is vital for educators to know something about Net addiction. Asking your students about the amount of time they personally spend on the Internet might become a sensitive situation. One way to depersonalize the discussion is to create a case study of a student who is struggling with a Net addiction. Ask your students to identify the potentially dangerous habits our fictitious student exhibits, and then ask them to brainstorm intervention strategies for that student. Refer to the tips in this chapter as a foundation for the discussion.

### **FOCUS on Careers**

In this chapter, we meet Judith Cara, the Community and Government Relations Manager for Intel Corporation. Cara is responsible for a variety of departments at Intel: managing the local media coverage of the corporation, cultivating relationships with elected officials, implementing Intel’s educational programs in her state, and organizing several community outreach events. With so many responsibilities, Cara admits that being an effective time manager is imperative. She uses an online meeting planner that is accessible to her colleagues. She recommends that students interested in public relations “shadow” a person in that career field. Students will need to think about questions like what types of majors might prepare me well to be a public relations manager? Take a show of hands: who in the class would be happy in this high-energy, fast-paced career field? Why or why not?

## 6. Which in-text exercises should I use?

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There are three exercises built into this chapter. Included here are descriptions of why they have been included, what challenges you might expect, and how you might debrief each one. Many of the Challenge → Reaction → Insight → Action prompts in this chapter are also filled with opportunities to engage students, so if you choose not to do all of the major activities included here, be sure you take a close look at the Challenge → Reaction → Insight → Action prompts.

### **EXERCISE 4.1 TERM ON A PAGE**

#### **Why do this activity?**

It's essential that students get to see, on paper, the whole term at a glance. Also, they might now be aware of drop/add deadlines, or they will want to know when these dates are. When students were in high school, their schedules were more structured. They knew that they would be in class everyday, and sometimes they even had a built-in study hall. Some high schools even have hot lines for parents or students to call in about what assignments are due. High schools often build in time management systems for students, but that's not the case in college. Some students are naturally good at managing their schedules, and others not. By seeing the entire semester after using their course syllabi to record tests, quizzes and papers, they might have second thoughts about going away for the weekend, for example, with a heavy week coming up.

#### **What are the challenges and what can you expect?**

One of the challenges of this activity is that not every instructor gives a detailed syllabus. Let's hope that is not the case, but if it is, encourage students to ask the professor for more information. The syllabus may say things like "there will be a number of tests and quizzes that will be determined" or "TBA" listed by assignments. Encourage students to be proactive with their instructors. Check to see if students in your class have the same course and instructors. If students go in pair or groups it may be less intimidating for the students, and more time efficient for the instructor to tell a group of students the same thing. Who knows, it might even spur the instructor on to get more specific about course expectations for students.

#### **How much time will it take?**

The amount of time this activity takes will depend on if students do this outside of class time (probably the best option) and report back to the class. If you choose this option, the in-class time is about 30 minutes.

#### **How should I debrief?**

You could debrief this activity a number of different ways. You can ask students to work in small groups to see if there are any common challenges. Most likely they will identify mid-term week as a busy one, right before Thanksgiving, and, of course, final exam week. Have each group identify one or two things that they will do to manage these busy weeks. Tell students it's not enough to say they will manage their time. Ask them specifically what they will do. Will they finish a paper before they go out for a few hours on a weekend night? Will they study with friends if they are in the same classes? Or, you might ask students to send you an e-mail to identify the biggest time management challenges they see and what they will do about them. Again, ask students to be specific. Or, you can simply have a class discussion about the benefits

of planning. This discussion can lead into one about using planners and the different types available.

#### **EXERCISE 4.2 SO MUCH TO DO—SO LITTLE TIME**

##### **Why do this activity?**

It's important to show students that they really do have choices in how they spend their time. Like Derek, who didn't seem to think he had much control over his schedule, students think they just can't eliminate things. Also some student put priorities in the wrong place; sometimes putting others' needs before their own. Having students identify the criteria they use to assign items an "A, B, or C" and striking through what's not urgent or important is valuable and because it's not *their* list they might be able to make harder choices and then incorporate the time management principles they've used into their own schedules. Consider having pairs work on this activity together so that they can discuss their choices.

##### **What are the challenges and what can you expect?**

There should not be many challenges in this activity. Students simply have to place a letter before each statement or cross it out.

##### **How much time will it take?**

It's a quick in-class activity that can be discussed immediately in class.

##### **How should I debrief?**

Divide the class into four groups and assign each group a letter, A, B or C, and the final "cross out/not urgent or important group." Groups identify and list only the statements they are assigned to. Groups report out and describe why they identified certain statements and other members of the class add or subtract to the list. When students add or subtract, they must identify why. A good class discussion about priorities should evolve.

#### **EXERCISE 4.3 VARK ACTIVITY**

##### **Why do this activity?**

This activity is designed to help students understand that their preferred VARK learning modality even impacts the way they learn to manage time. You might even bring in a few different planners, and ask students to identify which they prefer and see if there are differences in what students chose, based on their preferences in learning.

##### **What are the challenges and what can I expect?**

You might find that some of these activities take a little more time than others. For example, visiting a workplace or finding just the right program on NPR might not be as easy as color coding a list or writing about it.

##### **How much time will it take?**

This really depends on which activity students choose to do and how you debrief it.

##### **How should I debrief?**

When students return to class they can group according to the activity they chose, take a few minutes and in one or two sentences describe to the rest of the class what they learned, what was helpful to them, and what was not. If time does not permit, just ask a few students to report what they learned, or have students send you a quick e-mail.

## **7. Which additional exercises might enrich students' learning?**

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### **Just Say No!**

**Class activity/role play**

**Materials needed: None**

**Time: 15 minutes**

**Goal: To help students understand that they just have to say “No!” sometimes**

Ask for two volunteers from the class. One (student A) assumes the role of the roommate whose parents are in town just for the evening and want to take the roommates out for a really special dinner. The other student (B) has a quiz at 9:00 a.m. and has to study but agrees to go out. Student A's job is to get student B to go out to dinner, and then sightsee, and then out for coffee, extending the night as long as he/she can. At what point will the student say “no.” (Student B is not to be told of the plan to extend the evening.). Ask students if they have even been in a situation like this and what they did about it.

### **The Ten Minute Teller**

**Class activity: Discussion after students do this activity at home**

**Materials needed: Timer**

**Time: 20 minutes**

**Goal: To help students break down tasks into small increments and stay focused**

Sometimes when tasks are not pleasant or seem as if they will take forever, if they are broken down into smaller segments they seem much more manageable. For homework, ask students to do some activity that they don't want to do. Break it down into three ten- minutes segments. Segments don't even have to be back to back. At the end of 10 minutes, students can take a break or continue. Before they begin the next segment, ask students to take a few minutes to record what they accomplished in the previous segment. Have students come to the next class to discuss what they chose to do, and if the 10 minute segments helped them to stay focused. Did they accomplish more than they thought they would? Once they got going did they feel better? Sometimes just beginning something is all students need to avert procrastinating.

### **Help Me with My Bad Habits!**

**Materials needed: nothing**

**Time: 30-50 minutes, depending on the size of the group**

**Goal: To help students to identify bad habits they have that cause them to waste time and come up with strategies to help**

Divide the class into two groups. Each group is asked to come up with five bad habits for wasting time. For example, a student might be ready to sit down to work on the computer and start to surf the net, or play solitaire. After five minutes each group gives the other group the five habits they identified. It might be a good idea to create a “master” list of all the bad habits. Give each group another five minutes to come up with suggestion on how to “break the habit.”

## **My Favorite Planner**

### **Class activity**

**Materials needed:** Students need to bring in their planners

**Time:** 30 minutes, depending on the size of the group

**Goal:** To help students see the different kinds of planners and how people in the class are using them

Ask students to bring their planners to class and take turns coming to the front of the class, and in two minutes describe why they like the planner (or not). Also, ask students to show what they write in their planners. You might bring in the university planner if one is given out to students during new student orientation, for example, and have forgotten that they have it. These planners are helpful since they include dates that are important on a particular campus. Students may be surprised to see that there are day planners, week at a glance, month at a glance, and ones that combine many features. Students must feel comfortable with their planner, and feel that it is helping them. If not, they just won't use it.

## **8. What other activities can I incorporate to make the chapter my own?**

Take full advantage of the activities that are part of the annotations in the text as well as lists and activities in the chapter such as “Ways not to get caught in the Net,” “It’s too darn nice outside,” or “Monitor your schedule every day.” Consider assigning students to lead particular activities. You can even break your class into segments—some segments you lead the class, and have students lead other segments. Allowing students to lead the class is one way to engage your introverted students. Plus, you can sit back, relax, and enjoy watching. Think about putting these activity options from the annotations included here on a small sheet of paper and have students pick from a basket. Since control is an important C factor, give students some flexibility in how they interpret their “chosen” activity!

Included here, all in one place, are Activity Options taken from the Annotated Instructor’s Edition.

**ACTIVITY OPTION (p. 77):** Break the class up into groups of two or three so that each group responds to one of the six questions. After working in small groups, ask students to report to the entire class.

**ACTIVITY OPTION (p. 79):** This is a great opportunity to get students to share with each other the letter grade they gave themselves and why. Pair up students, ask them to share with each other, and then give each other some tip that they think might help with a particular challenge. If time permits, let the entire class share. Students need to understand they are not alone in their challenges, but there are tips to get themselves refocused. You might bring up the topic of “flow.” Once you get started and are on a roll, it can feel really good.

**ACTIVITY OPTION (p. 82):** Give students a chart with times for a full day (twenty-four hours). Have them quickly list their high-energy times. Come together as a group and compare. Are there common times among the group? You should see differences among the students.

Now, ask students to volunteer to tell you when they typically study. Are they doing it during peak energy times?

**ACTIVITY OPTION (p. 83):** Students can share their responses to this “Challenge → Reaction” with each other. If students are willing, you can line them up on a continuum for a quick class check. Have students line up from most hours spent studying to least. Why are they standing where they are? Are some students taking more classes than others? Are some students totally on their own financially? Remind students that time in the library does not always equate with learning. Line up students again with those who stay focused for most of the time they study on one end and those who are distracted throughout the time on the other. Have focused students share their tips with others.

**ACTIVITY OPTION (p. 85):** Ask students to share with a partner how much time they spend online for things that are not school-related. How many times in the middle of working on the computer for some school-related activity do they respond to an IM or check their e-mail? Often? If this behavior is fairly typical, would they like to change? What could they do to improve their online habits? Give students about ten minutes and then have students report to the group. The goal will be to compare notes on how to improve online habits.

**ACTIVITY OPTION (p. 86):** This is a great opportunity for students to share with each other their plans for the term. Some students will have lots of details on their calendars while others will have just a few bullets. Pair up students. What do they learn from each other? Ask students if they have a planner and if they use it every day. Students will begin to see that, like writing their name with the nondominant hand as in Chapter 2, even if something is not natural, with practice they can develop productive habits, like good planning.

**ACTIVITY OPTION (p. 92):** Make two sets of index cards with the same tasks as listed in Exercise 4.2. Divide the class into two groups and have them decide as a group which time zones to put each task into. At the end of fifteen minutes, have one member of the team report the criteria used to place the cards in the zones to the class, what was eliminated, and what they observed about the different members in the groups. Then give each one of the fifteen cards to an individual student, and have them line up from left to right to indicate how they’d organize the day. They’ll likely have to negotiate their positions.

**ACTIVITY OPTION (p. 98):** The five strategies listed here can help students use real-life techniques to balance multiple things. Write these five techniques on index cards, one per card, and make as many sets as you need so that each student in the class has at least three cards. Hand out the cards and ask students to work in pairs or small groups to come up with real-life examples and solutions for the technique on their card to present to the class.

**ACTIVITY OPTION (p. 99):** Have students develop a five-slide PowerPoint presentation for the class describing the most important thing they learned in this chapter about managing time and energy. On the second slide they must include one challenge that they’re facing and on the third, a specific activity they will do to help them manage the challenge. In the last slide they should describe a possible pitfall they may have to completing the activity and what benefit they will derive if they stick to their plan.

## 9. What homework might I assign?

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### **Essay**

Students can write a two page essay on the follow topic: What I Learned and What Time Management Strategies I Will Incorporate and Why? Goal: To help students to describe some of the challenges they are facing in college, and what information from the chapter they will use.

### **Journal Entries**

**One:** Have students write a one page journal entry, send you an e-mail, or blog describing something they do to procrastinate. Students must identify a situation when this has happened and what repercussions procrastinating had. Then, ask them to identify an upcoming assignment where procrastination might derail them, and have them describe to you how they plan to overcome the temptation. They can choose from the “Top Ten Procrastination-Busters” list or identify one of their own.

**Two:** At this point in the semester, students may need some additional motivation. Have students generate a reward system for themselves. Ask students to list five or six activities that they enjoy, but that they don’t have time for. Ask students to identify three activities that they must complete this week. These activities could be reading all their assignments, studying for an exam, working on a research paper, etc. Ask them to commit to completing these assignments. If they do, they get three rewards. At the end of the week, have students prepare a three-slide PowerPoint presentation on their experience.

**Three:** Use the Insight → Action prompts as journal or blog assignments.

## 10. What have I learned in teaching this chapter that I will incorporate next time?

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## CHAPTER 5: THINKING CRITICALLY AND CREATIVELY

### 1. Why is this chapter important?

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So what does thinking really mean? According to Staley, thinking is defined as a focused cognitive activity you engage in purposefully. You are focused on something and not simply daydreaming. When thinking critically, we use standards by which to judge things and don't just jump to conclusions and believe everything we read or hear. When we think creatively, we come up with different ways of thinking about the same thing. Creative thinking often uses the words "what if?"

Really, no one can expect first year college students to have fully developed critical thinking skills. In fact, the world is pretty black and white according to most of them. In their minds, there are right ways to do things, and wrong ways, and not too much in between. Sometimes, students have been raised in very sheltered environments; some have been raised in complicated families or even have troubled backgrounds. Students come together from small towns and large cities, and often find that their thinking is challenged. They find out that there are some grey areas in life and that sometimes the context or the situation must be considered. What students experience, read about and study about, require them to use thinking strategies that they may never have used before. But, without making this critical leap from dualistic thinking to critical thinking, succeeding in college will be difficult, if not impossible.

This chapter brings with it some sensitive situations that you should be aware of.

- **Be sensitive to the fact that you will most likely have students who feel very differently about a number of topics based on their age, experiences, and upbringing.** Just like Annie Miller, who feels uncomfortable about not having "answers for things" in class, the level of discomfort around controversial topics is common among first-year students. For some, they have left their comfort zones and the ways they were raised, and their fundamental beliefs may be challenged. Even though their original beliefs may be strengthened through testing in college, they may feel threatened by broaching particular topics. Because your goal is to get students to *think*, be sure that you create a safe climate. Your students should feel that your class is a place to test their thinking and reasoning without judgment or criticism.
- **Be careful how you approach students who demonstrate faulty reasoning.** You may find flaws in students' arguments or faulty reasoning. Instead of directly challenging these students, it's important to make sure that your response is something like "I never thought of it that way—have you ever thought about...?" Just don't make students feel attacked, because then they will shut down. Also, don't let students shoot each other down, but model for them how to disagree and challenge each other appropriately with questions like "what if...?, have you ever thought of...? did you know that...?"

- **Be aware that there are gender differences in how students relate to academia.** As first-year students, males are more likely to interact more with their instructors. However, females are more likely to take notes and study to do well. Later in their academic careers, females rely on other's opinions and collect ideas to construct their own knowledge. Males see the opinions of others as opportunities for debate or challenge. Finally, while females often have their own ideas, they also value the ideas of others. Males tend to process ideas more independently. It is important for you to design a classroom environment that allows both men and women to feel safe, while being appropriately challenged.

## 2. What are this chapter's learning objectives?

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- How focused thinking, critical, and creative thinking are defined
- How a four-part model of critical thinking works
- How to analyze arguments, assess assumptions, and consider claims
- How to avoid mistakes in reasoning
- What metacognition is and why it's important
- How to become a more creative thinker

## 3. How should I launch this chapter?

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A good way to launch this chapter is to get students thinking about thinking! That may sound redundant, but you could begin by asking students to identify the kinds of questions they will answer in college. Questions could range from, what is the capital of Iran; or should stem cells be harvested, to “how important are ethics in today's business world?” Students need to understand that when we make a decision about something, we have facts to take into account, opinions about things, our own experiences, as well as ethical and moral values that underpin how we think and respond.

Think about beginning this chapter with a discussion about the media. How do you know what you see on the news or read in the newspaper is true? If you are not sure, how would you find out?

- **Begin a discussion about why people may have very different responses to the same question.** Ask for a show of hands.
  - Whose hometown is in the same state as their college?
  - Whose favorite color is blue?
  - Whose favorite ice cream is vanilla?
  - Who agrees that small colleges are better than large universities?
  - Does freedom of religion really exist in the U.S.?

Ask students about the differences in these questions. Clearly some questions were just factual. Either their hometown is in the same area as their college or it's not. Favorite ice cream and colors are based on opinions, and it really doesn't matter, does it? Maybe the question of the size of a college gets a little more controversial, but when it comes to freedom of religion, the question becomes much more controversial, and one's response

may be rooted in faith as opposed to logic. Students should understand that good critical thinkers are aware of the differences between facts and opinions, and if they come to an emotional response to a question, they are aware of why. For example, someone may know an individual who has been persecuted for religious reasons, or they are horrified (or aren't) that Christmas decorations have become controversial. Challenge students to be active participants in their own thinking: they should be prepared to defend their thinking *process* as much as their opinions.

- **Remember the Readiness Check at the beginning of the chapter.** Instructors could assume that students think they know a lot about thinking. After all, they have graduated from high school, and surely they had to think to get their diplomas. Out of all the Readiness Checks students have completed so far, how interested are they in this particular chapter? Are they less motivated to read it because they believe they already know a lot about thinking or because the chapter sounds too abstract to them?
- **Going beyond the book.** There are a number of terrific opportunities for students to learn more about critical thinking in this chapter. They might even enjoy their logic, ethics, or philosophy classes if they were more prepared for the challenge. This is a good time to talk about some of the skills that are needed in courses such as these. Also, consider getting students to read a bit more about emotional intelligence now. Strong emotional intelligence requires good analytical skills. In order to be realistic about something, which is a critical EI skill, you have to assess what is really happening. To know how to respond effectively to others, you have to know yourself. And effective problem solving is really a trial (and sometimes error), step-by-step approach to figuring out what is important.

#### 4. How should I use the *FOCUS* Challenge Case?

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Annie Miller came to college expecting, even welcoming, change. From her large high school and her big city life, she now finds herself in a small college, on the other side of the county in a small town. She is now concerned that she might have made a mistake, because she misses the fast pace of city life. To make matters worse, her Introduction to Philosophy professor emphasized the importance of critical thinking in his very first class. Professor Courtney asks an endless chain of questions, none of which seem to have a *right* answer. Although challenged by the way her professor approaches the class, Annie is actually more attentive and engaged in this class than her others. You might begin by asking the class if Professor Courtney's style is an effective teaching method. What you will probably find is that you will have some differences of opinions in the class. This is a good opportunity to ask the class what is the right answer? There really is not a right answer. And that can be very frustrating for students. Exploring the Socratic Method, how it relates to critical thinking, and Annie's reaction to it, might be another good way to launch the chapter.

## **5. What important features does this chapter include?**

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Students should be fairly used to the recurring features in the book. You might even be at a point, especially if your class only meets a few hours a week, to begin putting students into groups and assigning some of these features for homework and have them report on different ones in class. For example, you may assign the Challenge → Reaction prompts to Group A, and the VARK Activities to Group B. Ask each group to prepare a two to three minute presentation on their assigned activities. As the course continues, keep track of which activities each group has already reported on. If you try this technique, be sure that each team has a chance to do a number of different features.

### **Readiness and Reality Checks**

This Readiness Check may prove to be an interesting one. We might safely assume that a number of first year students have never even thought about thinking, or much less how to do it critically and creatively. They just thought they were thinking! You might consider doing a pre- and post- comparison on this chapter. Guesses are that the Readiness Check at the start is different from the Reality Check at the end.

### **Challenge → Reaction → Insight → Action prompts**

There are a number of very important Challenge → Reaction → Insight → Action prompts in this chapter. The Challenge → Reaction → Insight → Action prompts in this chapter, or in any chapter, can be used in quizzes, journals, or class discussions. You might even consider taking all of the Challenge → Reaction → Insight → Action prompts, putting them in a basket, and have students pull them out and respond for an in class quiz. Try doing this in pairs and point out the wisdom of this method of learning in the group. Another way to use these prompts is as a class opinion poll. For example, take the Challenge → Reaction prompt, “What is the difference between *critical* thinking and *creative* thinking?” Ask students to answer this prompt on 3 x 5 index cards and turn them back in to you. Sort the answers into piles, based on similar answers. Then, report back to the class the similarities and the differences in their answers. This could form the basis for an interesting discussion on how multiple answers to a question could all be right!

### **C-Factors**

Because of the highly engaging and detailed simulation on alcohol poisoning at Rocky Mountain State University, the features “Cultivate Your Curiosity” and “Control Your Learning” don’t appear in this chapter. However, “*FOCUS* on Careers” and “Challenge Yourself Online Quizzes” are available.

### **FOCUS on Careers**

The career focus in this chapter is on Federal Judge, Harold (Hallie) Tyler and careers such as his. Judge Tyler outlines how the duties of judges shift, depending on what particular aspect of the law a judge works with. However, he emphasizes the importance of critical thinking for this profession. He believes that the three most important skills of a judge are to think critically, write well, and decide cases in a timely fashion. Students will need to think about questions like what types of majors might prepare me well for a career like Judge Tyler’s? It’s clear that not only do judges need to carefully analyze facts; critical thinking is

fundamental to this profession. Take a show of hands: who in the class would find this career satisfying? Who would find it challenging? Why or why not?

## 6. Which in-text exercises should I use?

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Included here are descriptions of why these in-text exercises have been included, what challenges you might expect, and how you might debrief each one. Many of the Challenge → Reaction → Insight → Action prompts in this chapter are also filled with opportunities to engage students, so if you choose not to do all of these, be sure you take a close look at these Challenge → Reaction → Insight → Action prompts.

### EXERCISE 5.1 AND JUST WHY IS CRITICAL THINKING IMPORTANT?

#### Why do this activity?

This activity is simple and quick and could be done in class. While it's in the format of a brief survey where students respond to statements about why critical thinking might be important, it's really a teaching tool to point out why critical thinking *is* important and what aspects of life it connects to.

#### What are the challenges and what can you expect?

When you take a look at the prompts they begin with “would you like to...become a better citizen, a better employee” for example. Students might tend to rate them all high. Of course, the point is exactly that. All of the reasons stated are essential reasons for developing critical thinking skills.

#### How much time will it take?

This activity should take about 30 minutes.

#### How should I debrief?

Because you will probably find that students score high on most of these, it's probably best to just have a general discussion about how critical thinking applies to all important aspects of life. You might start out by asking students which of the statements is not important. Let's hope they say something like “they are all important reasons for development strong critical thinking skills.” If they don't, ask them to defend their answers as to why a particular statement is not important.

### EXERCISE 5.2 CRITICAL SEARCHING ON THE INTERNET

#### Why do this activity?

With the advent of the Internet, there is so much information at our fingertips that it becomes harder and harder to distinguish facts from opinions or even untruths. Students must know how to evaluate what they find on the Internet, understand the different domains, and look at measures, like how current the site is, how to know it is accurate, who the author of the site is and his or her credentials, etc.

**What are the challenges and what can you expect?**

What you can expect is that while today's students are very technically savvy, they may not be all that aware of how to assess sources.

**How much time will it take?**

Depending on how you wish to debrief this activity, it could take anywhere from 30-45 minutes.

**How should I debrief?**

You can debrief this activity by asking students for examples of web sites that were not credible for academic research purposes and then ask them to report the "give-away" clues. If no one volunteers, you might suggest that if web sites are under construction, or web sites contain any kind of typing or grammatical errors that should send up an automatic red flag.

**EXERCISE 5.3 ROCKY MOUNTAIN STATE UNIVERSITY CASE STUDY AND SIMULATION****Why do this activity?**

Not only does this exercise relate directly to today's traditional students and help identify issues that can spark debate, it's a great example to bring in discussions about binge drinking and the possible consequences. By looking at the letters to the editor from ten different individuals and their reactions to a death of a college student from alcohol poisoning, students get a chance to try to sort out facts from claims, and the criteria for logical explanations versus self-serving motives.

**What are the challenges and what can you expect?**

You can expect that students will be interested in reading this. They will be pulled into the material and although they may not reveal what they really think since they may believe it's not what you would want to hear, they will likely be highly engaged. Be sure to reiterate that there are no right or wrong answers, so they will know you are not expecting a particular answer. Emphasize that you really *do* want to know what they think, not parrot back your own ideas.

**How much time will it take?**

This activity could take up a full class period or at least 50 minutes.

**How should I debrief?**

Three questions appear at the end of this exercise. Divide the class into three groups and assign them to one of these questions. Have groups report out and lead a discussion. If there is not time in class for this you could ask students to respond to the three questions as a homework or e-mail assignment. Not only is this information relevant for students, it provides great examples for finding faulty reasoning, examining claims versus facts, and evaluating individual's opinions.

**EXERCISE 5.4 VARK ACTIVITY****Why do this activity?**

This activity is designed to help students understand that their preferred VARK learning modality. This activity encourages students to relate their preferred VARK learning modality with particular study skills. Visual learners should use the white space in this chapter to write a personal response to each section of the chapter, while aural learners should discuss the key

concepts with a friend. Read/write students will summarize a controversial article, and kinesthetic learners should check out additional resources on thinking.

**What are the challenges and what can I expect?**

There are no real challenges in this activity except for the students who are multimodal. Again, these students may not want to do more than one activity, so you may want to make doing more than one assignment optional for them or just let them choose one.

**How much time will it take?**

Because this activity is done outside of class, time spent in class will depend on how you wish to debrief the activity.

**How should I debrief?**

Just as you did in similar VARK activities, choose how you want students to respond to their experiences—by e-mail, online—in chats, etc. What is important is that you vary the way that students respond to the VARK activities.

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**7. Which additional exercises might enrich students’ learning?**

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**Critical Thinking—Critical Searching** (Adapted from Staley (2003))

**Materials needed:** Web site links and a comparison chart

**Time:** 45 minutes to an hour

**Goal:** To help students critique web sites for academic uses

Ask students to find four web sites that relate to binge drinking for college students. Ask students to assess the four web sites according to the criteria listed on the chart below. Then, ask them to present the most credible site to the class. Insist that students are able to logically defend their choice.

	Accuracy	Authority	Objective/ Perspective	Currency	Coverage/ Scope	Purpose	Access
1							
2							
3							
4							

**The Best News of the Day**

**Class activity:** Discussion in class, after students have reviewed the news articles at home

**Materials needed:** Two different news articles about of the same incident that you provide

**Time:** 45 minutes

**Goal:** To help students see that presenting slightly different information can alter one’s perception of the same incident

For homework give students two short articles on the same topic. Maybe your town has more than one newspaper—taking an article from each would be ideal. Or you could use your college paper and the local one, or *USA Today*. Ask students to evaluate which version of the article they preferred and why? Was it because one was more sensational or gave more facts? This should lead into a discussion of what really sells the news. Is it just the facts?

### **Good Thinkers Please Apply**

**Materials needed:** Large news print and markers

**Time:** 30-50 minutes, depending on the size of the group

**Goal:** To understand and describe the thinking skills necessary for success in careers

Divide the class into two groups. Each group comes up with a job description and want ad for a good thinker. Groups put their ads on newsprint for the class to see. Classmates vote on which is the better description. For example, the description might read “Wanted: An individual who is able to help bring our company to the number one position among our competitors in the nation. Applicants must be able to work effectively in teams, understand the steps involved in solving complex problems, etc.”

## **8. What other activities can I incorporate to make the chapter my own?**

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At this point in the course you probably have a sense for whether you have a group of self starters or students that you have to constantly draw into the conversation. You are probably getting comfortable with the students and now it might be fun to do something a little different. Remember that there are some people that don't like change, so make sure you still keep the same activities and assignments that were planned or put on your syllabus.

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition.

**ACTIVITY OPTION (p. 103):** Divide the class into three groups. Choose three of the questions from “What Do *You* Think?” and ask students to work in groups to answer the question and report to the class. As a variation, ask students to do the same for homework and compare answers in the next class or discuss their responses in an online threaded discussion or chat.

**ACTIVITY OPTION (p. 105):** Give students five minutes to write down this sentence: Thinking critically is “critical” to lifelong success because \_\_\_\_\_. Have students fill in the blank. Make a class list and come to some conclusions about why critical thinking is important—it's really connected to lifelong, self-directed (*I figured it out!*) learning.

**ACTIVITY OPTION (p. 106):** Play the “How Do I Know This Is True?” game. Bring in some headlines from the student or local newspaper. Put them on a PowerPoint slide or overhead, and show them to the class. Go around the room and have students fill in the following: I know this is true because \_\_\_\_\_. Any student can say “NOT” and then explain why it is not true. If it is true, and no one challenges, students just keep adding to why it's true.

**ACTIVITY OPTION (p. 107):** For homework, ask students to find two web sites on the same topic, one really credible web site and one that is suspect. Students can choose their own topic or you can assign one. For example, if a student is interested in anorexia, she might find the National Institute of Mental Health has a good site, and someone with a personal homepage does not. The important part is that students have to defend their reasoning.



**ACTIVITY OPTION (p. 108):** See if you can get your hands on a video of this *Monty Python* sketch for the class to watch or Google it and watch it online. After viewing it, divide the class into two groups to discuss the difference between an argument as defined in this chapter and a contradiction.

**ACTIVITY OPTION (p. 111):** This is another opportunity to take an article from the newspaper and look for arguments that support a fact (or not). Bring a short newspaper article to class (short and current is best, and something that will engage students). Follow the pyramid in Figure 5.3 to explore the reasoning. The class can work as a whole, or in small teams. This activity could also be used for homework.

**ACTIVITY OPTION (p. 115):** Alcohol on college campuses is a hot topic. Use this opportunity to talk about this issue and how it pertains to your campus. Brainstorm a list of questions that students would want to know about alcohol use and abuse on campus. Divide students into groups of two to three and give them a specific question from the list they just generated. Tell them to find the answer and bring it to class next week. Make sure that they tell you the source, and why they thought it was credible.

**ACTIVITY OPTION (p. 120):** Ask students to respond to either one or both of the questions from this “Insight → Action” exercise. Consider using them as a homework assignment that can be e-mailed to you and one other class member. Before you respond to the student, have class members give each other feedback. Ask students to list the most significant things they learned from reading their classmate’s reflection. Was their partner’s response different from their own? Why or why not? Give examples. After you read the responses, give feedback to the students.

**ACTIVITY OPTION (p. 122):** Bring a pillow to class! Write some common first-year student statements on cards (roommate or family concerns are good ones) and ask students to come up in pairs and use the Pillow Method to address the problem.

**ACTIVITY OPTION (p. 124):** Have students develop a three- to five-slide PowerPoint presentation for the class describing a technique in this chapter for analyzing arguments, becoming more creative, exploring different decision-making styles, applying the Pillow Method (with examples), or any activity in the chapter that helped them to understand this chapter. (Students can work in teams and you can assign topics if you wish.)

## **9. What homework might I assign?**

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Because there are many exercises in the chapter, any one of them could be used for a homework activity.

### **Journal Entries**

**One:** One of the topics in this chapter is metacognition—thinking about thinking. Have students write a one page journal entry, describing the three elements of metacognition and how improving their metacognitive skills could make them a better learner.

**Two:** Ask your students to find a news item that is interesting to them and examine it from at least two opposing viewpoints. Then, ask them to describe their own opinion on the subject. Be aware that this could lead to a sensitive situation as your students may be hesitant to examine their own ideas.

**Three:** Use the Insight → Action prompts as journal or blog assignments.

**10. What have I learned in teaching this chapter that I will incorporate next time?**

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## CHAPTER 6: ENGAGING, LISTENING, AND NOTE-TAKING IN CLASS

### 1. Why is this chapter important?

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You can't open a college success book without seeing a whole chapter devoted to being involved in class, paying attention, and taking notes. In fact, if you "Google" note-taking, you'll find thousands of hits, along with books completely dedicated to the subject. So why do so many students still struggle with taking notes when so many resources are available?

Note-taking is actually a complicated process. You must listen, write, and decide what's important at the same time. Students often don't know how to focus on the main ideas and what signals to look for in the text or from their instructors that say "This is important!" When you come right down to it, most students are never told how to *attend* class—not just show up, but participate in the learning process. Being engaged in class is an essential component to college success. While it is important for students to be *physically* present in class, it is even more important for them to be *mentally* present.

Students also have probably never thought about the fact that the way an instructor teaches may or may not be a good fit for the way they learn. They may simply report that they dislike Professor X or they find Professor Y to be boring. Many students never think about the relationship between how their teacher teaches, how they learn, and how to take effective notes either when reading a text or listening to a class presentation. By empowering students with the knowledge of how to learn optimally, they can easily translate their instructor's teaching style into their own learning style. This enables students to take control of their own learning both inside and outside the classroom.

Think back: Can you ever remember anyone telling you that when you go to class you really have to train yourself to pay attention? Maybe for a few students it feels natural to go into the classroom, sit in the front, tune out everything else that is going on, ask questions to stay engaged, and take good notes. However, that's not the case for most students. Students may have to be reminded that listening effectively requires learning about the process and then practicing the skills. Some really important tips are to sit in the front of the room, ask questions, and practice good note-taking, but also skimming the material before class is a key strategy for being prepared to focus. It sets the stage for knowing what the professor is going to discuss. Encourage students to get to class early, and stay late (to foster relationships or ask further clarifying questions). Remind your students that it is important to be physically and mentally prepared before class begins. Often instructors give an outline of the day's session at the beginning of class, and at the end, they tend to summarize. So it is vital for students to tune in right away.

It's really important that students make the connection that some of their successes or failures in school may be connected to the way they learn and the fit with the instructor. Students can't control the way an instructor teaches; they can only control what they do about it. However, many students excuse their lack of learning by criticizing the way their instructors teach. Emphasize that it is always the students' job to adapt to their instructor's teaching, *not* the instructor's job to customize their teaching to each student's learning preference.

## 2. What are this chapter's learning objectives?

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- How to get engaged in class
- How to listen with focus
- How to vary listening styles according to lecture styles
- How to ask questions in class
- How to take good notes
- How to use notes to achieve the best results

## 3. How should I launch this chapter?

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This chapter (like the subject of every chapter of *FOCUS*) is vital to students' college success. Anecdotally, many instructors report that today's students appear to take fewer notes—perhaps because they find it too taxing, perhaps because they are largely kinesthetic learners, or perhaps because they've never learned how to do it effectively. Here are some suggestions you might try to launch this chapter.

- **Ask students to take a few minutes to think about an instructor whose lectures they find easy to understand.** Because awareness is a really important part of this chapter, ask students to spend a lot of time this week observing their professors and identifying those whose lecture styles they can easily understand and those whose styles are more difficult for them. This may even help them develop a habit of tuning in to professor's styles. Of course, the level of interest a student has in the course material will figure in, but at some fundamental level, students need to discover what works best for them and learn to develop “coping strategies.” For example, if students are extraverts who enjoy lively discussion, but that is not the style of the professor, they might ask a classmate to discuss the lecture over lunch. You may have to encourage your students to try many different classroom strategies. By asking your students to become hyperaware of their professors' teaching methods, they will begin to see what adjustments they need to make in order to learn more effectively. Discuss the insights your students gained this week as a class, because there will be some common characteristics that students will describe about the ideal/clear professor. However, there will be variations on what your students prefer based on their VARK preferences.
- **Do a mini lecture and ask students to take notes.** Before you go too far into the chapter, do a mini lecture, perhaps about study skills or maybe just something fun with a lot of facts. Ask students to take notes. Pepper your lecture with words like advantages, important, causes, findings, purpose, reason, and conclusions. Use numbering such as first, second, third. After about ten minutes, ask students to compare notes with the student next to them, and notice the differences, if any, in their notes. This should lead into a discussion about how people may take notes differently, but also highlight the fact that signal words are used to help emphasize points. A similar “formal” exercise like this appears in the chapter as Exercise 6.3.

- **Remember that ESL Students may require additional attention from you.** Make sure you also go over the listening tips for students who are not native speakers of English. You may have to reserve some time on the side for extra work with these students. It can be a sensitive situation if they are only one or two in the class. Instead of singling out your international students in class, invite them to your office or to meet you in the school cafeteria for lunch. Tell them that it's important to you that all of your students have the best opportunity to learn in your class, and ask these students if they have questions. If they don't have any questions at this point in the term, reiterate your willingness to help if the need arises. It's important that you respect the boundaries of your international students. Some may not require additional help, while others may simply be shy about asking for it. Often, they can be highly motivated students.
- **Going beyond the book.** As was mentioned earlier, there are literally thousands of resources available for students to learn the skills of engagement, listening, and note-taking. The missing link for many is connecting those skills to something that is meaningful and timely. Have your students find out if there are note-taking or study skills workshops offered on your campus. If so, find out the times and require students to go. If it is a workshop showing students how to take notes from a text, make sure students use a reading from a text book in a course they are currently taking. In fact, whatever activities you use in this chapter, require students to use real live material that they apply to courses they are currently taking.

#### **4. How should I use the *FOCUS* Challenge Case?**

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Lindsey seems to be an engaged student—at least she wants to be—and she has a supportive family who is interested in her academic success. She has encountered a situation in her computer science class that unless she changes soon, she is doomed to fail. Not only is the material foreign to her, but the teaching style of the instructor, lecturing, is difficult for her to process, and English is his second language. Lindsey has also made some assumptions about the instructor, namely that he has too many students in the class to spend time with each one, so she dare not approach him. She can't drop the class (it is too late), and she needs the class for her financial aid. Lindsey needs help.

Be aware that this situation is common among first-year students. Often they are faced with instructors who have little teaching experience, are not native English speakers, or seem unavailable to students. Ask your students to reflect on suggestions they might give Lindsey's instructor, if they could. After they identify ways her instructor could be more engaging in class, ask them how Lindsey could become more engaged. Remind students that it is Lindsey's responsibility (and theirs, as well) to become engaged in the classroom, not her instructor's job to be more engaging (although many conscientious faculty work continually on developing new and better teaching skills). After this exercise, take a few minutes with the class to discuss one or two things Lindsey can do to make the situation better. Ask them if they would follow the advice they give Lindsey themselves. If they wouldn't, ask them why.

## **5. What important features does this chapter include?**

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Again, you will see some of the really important recurring features in this book. While you and your students are becoming very familiar with these features, now would be a good time to change things up a bit. One way to do this is to ask students to complete their favorite feature. Have them present their feature to the class and explain what criteria they used in their selection.

### **Readiness and Reality Checks**

As mentioned in earlier chapters, it's important for students to think about *what they don't know about* what they are about to learn to help them *FOCUS* on learning new things. However, this chapter can be a bit tricky for students. Many students *think* they know how to take notes and listen in class. But what might be missing are the techniques of doing *both* well at the same time. It will be interesting for students to check their "reality" with their readiness for this chapter. Start class off with the following activity: enlarge the Readiness and Reality Checks and paste them on butcher block paper, which you tape to the wall. When students arrive, give them sticky notes. Ask them to anonymously rate each item, and then place all of their sticky notes on the butcher block paper (or simply put their marks on the butcher block paper itself). Look for patterns in the class. This could be a fun way to integrate the concept of being prepared for class in a non-threatening environment.

### **Challenge → Reaction → Insight → Action prompts**

There are many different Challenge → Reaction → Insight → Action prompts in this chapter. A few key ones include asking students what "engagement" means. This is a term that is used so frequently in higher education, but not everyone knows what it means. One way to come to a group definition of "engagement" is to pass out 3 x 5 index cards to your class asking them to define it. Have students look for common definitions and ask the class to create a master definition. If your class misses a key component of engagement, provide it in the master definition. For students to look for their own levels of engagement, a clear understanding of what it means as well as understanding the "rules of engagement" are important. Listening "hard" is another key term, as well as helping students understand their strengths and weaknesses related to note-taking and exposing them to a variety of options.

### **Control Your Learning: Your Toughest Class**

Students need to understand that while they may not be in the drivers' seat; they do have some control over how much they learn. A good back seat driver lets the driver know when it's dangerous or they are not comfortable while not insulting the driver. Students should be assertive enough to explain to a teacher when they do not understand without offending him or her. If they can understand exactly why they are having trouble, they have a better chance of explaining this to the instructor, or simply change what they need to do to optimize their learning. The Lecture Style Analysis Sheet is a great way for students to zero in on exactly what is happening in each of their classes and provide some needed insight.

### **Self-Assessments**

Exercise 6.2 (How Well Do You Listen?) asks students to respond to questions about how well they listen in a variety of circumstances. At the end of the assessment the students add up their scores and can see where their scores fall within three ranges that differentiate

among excellent, good, and listeners who need to change. This is a great opportunity for some peer teaching. Ask your excellent listeners to “teach” the class. They may identify certain behaviors for their peers that enable them to listen “hard.” In addition, the Insight → Action prompt that immediately follows this assessment helps students to reflect on what part their behavior plays in how well they are attending. This prompt could also provide the foundation for a discussion on listening skills.

### **Cultivate Your Curiosity: Quiet Your Mind!**

This “Cultivate Your Curiosity” mini-article helps students to focus on how to quiet their mind to enable them to focus better. They are asked to think about where to focus their attention, how to effectively spend their free time, how worry less and do more, how to forgive and forget if something is interfering with their learning, and how to “be present”—giving their all to what they are doing.

### **FOCUS on Careers**

The career focus in the chapter is journalism and we meet *Newsweek* journalist, Karen Springen. Springen explains why excellent listening and note-taking skills are important to her profession. A fun way to emphasize these skills for your students is to pair them up. Ask each student to interview his/her partner, then give a mini-press release to the class about the interview. Were they able to remember vital facts from their notes or did they release unreliable information? Springen’s advice is sound: get a little practice (in this case she suggests the school newspaper) to see if you are suited to a particular career.

## **6. Which in-text exercises should I use?**

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There are three exercises built into this chapter. Each is unique and a very engaging for students. Connect these activities, if you can, to courses students are taking and real-life situations.

### **EXERCISE 6.1 ONE WAY VERSUS TWO WAY LISTENING**

#### **Why do this activity?**

This is a great activity to prove to students why it’s important to ask questions in class. In Lindsey’s case, she was hesitant to ask questions for fear of looking as if she didn’t know what was going on. This activity shows students that asking questions clarifies information and in the process you are imprinting and remembering more than if you were passively listening.

#### **What are the challenges and what can you expect?**

Students should really enjoy this activity and laugh a lot when the drawings don’t look at all like the one that the student lecturer is trying to describe. One challenge is that this can be time consuming if students have drawings that are very complicated and a time limit is not assigned. Here are two sample drawings you can use with your class.

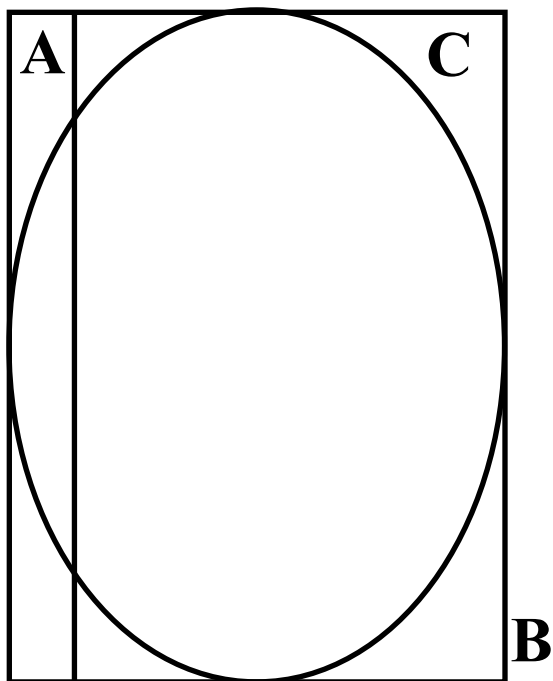


Figure 1

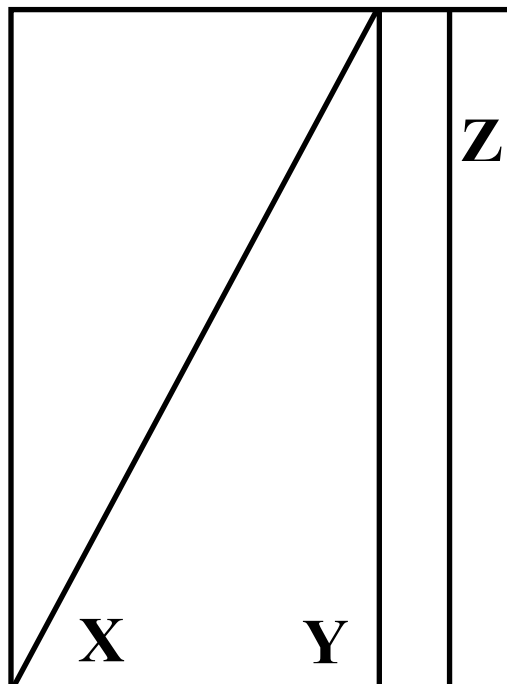


Figure 2

**How much time will it take?**

25-30 minutes

**How should I debrief?**

Have students see the chart with the rounds as well as the elapsed time, what they thought was correct, and what actually was. In some way the chart will “debrief” for the class, but you should ask for a few students to recap what they learned by doing the activity.

**EXERCISE 6.2 HOW WELL DO YOU LISTEN?**

**Why do this activity?**

There are a number of reasons why this is a good activity for students. Students may never have even thought about how they listen. Here, they can quickly identify areas where they need improvement. They also get immediate feedback on areas where they excel. In addition, it reinforces for students that they have a great amount of control over their own success in college. This activity requires students to respond to questions and results in a score that differentiates excellent listeners, good listeners, and listeners who need to improve their skills.

**What are the challenges and what can you expect?**

The only real challenge will be that students may not want to admit to the some of the things that they don't do. If their scores are low, they may be embarrassed to admit it. You have to create a climate where students can readily admit what they need to improve upon. Providing an enlarged copy of the diagnostic could help here. Again, pass out sticky notes to your class. Ask them to anonymously place their answers on the butcher block paper. Pay special attention as your students use their sticky notes. This will allow you to identify students who have low scores without alerting their peers.



**How much time will it take?**

15-20 minutes

**How should I debrief?**

A good way to debrief is to have students line up on a continuum. Ask those on the lower end why they think they are not good listeners, and then ask for someone on the high end to give that person one specific tip that works for them. Continue to do this with all students. Another option is to have students send you an e-mail about what they discovered about their listening skills.

**EXERCISE 6.3 NOTE-TAKING 4-M****Why do this activity?**

Effective note-taking is critical to college success. Allowing students to compare their notes with others can only help students to see where they might need to improve. Consider letting students try this technique for a real test in your class. Let pairs of students work together for the “best possible” notes to use in a real situation.

**What are the challenges and what can you expect?**

You will find that some students take copious notes because they don’t know how to distinguish between essential and non-essential material. If two or three students with the same style are put together, they won’t learn very much from each other. These students may think quantity is better than quality. Try grouping students based on their types, or level of skill they have demonstrated in some other note-taking activity. Students should answer the “M” questions: what do students find that matches in their notes, what missing, what does the lecture mean (the main points), and then measure how much they learned by using a “Visible Quiz.” (Sample letters you can use to make “Visible Quiz” cards are included in the Additional Resources section of this manual.)

**How much time will it take?**

10-15 minutes

**How should I debrief?**

You have a few options here. First, you might create a few sets of notes. Purposefully create some good and some bad examples. Or think about saving notes from the semester before to save you from creating your own, but make sure it’s the same lecture. Ask students to identify which are more helpful notes. Why? Which “M’s” played a part in the good or weak notes? Remember quantity does not necessarily mean quality.

**EXERCISE 6.4 VARK ACTIVITY****Why do this activity?**

This activity is designed to help students make connections between their preferred VARK learning modality and an actual assignment. Taking good notes really does involve all of the modalities so think about assigning students to do something that they would not normally choose—this might be the time to develop a skill a little more rather than use their preference.

**What are the challenges and what can I expect?**

There are no real challenges in this activity except if students do an activity that is not a preference for them. The point to try and get across to students is that they may have to adjust their style for an instructor who does not teach to their style so hopefully students will see that they can be effective note takers, even when not using their optimal approach.

**How much time will it take?**

30-40 minutes

**How should I debrief?**

Because you have the option of having students e-mail you results, give a presentation, post experiences online, or do a class chat, there are a variety of ways to debrief. Since students may have come up with some great ideas, think of a way that all students could have benefit of the examples. While everyone may not be posting something, consider collecting and electronically posting the different examples.

## 7. Which additional exercises might enrich students' learning?

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**Taking Notes the Colorful Way****Class activity**

**Materials needed:** Three different colors of magic markers, an article from the newspaper (choose something current and interesting)

**Time:** 30-50 minutes, depending on the size of the group

**Goal:** To help students identify the main parts of a story

Place students in small groups of 2-3. Give each student colored markers and the story. Have one additional copy of the story for the group. Have each student read the article and individually using three different colors; mark the headings, main ideas and details of the story. Next, students in the group compare colors and work together to produce one colored coded story that they all agree on. (If you don't want to use colors, students can circle some parts, underline others and star the last).

**Listening with a Purpose** (Staley, C. (2003) *50 Ways to Leave Your Lecture* (p.112))

**Class activity**

**Materials needed:** none

**Time:** lecture plus 20-40 minutes

**Goal:** To help students listen attentively to lectures and respond to course material

Team	Role	Assignment - After the lecture is finished
1	Questioners	Ask two questions about the material.
2	Nay-Sayers	Comment on two points with which the group disagrees.
3	Yea-Sayers	Comment on two points with which the group agrees.
4	Explainers	Give two specific examples that explain the lecture.

Before the lecture, give the teams their assignments. After the lecture, allow the teams to confer. Proceed from group to group, asking each team to do what you have requested. After all teams have finished, discuss listening skills with the entire group. (Variation: additional roles may be created for variety or to demonstrate a particular principle.)

### **Web Connections—Finding Help Online**

#### **Out of class activity**

**Materials needed: A computer**

**Time: 30-50 minutes**

**Goal: To help students identify sources online that will help them learn to be better note takers**

Have students search and find at least five different web addresses for note-taking. List the web addresses and have students choose the best source and explain why. Collect the top choices for students (they can send you their choices electronically) and create an online note-taking supplement for the class.

## **8. What other activities can I incorporate to make the chapter my own?**

We all tend to have our biases on our favorite way to attend, be engaged and take notes. Share your story with the class. You might further put your own spin on this chapter, depending on how your class is organized. If you are lucky enough to be teaching this class as part of a learning community, you will have multiple opportunities to use real class information to try out some of the note-taking techniques.

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition.

**ACTIVITY OPTION (p. 127):** Use a “think-pair-share” approach to this activity. First, have students answer the “What Do *You* Think?” on their own, and then pair up with the student next to them. Pairs of students must agree on the top two mistakes that Lindsey is making, as well as the top two things that she must immediately do. Each pair of students reports to the class and a master list is made. Finally, ask students if there is something that they think is really critical that is not on the list. It is possible that one or two students may key in to some really important underlying issues that Lindsey needs to address.

**ACTIVITY OPTION (p. 130):** In addition to being cheated out of learning, the issue with interrupting class is really about a student's right to learn. When one student disrupts the class, they have robbed others of their right to learn and in a sense stolen their money. Sometimes students won't speak up about others who are unruly, but you can be sure that you have students in class who are upset if their learning is frequently disrupted. You might even ask students how they would feel if someone was constantly talking to their neighbor. To test this out, before class, ask two students to stage talking in class and then debrief. How did classmates feel about the disruption?

**ACTIVITY OPTION (p. 131):** Divide the class into two groups. Ask students to discuss as a group the “Insight → Action” activity. Next, ask students to develop rules of engagement for the class. Compare lists and come up with a set of rules that the whole class can live by.

**ACTIVITY OPTION (p. 132):** Assign students to listen to the same lecture. You may have some on campus that you can download for the class in podcast format, or ask students to attend the same lecture. Have students watch for gestures and speech patterns to figure out what were the most important points. Have students return to class to report what they thought was most important. As an alternative, you can give a lecture or videotape someone to do this as an in-class activity.

**ACTIVITY OPTION (p. 136):** For homework, have students observe their other classes for a week and come to class briefly describing the type of lecturers they have. They must include one example that illustrates the type. As a class compare the types and strategize about how students can successfully adapt to the style.

**ACTIVITY OPTION (p. 140):** This is a great opportunity to get students to line up based on their scores, ranging from low on one side of the room to high on the other. First, remind students that it’s okay if they are not yet good listeners. The goal of this activity is to learn from each other. What can students who are not aural learners on the VARK do to compensate or translate into a learning preference they do have?

**ACTIVITY OPTION (p. 148):** As a culminating activity for this chapter, have each student present to the class one of the VARK activity options (their choice). In addition to presenting the activity, have students explain why they chose a particular activity, how it’s a good match for their VARK learning style preference(s), and what they learned about themselves while doing the activity.

## **9. What homework might I assign?**

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Give students lecture notes that you have prepared and have them use one of the note-taking techniques described in the chapter to take notes. Tell students that they must write the notes on one side of a 3 x 5 index card that they can use later for an in class quiz.

The goal is to help students see the value in taking concise notes.

### **Journal Entries**

**One:** Have students write a one page journal entry, or send you an e-mail describing a note-taking strategy that works best for them and why. Tell students that it does not have to be exactly like the approaches suggested, but would be even better with a combination of strategies that works best for them.

**Two:** Have students write a one page journal entry, or send you an e-mail reflecting on a situation where they felt there was a disconnect between them and their instructor. Did they do anything about it? If so, what? What was the result of doing or not doing anything? If they could do things differently now, what would they do?



## CHAPTER 7: DEVELOPING YOUR MEMORY

### 1. Why is this chapter important?

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In the last chapter we talked about the fact that you can't open a college success book without seeing sections, chapters, and whole books on how to be involved in class, pay attention and take notes. The same can be said for learning how to successfully develop memory skills. No matter what and how they study in college, students will be required to memorize and recall information. While some people just seem to be naturally good at it, others are not. But, the good news is that students can learn to make the most of their memories.

While we often talk about memory-enhancing techniques, most students have never been taught them, specifically. If you survey your class, most likely students have done a ton of studying, but most would be hard pressed to tell you exactly what technique they use, other than simple strategies like re-reading or highlighting. Sometimes students will say, "I can't understand why I did so poorly on my literature exam; I re-read the short stories six times!" (But how much did they process and commit to memory?) Or "I wore out my yellow highlighter studying for my calculus test!" If you check their textbooks, nearly all of every page is highlighted because they don't know what's important. When studying for a calculus test, re-reading isn't a good way to master the material; working problems sets until you understand the principles and processes is. So, what are some of the techniques this chapter suggests that can actually work wonders?

First, in this chapter students will learn some of the basic research and information about memory. Memory and cognition are actually complex research topics, but this chapter makes this information accessible to students, and then focuses on practical strategies for students to try. They will learn about the "Three R's of Remembering: Record, Retain and Retrieve." The image of a digital camera is used to help students visualize the camera and how it works to remember these terms. Once students have mastered this, they go on to learn different ways to master their memory. The broad categories that students learn about include how to make information stick, how to make it meaningful, how to make it mnemonic, how to manipulate it, and how to make material funny. Students should be encouraged to try each of the techniques and find a few that really work for them.

### 2. What are this chapter's learning objectives?

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- Why memory is a process, not a thing
- How memory works like a digital camera
- How to improve memory using twenty different techniques
- How memory can fail you

### 3. How should I launch this chapter?

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Think about launching this chapter by asking students how they memorize information for a test. Ask students to start to list the different ways they approach material and list them on the board. When there are no more examples coming from the class, ask students to see if these techniques cluster together in any way. You might begin to see examples of mnemonic devices, silly sentences, chunking, manipulating materials, or other ways that go together. Help students to label these groups of techniques, and let students know that you are going to learn more about each of these approaches.

- **Ask students to take a few minutes to think of a time when they went into a test feeling prepared.** Why? What did they do to prepare and how did they do it? Ask students to describe how they felt? Confident? In control? Relaxed? Now ask students to explain what they did. Did they work alone? Did they work with a group of friends who quizzed each other? What specific techniques did they use?
- **Ask students to recount a time when they went into a test unprepared, because they didn't study enough, or were just not sure they were prepared.** It's generally clear to students when they know that the reason they did not feel prepared going into a test was because they simply did not study enough. What is harder to pinpoint is the feeling of uncertainty. Sometimes students do study a lot, but they are just not studying in an efficient way. Some of the study techniques in this chapter should help. For example, the "Cultivate Your Curiosity" mini-article, Act on Your Memory! contains some excellent strategies used by actors to memorize their lines.
- **Going beyond the book.** Studying and remembering information is really a multi-part process. First, you have to be studying what is really important. Students can do a bang-up job of remembering a list of facts or times and dates, but if it's really not important for the test, it is not going to help. Facts and dates may not be all that important on an essay test. Do they really comprehend the information they're memorizing? It's important to know what needs to be learned, and what a test will be like. Will there be multiple choice questions? Will the test include essay questions? Encourage students to ask their professors about suggestions that they may have on how to approach the material for the test. Does the professor have any sample tests that can be looked over? Do they know any students who had the professor the previous semester? The more one knows about how they will be tested, the more focused their study techniques can become.

### 4. How should I use the *FOCUS* Challenge Case?

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Kevin is like a growing number of students who are now in college. These students are either returning to college to finish a degree they started a long time ago or older students who have always longed to get a degree and are just starting. Maybe they are in a job with no future, or one that they don't enjoy. Many of the jobs that individuals held twenty years ago did not require a college degree, but now they require at least a bachelor's level diploma. Students like Kevin, bright and capable, find themselves at a crossroads in their lives. Do I give up my full time job

and security to go back to school? When you think about it, at forty with longevity predictions well into one's 80's, Kevin has many years to do something he loves. But, Kevin begins to question his ability. It's clearly not as if he isn't trying. He needs to work smarter, not harder. Have the class discuss one or two things Kevin can do to be more effective studying. What advice would they give him?

## **5. What important features does this chapter include?**

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Again, you will see some of the really important recurring themes in this book. By now you are familiar with these. A few points will be discussed about each.

### **Readiness and Reality Checks**

By the time students are in college, they have had more than their share of opportunities for remembering things. Most likely they have not thought very much about what they have done, or how they have studied. They just know that they have been faced with many memorization challenges—for many students strict memorization was what exams consisted of. The Readiness Check may be eye-opening for some students. And because many students either don't find high school challenging or bypass opportunities to learn at their best in that environment, they may assume they have this topic nailed. Of course, it will be interesting for students to check their Reality Check results at the end of this chapter.

### **Challenge → Reaction → Insight → Action prompts**

There are many different Challenge → Reaction → Insight → Action prompts in this chapter. An important Challenge → Reaction is the Subjective Memory Test. This subjective self-assessment has two sections, one (A) for general memory tasks and another (B) for academic memory tasks. If students are beginning to find the C → R prompts repetitive or intrusive, remind them to make a game of them to see what they really know. One of the purposes of the learning system is to encourage students who respond to a challenge with “Oh, that's easy” to discover when reacting to the challenge that their reaction consists of “Uh...” because knowing and articulating these responses is more challenging than it appears.

### **Control Your Learning: Your Toughest Class**

In this activity, towards the end of the chapter, students are asked to think about their toughest class. What kind of information are they asked to remember for that class? Do they have to remember information from complex readings, formulas, lectures? Students are asked to provide five examples for each memory principle by trying to “make the material stick, make it meaningful, make use of mnemonic devices, manipulate the material to help learn it, and to make it funny.” For their toughest class, have they been successful so far? Do they think they might do things differently? This might be a great class discussion for students to share techniques especially if students are taking similar classes. Students may be surprised to find that many different techniques can work for the same material. You might ask students to copy this page of the book and hand in their responses so that you are aware of their answers. You may even want to report the range of responses back to the class.



### **Self-Assessments**

The only assessment for this chapter is a Challenge → Reaction prompt entitled the “Subjective Memory Test.” This subjective self-assessment has two sections, one (A) for general memory tasks and another (B) for academic memory tasks. Students are asked if their scores for parts A and B differ, and if their scores dropped as they went down the list (since the list gets harder and harder). A later Insight → Action prompt helps students to reflect on this challenge.

### **Cultivating Your Curiosity: Act on Your Memory!**

Most likely, students in your class watch their fair share of television and movies. They may well be interested in how actors and actresses learn their lines. It’s not just about saying their lines or simply learning them, but successful actors and actresses learn their lines by techniques such as chunking, setting goals (how I will deliver the lines?), moving around while learning, and concentrating on the meaning of the words. Hopefully, the curiosity surrounding the success of their favorite stars will motivate students to study their approach. You might want to start this discussion off by asking students how they learn song lyrics without even trying. Is repetition at work? Do they associate particular songs with important events attached to them, like first dates?

### **FOCUS on Careers**

The career focus in this chapter is acting. We meet DeLanna Studi, an actress. Has anyone in the class considered a career as an actor or actress?. What about the job outlook for this career and job stability? What impact does this profession have on one’s other goals in life? This is an exciting career for those suited to it, but it may not be for everyone. It is interesting though that Studi says that “acting is 85% work and 15% talent.” Ask students if they know any students on campus who are taking theater classes or have starred in campus performances. Ask them to find out what techniques these student actors use.

## **6. Which in-text exercises should I use?**

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There are two exercises built into this chapter. Each is unique and a very engaging for students. Connect these activities, if you can, to real life courses and situations for the students. Included here are descriptions of why they have been included, how much time each one will probably take, and how you might debrief each one.

### **EXERCISE 7.1 TEST YOUR MEMORY**

#### **Why do this activity?**

This is a great activity to help students to see that there are varieties of memory techniques that one can use to study the same list of words.

#### **What are the challenges and what can you expect?**

There are really not many challenges for this activity. The list of words is not too long, and, in fact, it can be a good confidence builder for students who never thought they were very good at memorizing information. Students will be able to see that a few simple techniques can really improve one’s ability to remember information.

**How much time will it take?**

This activity should take about 30 minutes, depending on how much time you wish to devote to debriefing.

**How should I debrief?**

One of the really valuable parts of this activity is for students to see that there is more than one way to approach remembering information. Students should share their techniques with the class. See if there are a few common approaches to learning this material. List the different approaches. Have students indicate their learning type to see if there is any connection between types and approaches to learning the lists.

**EXERCISE 7.2 VARK ACTIVITY****Why do this activity?**

This activity is designed to help students make connections between their preferred VARK learning modality and an actual assignment. This activity is really helpful for students to try a way of remembering something based on the way they learn best.

**What are the challenges and what can I expect?**

There are no big challenges in this activity. You might suggest that students try more than one technique for this activity so that students become familiar with a variety of ways to learn information.

**How much time will it take?**

This activity can be done outside of class: the only time it takes is the actual debriefing in class, so you can take whatever time you need. Or, you can choose to respond to students individually in an e-mail or directly on their assignment.

**How should I debrief?**

Have each student present to the class one of the above activity options (their choice). In addition to presenting the activity, have students explain why they chose a particular activity, how it's a good match for their VARK learning preferences and what they learned about themselves while doing the activity.

**7. Which additional exercises might enrich students' learning?**

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**I Want To Be an Artist****Class activity**

**Materials needed:** Newsprint, markers, and a list of 20 words (randomly chosen from a newspaper)

**Time:** 30-50 minutes, depending on the size of the group

**Goal:** To help students create a visual to remember information

Place student in small groups of 3-4. Give each student colored markers and paper. Groups should develop a picture (visual) that helps them to remember all of the words in Exercise 7.1.

### **Silly Sentences**

#### **Class activity**

**Materials needed:** the same 20 words used in the activity above (or 20 others if you wish), newsprint, and markers

**Time:** 20-40 minutes

**Goal:** To help students create a visual to remember information

Students should work in groups (maybe in the same groups as in the activity above), to learn the list of words by coming up with some silly sentences to help them remember the lists. Have groups share their sentences with the class and have class members decide on which sentence would most help them remember the words.

### **Compare and Contrast**

#### **Out of class activity**

**Materials needed:** A prepared lecture on the pros and cons of studying in groups or studying alone (or some similar lecture)

**Time:** 30-50 minutes

**Goal:** To help students differentiate and remember similar information

Deliver a short lecture to the class on the positives and negatives of studying in groups versus studying alone. As a class, develop a chart that helps students compare and contrast material presented. After the chart is completed, have students put the charts away. Give a quiz asking students to list the pros and cons. (You may decide if the quiz counts.) When students are finished completing the quiz, ask them to describe how they remembered the information.

## **8. What other activities can I incorporate to make the chapter my own?**

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If your students are part of a learning community, taking courses that are linked, check with the other instructors to see if there is any content that they suggest students learn for the next test. Use a number of the techniques suggested in this chapter to learn the material. If you are teaching older, non-traditional students you might ask them if there is something at work that they need to learn. Are they taking a certification exam? As much as possible, make learning the suggested approaches in this chapter personal by using real-life, right-now material.

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition.

**ACTIVITY OPTION (p. 151):** Students should take a few minutes to share their responses to “What Do *You* Think” questions. Ask students to work in small groups and assign one or two questions to each group, then have them report to the class. If you have older, nontraditional students in the class, you might ask them to lead the groups.

**ACTIVITY OPTION (p. 152):** This is a wonderful opportunity to get students in groups to disclose their different responses to Part A and Part B. In small groups, have them determine two to three reasons why they did better on one part (most likely it will be Part A). Have students stay in groups to look at Part B and decide which top three things they have trouble with. You

can teach this chapter with the class working in teams to make sure that all students learn effective strategies for developing their memories.

**ACTIVITY OPTION (p. 154):** Since students have probably done this activity in preparation for class, consider doing a visual activity in class. Put a variety of items out on your desk (about ten), and leave them there for two minutes. Put them back in a bag and then ask students to write down as many as they can. If you are using related objects, like the things from your briefcase, students are more likely to remember them, as opposed to unrelated items. You might even try two sets of items to make this point and then guide students to the conclusion that categorizing, relating, and grouping things can help them remember.

**ACTIVITY OPTION (p. 157):** For the next class, have students bring in a list of terms they need to memorize for another class. Often first-year students are taking biology or history, or even math formulas can work for this exercise. Have students present their challenges and, in small groups or as a whole class, brainstorm ways to chunk or categorize the information.

**ACTIVITY OPTION (p. 161):** Using the same list that students brought in to memorize for another class—or if they didn't do this before, have them bring in a list now—ask students to use a strategy from “Cultivate Your Curiosity” to learn the list. For example, if they choose goal setting and moving, they might set a goal such as learning all of the major battles of Civil War in American History while moving around the room to demonstrate the locations where the battles were fought.

**ACTIVITY OPTION (p. 163):** Break the class into four groups and have them memorize all of the presidents of the United States or some other common list. (You might have to fill in the gaps for a few students.) Assign one group to use the spelling approach, another the locate, another the link or narrate, and the final group the peg system. Give groups about fifteen minutes to learn their lists, and then report back to the group the strategies they used and how successful they were.

**ACTIVITY OPTION (p. 165):** Have students send you an e-mail summarizing this “Control Your Learning” activity. This reflective activity that will not only help students identify some major points that you want to stress, but it's an opportunity for you to give individuals suggestions for their toughest classes.

**ACTIVITY OPTION (p. 167):** Have students quickly come up with a mnemonic sentence to remember the seven memory faults. Give them five minutes to do so, and then have a few students volunteer to read their sentences to the class.

**ACTIVITY OPTION (p. 168):** Have each student present to the class one of the activity options in Exercise 7.2 (their choice). In addition to presenting the activity, have students explain why they chose a particular activity, how it's a good match for their VARK preferred modality, and what they learned about themselves while doing the activity.

**ACTIVITY OPTION (p. 168):** To conclude this chapter, students should communicate the most important memorization method they learned about in this chapter. Ask students to e-mail

one classmate, or you, a short description of which strategy they selected and why. Put this all into one document and send it to the entire class as a list of best practices for students.

**9. What homework might I assign?**

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Ask students to turn in study techniques for a test or quiz they will take. The goal here is to help students apply some of the techniques they have learned in this chapter to information they are currently learning.

**Journal Entries**

**One:** Have students write a one page journal entry, or send you an e-mail reflecting on the most valuable technique they learned in this chapter. Do they think they can use it in all types of memorization? If so, why and if not, why not?

**Two:** Use the Insight → Action prompts as journal or blog assignments.

**10. What have I learned in teaching this chapter that I will incorporate next time?**

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## CHAPTER 8: READING AND STUDYING

### 1. Why is this chapter important?

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It goes without saying that reading and studying in college are critical to student success. You might think that students have been doing this all of their lives, so why should this be a problem? After all, these students have made it to college so they must have been doing some things effectively all along, right?

Consider things like this as you teach this chapter. First, many of today's students do read, some don't very much, but research indicates that half or fewer say they don't enjoy reading, and few read for pleasure. Some have never been taught how to read effectively, how and what to highlight or take notes when they are reading. In addition to students using their own approach to reading and studying which may work part of the time, students may begin to wonder why they have to learn when they already know how to do so. The question is: Will the study habits they've used in the past be sufficient for the rigor of college courses? Often the answer to that question is no.

While most students have done plenty of reading prior to college, they may not have been taught read strategies since sixth grade. In addition, don't be surprised to find that a fair number of students have never read an entire book—not even a novel. Non-readers are probably not going to tell you this because they are embarrassed, so you might even comment that this is a fact because of movies, television, and the Internet. Hopefully, students will see that there are times when the media that they have used before to get by, may not work anymore. Let students know that in this chapter they will learn techniques that will serve them for a lifetime, and that it's not too late to become a successful reader.

Students will not only learn how to distinguish between the different kinds of reading, they will learn about the right ways to read, how to take notes when reading and specific techniques like SQ3R (study, questions, read, recite, and review). They will also learn about a concept called metacognition. Metacognition is thinking about how one thinks and learning about how one learns. This concept is not about how someone else thinks or learns but how one might think about their own thinking and learning. Students will learn what they do efficiently, and what they may need to improve. Students will learn techniques for taking notes such as writing in the margin and how *not to* make the entire page bright yellow when highlighting.

### 2. What are this chapter's learning objectives?

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- Why reading is important
- How to engage in focused reading
- How to tackle reading assignments as an ESL student
- What metacognition is and how it can help students
- How to become an intentional learner
- Why learning is greater than the sum of its parts

### 3. How should I launch this chapter?

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Consider launching this chapter by asking students for a show of hands in response to the question “Who thinks of themselves as an efficient reader?” Quickly ask students to explain what they do. Then, ask for a show of hands for those who feel they are masters at studying. You will probably find a number of the same students raise their hands because of the strong connection between reading efficiently and studying. But don’t be surprised if you find that there are fewer students who believe they are masters of studying. Why? Some students may enjoy reading novels and see that as “being a good reader,” but the proof for reading and studying effectively are measured by the tests they take, and their grades on tests may not be as high as they’d like.

- **Ask students to take a few minutes to describe reading something they really enjoyed and why.** Help students to label the different kinds of reading that they do: flipping through a magazine and reading directions for uploading music for their iPod, is very different from reading a text book. Help students realize that the way they approach reading the material that they will then have to study further is connected to how efficiently they will remember information for a test.
- **Ask students to describe a time when they felt that they studied efficiently.** What time of the day was it? Where were they? What were they wearing? Were they listening to music at the same time? How long did they study? Did they take breaks? How did they know they were studying efficiently? Did they feel that they studied efficiently because they got a good grade on a test or quiz, or because they felt as if they really understood the material? Ask students to share their experiences with each other. Do you find any common characteristics in the class?
- **Going beyond the book.** If you are teaching this course as part of a learning community of linked classes (for example, first-year seminar, introduction to psychology, male-female communication, and freshman composition) hopefully you will have access to the readings and books that all of the students in your class will be reading at the same time. (*Hint:* if you have any way that you can convince someone to connect your student success courses with another course, do it! Even these small linked courses become communities of learners, or learning communities, and without doing things much differently, research shows that learning is enhanced.) If your campus uses a common reading—a novel that brings in critical social issues, for example—for all entering students use this book or even parts of it to apply reading and studying strategies. You might even consider choosing one of the current best sellers and form a book club to discuss the common reading once a week over coffee or lunch. This social connection to reading may be just what non-readers, like Katie from the *FOCUS* Challenge Case, can benefit from.

### 4. How should I use the *FOCUS* Challenge Case?

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Katie Alexander is probably a student that an instructor would enjoy having in class. She is energetic and outgoing. It’s not until the first test or quiz that you begin to wonder why Katie

didn't do well. Is it because she isn't smart? Mostly likely it's because Katie doesn't know how to approach the material. She is overwhelmed. She depended on watching movies for the core literature books she had to read in high school and can't do that anymore. She wants to do well, but she is drowning. Have the class discuss one or two things Katie can do to be more effective at reading and studying. What advice would they give her? Students like Katie are fairly common among today's students. They are often kinesthetic learners who want structured, detailed material they can grab hold of. Abstract information doesn't sink in, and coupled with poor reading skills, the combination can be debilitating. Katie may benefit from working with a reading tutor, one-on-one, a specialist who can teach her specific strategies that will work for her. Or she may need to take a developmental reading class before she goes much further in her academic career. But inarguably, reading well will be essential to her college success.

## **5. What important features does this chapter include?**

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The recurring themes in the book can guide how you approach this chapter. Because students should be familiar with these you might find out which features they like the most and tailor your class to what they like. Think about asking the class to break into small groups comprised of those who like the same feature. Can they lead a discussion on part of the feature they like the most?

### **Readiness and Reality Checks**

For this Readiness Check, check to see how students responded. Most likely students will report that they do think reading and studying will affect their college success. What might be of interest is to see how much control students think they have over reading and studying. Students may just see themselves as “good or poor” readers and studiers, based on past experience. What they might not realize is that everyone will benefit from learning the techniques in this chapter, no matter where they start in terms of their skills. As always, it will be interesting for students to check their reality with their readiness for focusing on this chapter.

### **Challenge → Reaction → Insight → Action prompts**

The Challenge → Reaction → Insight → Action prompts in this chapter are very thought-provoking and will help students with metacognition. Challenge → Reactions such as “Are there right ways to read?” should help students to think about *how* they read. Is their approach a good one? Later on in the chapter an Insight → Action prompt asks students to take a hard look at their own reading skills. They are asked to think about feedback they have received over the years as well as identifying their own strengths and weaknesses. Another really important Challenge → Reaction is the one evaluating study habits. Using this prompt, students are asked to read ten statements about study habits and rate themselves. The Challenge → Reaction → Insight → Action prompts in this chapter provide opportunities for self-examination and reflection about reading and studying. Some students are overconfident about their reading and studying skills. Some, on the other end of the continuum, are terrified that their skills won't measure up. And some are content to hope for the best. It's important to use the C → R and I → A prompts to “sell” the chapter to all types of individual student's orientations toward the content.



### **Control Your Learning: Your Toughest Class**

In this section students are asked to control their learning and think about their toughest class. They are asked to look back over the section of this chapter on reading and honestly assess the extent to which they believe reading is part of what they find challenging about this class. Students are asked a series of questions about how they approach reading in the class and what they do, specifically. They are asked if they honestly plan on changing the way they have previously read and if they will use some of the new techniques that they have learned from this chapter. This is probably not an assignment that you want students to share with you or others. If they don't plan on using new techniques, will they tell you that? They probably won't. What is important for students to realize is that they ultimately have control of this learning. The amount of work (effective work) they put in, will most likely relate to what they will get out of this course.

### **Self-Assessments**

There are two exercises in this chapter that are self-assessments. The first is Exercise 8.1 (What Is Your Reading Rate?) where students read an article and check the time it takes them to read as well as their comprehension rate. (This exercise is explained later on in this Instructor's Resource Manual.) Students often assume that speed readers are the best readers. The chapter makes the point in several places that fluency and comprehension are just as, if not more, important than speed.

The second self-assessment is a Challenge → Reaction prompt on study habits and asks students to check off issues such as boredom, fatigue, surroundings, etc., that might present reading challenges. Because reading has become an issue of national concern with more people engaging in alternative activities like movies and the Internet, the chapter points out that reading is a skill we must not lose as a culture and why.

### **Cultivating Your Curiosity: Reading When English Is Your Second Language**

This article is of value to both native speakers of English and those whose first language is another. English is not the easiest language to learn. The readings in this part of the chapter contain suggestions for ESL students, but are fun and interesting to everyone. You might choose to meet separately with your ESL students to talk further about this mini-article, as well as encourage empathy in native English speakers by pointing out how challenging it might be for them to attend college in Korea or Russia or some other country with a language very different from English.

### **FOCUS on Careers**

The career focus in this chapter is teaching. In this chapter, we meet Barbara Swaby, a literacy expert. You probably do what a number of students in the class who are considering becoming teachers will do. What about the job outlook for this career and job stability? Fortunately, the outlook is good. What other benefits are there to this job? You might be able to help students learn about the benefits and fulfillment of teaching as a career by sharing your thoughts.

## 6. Which in-text exercises should I use?

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Included here are descriptions of why these in-text exercises appear in this chapter, how much time each one will probably take, and how you might debrief them. Each activity addresses a particular skill that students can develop.

### **EXERCISE 8.1 WHAT IS YOUR READING RATE**

#### **Why do this activity?**

In this activity students read an article in the text and time how long it takes them to read the article. At the end, the average time it takes a college student to read this (between four and six minutes) is revealed. There are comprehension questions at the end. Some students may see the activity as a challenge, and play “beat the clock.” But they may find the comprehension questions are hard or impossible to answer when they have finished. Use this activity to lead into a discussion of the qualities of a good reader.

#### **What are the challenges and what can you expect?**

You may not know that you have students in the class who are really struggling with reading. If they have an identified learning disability, they may or may not have told you. If students took longer than six minutes to read the article, they could well be enrolled in a developmental reading class or they may need extra help. This could be a very sensitive subject, so treat it carefully. It’s even possible for students to make it through their previous levels of education and actually be technically illiterate. If all your students are below average readers, emphasize that that’s why they’re in college—to improve their skills—and that you’ll work with them or help them find resources as best you can. Remember the aphorism introduced in Chapter 3: HELP is not a four-letter word!

#### **How much time will it take?**

This activity should take about 15 minutes depending on how much time you debrief.

#### **How should I debrief?**

Students are told to go back and check their answers and whether or not they are reading right. Ask students to e-mail you their times and if they got everything correct. Encourage any student who is having difficulty to let you know. Do they need extra time for reading? Would they like an assessment of their reading skills? Would they like some extra help with reading? Connect these students to the right campus resources.

### **EXERCISE 8.2 MARGINAL NOTES**

#### **Why do this activity?**

In this activity students are asked to go back through the section on reading in this chapter. If they used a highlighter or underlined words, they are to make notes on a separate piece of paper or on sticky notes they attach, or write in the margins why they chose to mark these particular items.

#### **What are the challenges and what can you expect?**

One of the biggest challenges is that sometimes students mark entire paragraphs. Hopefully when students try to explain why they did this, it will make sense to them that this technique is not highly effective.

**How much time will it take?**

This activity should take about 30 -40 minutes depending on how much time you debrief.

**How should I debrief?**

What you probably want to know is what students learned about themselves during this activity. This metacognitive activity will help them take a look at their technique and self-assess as to whether or not it's effective. If you can find an example of a student who is an effective “highlighter” or “under-liner,” ask him or her to share the examples with the class. You can also show them your copy of this section of the text and what you’ve marked as important and why as a model.

**EXERCISE 8.3 YOU ARE WHAT YOU READ**

**Why do this activity?**

This is a fun way for students to explore some reading that fits what they enjoy, and use the Internet to find some books to read with their classmates. Students are to go to a major book company site and choose six books they may be interested in and use PowerPoint or a word document to copy and paste in the “thumbnails” of the books.

**What are the challenges and what can you expect?**

Students should enjoy doing this activity. Be sure that you ask students to share their choices with each other. Students who are non-readers may get hooked on a book that someone else recommends when they see the thumbnail and hear about the book.

**How much time will it take?**

This activity homework activity should take about an hour. Depending on how you expect students to share their work with others the class time will vary. You may have them paste their thumbnails and perhaps a critique of each book into a PowerPoint slideshow or print out a similar color document they create.

**How should I debrief?**

If you choose to share book selections in class you might want to see if there are similarities in the class. Also you might want to find out if everyone even knew about thumbnails and online reviews. How do people learn about good books? Do they go to the best seller list? Do they depend on a friend’s recommendation?

**EXERCISE 8.4 VARK ACTIVITY**

**Why do this activity?**

This activity is designed to help students make connections between their preferred VARK learning modality and something they learned in the chapter. This activity is really helpful for students to try a way of remembering something based on the way they learn best.

**What are the challenges and what can I expect?**

There are no real challenges in this activity. You might suggest that students present this VARK activity results to the class so that they learn from each other about how much time they spend on reading, what studying aloud can do, asking and writing down the what and why questions, and copying notes in a variety of ways.

**How much time will it take?**

This activity can be done outside of class: the only time it takes is the actual debriefing in class and you can take whatever time you need especially if you have students present to the class. If they do present, you can spend up to a full period doing this.

**How should I debrief?**

If students present to the class, have them explain why they chose a particular activity and what they learned about themselves while doing the activity

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**7. Which additional exercises might enrich students' learning?**

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**Crossword Race** (from Staley, C. (2003) page 95.)

**Class activity**

**Materials needed:** A crossword puzzle that you create, using terms from the text, generated at <http://puzzlemaker.school.discovery.com/CrissCrossSetupFrom.html>

**Time:** 30 minutes or so, depending on the size of the group

**Goal:** To motivate students to read the text, learn course material, and work collaboratively

Generate a puzzle using course content at the above web site or another one you find. You may allow students to work on the solution in pairs or small groups, perhaps as a timed competition.

**Marking Your Mark**

**Homework and class activity**

**Materials needed:** Four highlighters, any article of 4-5 pages of interest and relevance to the class (You provide copies for each student along with four extra copies)

**Time:** 30 minutes

**Goal:** To help students learn how to highlight important information in a reading

For homework, assign students the article you have chosen and ask them to read it, highlight what they think is important, and then make a summary of the reading in outline form, only using the words that they highlighted. When students return to the next class, put them into four groups. Tell students to choose the best outline in the group and decide why they chose that particular one. As a group, have students highlight a blank copy that you provide. In class, compare the four highlighted articles. Are there similarities or differences? Discuss what students learned doing this activity.

**Words of Success**

**Homework and class activity**

**Materials needed:** The local newspaper and a quiz

**Time:** 30-50 minutes

**Goal: To help students choose the main points of readings and develop study cards**

Assign students to read one section of the newspaper as a class assignment. For example, you might choose to assign the local news, world news, sports, entertainment, or the home and garden section. If the section is long, assign a set number of pages. Allow students to write down 20 words in any way that they want (in a mapping format, clustered together, etc.) and bring the words to the next class in preparation for a quiz. Give them a quiz on the reading with some specific facts that they must recall. Did students choose many of the same words? Is there any connection between the words that students chose and how well they did on the test?

## **8. What other activities can I incorporate to make the chapter my own?**

If your students are in a learning community with linked classes, check with the other instructors to see if there is any reading material that you could use to when teaching students about reading and studying techniques. If not and students are in a variety of different courses, ask students to bring in or do their homework assignments on material that will serve a purpose for them. Improved reading and study techniques may well translate into great grades

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition.

**ACTIVITY OPTION (p. 171):** Take a few moments to discuss students' individual responses to the "What Do *You* Think" questions. You might ask students to work in small groups and come up with the three most important things a student like Katie should do and have each group report to the class.

**ACTIVITY OPTION (p. 173):** Consider meeting your students in the cafeteria for lunch every few weeks to discuss a book. If your campus has a Common Book program (where all entering students read the same book), you could dissect chapters together over lunch. Or, choose any book that students want to read and read it together. Think about something small—a book that might be appealing to "reluctant readers."

**ACTIVITY OPTION (p. 175):** Although it's not a good idea to publicize individual reading rates and comprehension scores, students may still be curious about what constitutes fast or slow reading. Ask them to write down their times and the number of questions they answered correctly and submit them anonymously. Ask them to identify which question(s) they answered incorrectly. Collect these items and report back to the class. Students can make their own comparisons. Remind students to send you an e-mail or see you if they have some questions about their own reading.

**ACTIVITY OPTION (p. 176):** As a class, choose the top five from the list of fifteen common reading issues listed. Which can be changed? Get a discussion going with the goal that each issue can be improved. It is about one's own control and attitude about the reading challenge.

**ACTIVITY OPTION (p. 179):** This activity can be assigned for homework or done in class. Give students a two- or three-page article or current newspaper story to read. Tell them to read

the article only once, writing their comments, questions, and reactions as suggested in this chapter. Have students pair up and show each other what they highlighted and what kinds of notes they put in the margins. Was their approach different from their partner's? If so, what differed and why? Have them share their responses with the class.

**ACTIVITY OPTION (p. 179):** Even simple, everyday reading requires cultural literacy. Ask students to bring a cartoon or joke to class that requires cultural literacy to understand. The amount of information out there increases exponentially every day, especially with the advent of the Internet, so one can't know everything. But the more one reads the more likely one is to be culturally literate.

**ACTIVITY OPTION (p. 179):** Consider bringing in an article or a chapter from another textbook (or even try this technique with the next chapter in this book). Have students write a one-paragraph summary of the article or chapter after using SQ3R. Remind them that one way of skimming is to look at the headings in the chapter or the topic (first or second) sentence of a paragraph.

**ACTIVITY OPTION (p. 180):** This “*FOCUS* on Careers” is a perfect piece to use for taking notes and having students summarize the main points the author is trying to make. Students could do this for homework, and share with the class how they wrote in the margins, how long it took them to read, and what strategies they used to stay focused.

**ACTIVITY OPTION (p. 188):** This is a good opportunity for reflection. Ask students to summarize their responses to the Reality Check and send it to you via e-mail.

## **9. What homework might I assign?**

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Ask students to show you how they highlighted their text for an upcoming test in another class by bringing the textbook for that class to your class. Take quick look to see if they highlighted too little or too much, and if they captured the main points. Remind students that it's best to highlight the second time they do the reading.

### **Journal Entries**

Have students write a one page journal entry, or send you an e-mail describing a reading that was very difficult for them this past week. If they read nothing that was difficult, ask them to describe something they read, and explain the strategy they used to read it and comprehend it.

## **10. What have I learned in teaching this chapter that I will incorporate next time?**

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## CHAPTER 9: TAKING TESTS

### 1. Why is this chapter important?

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Wouldn't it be great if students could go through college without ever having to take a test? Think of all the hours you'd save by not having to grade stacks of exams? But test taking in college is a necessary evil, and some students appear to be better at it than others. There is hope, though. In this chapter students will learn about how to control test anxiety; what to do before, during, and after a test; as well as why it is important to avoid a growing concern among faculty nationally—cheating! If students follow the wealth of advice provided in this chapter, their attitudes toward tests may change for the better, and so may their performance.

Test anxiety can stem from many different sources. A fear of failure or a drive toward perfectionism can immobilize some students. They may feel pressure to maintain a scholarship or not disappoint someone. But one of the main reasons that students' anxiety mounts is because they simply don't prepare enough or prepare carefully enough. However, there are always ways to help students overcome the stress surrounding exams, and for these students, this is one of the most beneficial components of this chapter.

It's not surprising that the better you prepare for a test, the less anxiety you will have, generally speaking. Careful planning and knowing what will be covered on a test are keys to success. The more students know about their learning style and behaviors, and the more they use this knowledge when preparing for and taking tests, the more successful they will be. This chapter is key for student success. And, the more you can help students apply what they are learning in the chapter to tests they are taking now in all their courses, the better.

### 2. What are this chapter's learning objectives?

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- Why students should change their thinking about tests
- What to do before, during, and after a test
- Why cramming doesn't always work
- What test anxiety is and what to do about it
- How to take different kinds of tests differently
- How cheating can hurt a student's chances for success

### 3. How should I launch this chapter?

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One of the best ways to launch this chapter is to connect it to students' current lives. Chances are, they have just finished a test, or could be taking one very soon in one class or another. Start with a show of hands. How many students have taken at least one test so far this term? Two? Three or more? How many students would like to do better on the next test they take? Probably lots of hands will fly into the air. Assure students that if they make use of at least some of the techniques in this chapter, they will.

- **Line students up on a continuum with students who feel they always do well on tests at one end and those who feel they do not on the other end.** Have students think about their typical approach to test-taking—in high school, on standardized tests, or in their current courses, for example. Ask them to place themselves on either end of an imaginary continuum with one wall representing “Always do well” and the opposite wall representing “Always do more poorly than I’d hoped.” Generally, you will find students spread across the continuum with most wanting to improve. Ask students why they placed themselves where they did. What are they doing right or wrong? Ask what they think they need to do to move themselves along the continuum in a positive direction.
- **Line students up on a continuum with students who study the night before a test (cram) on one end and those who begin to prepare at least a week in advance (or continually during the term) on the other end.** Ask students to share their experiences with each other. Are there common characteristics among students at both ends or in the middle? Are there ever times when cramming works? In fact, you might find some very successful students who wait until the last minute to prepare. Have a discussion on why this might not work all of the time. Can anyone in the class share a last-minute cramming horror story?
- **Going beyond the book.** Like most study skill techniques, there are literally thousands of resources available for individuals to learn test taking skills. Are there workshops on your campus? If so, see if you can time it so your class goes to one in preparation for a test or quiz you are giving. If you check with the workshop leader you might even ask them to come to your class. If the presenter can’t come to your class, find out the times and require students to go. Whatever activities you use in this chapter, or beyond the book, make sure students apply them to tests in courses they’re currently taking.

#### **4. How should I use the *FOCUS* Challenge Case?**

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There might be a Joe Cloud sitting in your class right now, and you may not even know it. Students like Joe from both large and small high schools may have been very successful prior to college. Joe is from an underrepresented population, and “all eyes are upon him,” paying all his college expenses and watching his academic progress from afar. In his case, the performance pressure mounts until it reaches a dangerous level. His coping mechanisms have begun to fail. While some students may realize that they are struggling in a class and get help, others, like Joe, will just continue to do what they are doing, falling further behind, or simply stop attending a particular class. Perhaps they are too timid, or disclosing failure is not culturally acceptable, for example. Joe was beginning to experience panic attacks brought on by mounting anxiety. The more he tried to catch up in the class, the more ineffective he became. Have the class discuss one or two things Joe could have done before things got out of control. What advice would they have given him? As you read this *FOCUS* Challenge Case, you cannot help but feel for Joe. Many of your students will empathize with him because they themselves are in similar situations or they have friends who are. What’s important about debriefing this *FOCUS* Challenge Case is to bring up the subject of actual intervention. Without individual help from his instructor, the Counseling Center, the Office of Multicultural Affairs or some similar office on his campus, Joe may be



doomed. He is in danger of becoming a retention statistic and returning home feeling himself to be a failure.

## **5. What important features does this chapter include?**

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If you assigned different students to different groups to prepare and discuss specific features of the chapter for Chapter 8, change the assigned features for this chapter. If you haven't done this, try it this time. Ask students to work in small groups to present the features outlined here.

### **Readiness and Reality Checks**

Most likely students will report that they do think test taking will affect their college success. What might be of interest is to see how much control students think they have over test taking. Students may just see themselves as “good or poor” test takers. What they might not realize is that everyone will benefit from the techniques in this chapter, no matter where they start in terms of their skills.

### **Challenge → Reaction → Insight → Action prompts**

All the Challenge → Reaction → Insight → Action prompts in this chapter are worthwhile because they ask students to examine their own behaviors. Depending on how much time you have for the chapter, you can do them all as a group, or assign different students different ones. Challenge → Reactions like about preparing for tests are great for everyone to do. Use these prompts to have students decide which of their current strategies work and which need improvement, and then commit to trying new strategies and noting the results.

### **Control Your Learning: Your Toughest Class**

In this section students are asked to control their learning and think about their toughest class. They are asked to identify a key challenge they face as it related to the chapter and to develop a step by step action plan with how to deal with it. There is a very specific example that Joe Cloud, the *FOCUS* Challenge Case student in the chapter, could develop. Make sure that you ask students to share their step-by-step plans with each other. Are there common approaches? There should be. What are they? Some of the key indicators will be things like making sure they understand exactly what is on the test or to reread some of the sections in this text. See what comes up in your class as common themes.

### **Self-Assessments**

There are no formal assessments in this chapter; however much of the chapter is written such that students are constantly asked to assess what they do before, during, and after tests by placing a + (“Yes, I do this”) or a ✓ (“I really should do this more”) before each suggestion. There is one self-assessment that is in the form of a Challenge → Reaction: “Do *you* have test anxiety?” Students fill out the survey and come up with a score. Students are asked to add up their scores and to see if their scores are in a healthy range. If not, there are some descriptions that follow including four different but related components of test anxiety.

### **Cultivating Your Curiosity: Reduce Math Anxiety and Increase Your Test Scores!**

This is of value to both A+ math students and to those who struggle. Since 85% of college students in introductory math classes have some level of anxiety, the 15% of students who don't can share some tips. One of the fundamental tips for addressing anxiety is practice makes perfect. The more students do math and are successful, the easier and less stressful it becomes. This is a hard concept to sell to a student who already is fearful of math, but students have to believe that if they prepare for a test, their anxiety will be lower, and their confidence will be higher. The most fascinating aspect of this article is the research indicating that those with the highest levels of ability are often the students who are most susceptible to math anxiety because they use their spare working memory to worry, resulting in "choking," rather than using it productively to get results.

### **FOCUS on Careers**

In this chapter, we meet Beth Robinson, Executive Director, PSAT/NMSQT Program and College Planning Services, The College Board. She answers questions about the qualities of good test questions and why students might "choke" on exams. There are probably not many, if any, students in the class who even realize that there are real people who create test questions for standardized tests. They've probably never thought about it. The career outlook for a manager of a non-profit organization is something that they may have thought about either, especially those who are considering a business major. The importance of including this profession is getting students to think broadly about career options, and this one may not have been on their radar screens at all.

## **6. Which in-text exercises should I use?**

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One activity is built into this chapter. Here is the description of this VARK activity.

### **EXERCISE 9.1 VARK ACTIVITY**

#### **Why do this activity?**

As are all of the VARK activities, this activity is designed to help students make connections between their preferred VARK learning modality and something they learned in the chapter. Again, this activity is very helpful as students vary ways to use their preference(s) as the chapters continue.

#### **What are the challenges and what can I expect?**

There are no real challenges in this activity. You might suggest that students present their VARK Activity results to the class so that they learn from each other about how they prepare and study for tests as well as how to deal with test anxiety.

#### **How much time will it take?**

This activity should be done outside of class; the only time it takes is the actual debriefing in class. For example, you may wish to conduct an in-class discussion, an online chat, or ask for an e-mail summary.

**How should I debrief?**

If students present to the class, have them explain why they chose a particular activity and what they learned about themselves while doing the activity.

## 7. Which additional exercises might enrich students' learning?

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**Absolutely Right!**

**Class activity**

**Materials needed: A list of words (included here)**

**Time: 30 minutes, depending on the size of the group**

**Goal: To help students understand how certain words can be clues to the answers on tests**

Give students the following lists of words (scramble them up) and see if they can group them into two categories. One category is *absolutes* that make a statement most always false. They can be positive or negative. The second category is *maybes*. When something is described using these terms, most likely it's true. See if students can describe what is similar for the words that they place in either group.

**Absolutes**

always	never	entirely	everyone	everybody
without a doubt	only	absolutely	100%	all
largest	biggest	smartest	no one	never
worst	least	every	no one	nobody

**Maybes**

sometimes	usually	a few	average	more
larger than	smarter than	frequently	better	most
occasionally	may	might	typically	commonly

**Follow the Directions**

**Homework and Class activity**

**Materials needed: Any article of 4-5 pages of interest and relevance to the class**

**Time: 30 minutes**

**Goal: To help students learn how to respond to a specific question about an assignment or for essay questions**

For homework, assign students the article you have chosen and ask them to read it. Give students one of the following words included here and ask them to write a short essay question about this article using the verb they were given. Ask students to answer the question and bring it to class. Share questions and discuss what students learned doing this activity.

compare	contrast	defend	define
explain	evaluate	hypothesize	identify
illustrate	justify	list	relate
summarize	outline	clarify	analyze

## **Grabbing for Success**

### **Class activity**

**Materials needed: Two paper bags and strips of paper**

**Time: 30-50 minutes**

**Goal: To help students to identify test taking strategies**

Assign students into two teams. Teams are to take 15 minutes to develop 15 true or false questions about this chapter. Each team places their questions into a different paper bag. Students on team A have to respond to questions that team B has prepared for them and vice versa. The instructor, you, have the right to throw out a question (Yes, there are bad questions!). The winning team gets candy or bonus points.

## **8. What other activities can I incorporate to make the chapter my own?**

*FOCUS* encourages students to tie information from the chapters to themselves personally and to real life, just-in-time activities. Consider having students make a list of the tests or quizzes that are coming up for them, and ask them to assign themselves specific study techniques, of their choice, for their tests. It's important for students to reflect on the activity so that they learn what works best for them and that improved test taking techniques will translate into better grades.

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition.

**ACTIVITY OPTION (p. 191):** Since students may not want to reveal their answers to number 5, you can use a variation of Angelo and Cross's One-Minute Paper to help debrief this case study. Ask students to take out a piece of paper (or you can provide index cards) and answer two questions anonymously: What is Joe's biggest challenge, and what is the one thing you would suggest that Joe do? Collect them, and report the results to the class.

**ACTIVITY OPTION (p. 192):** Generate a discussion with students about their level of interest in this chapter's material. Some students may believe that they are already good at taking tests. Some may have test anxiety and want to avoid the material. But if they don't care and are not good at test-taking, they are in big trouble. Ask students to jot down, anonymously, why they are or aren't interested in this chapter. Gather the responses and get a discussion going.

**ACTIVITY OPTION (p. 193):** Put students in groups of three for about five minutes to discuss their best ideas about how to prepare for tests. After five minutes, come together as a class, and go around the room and ask each student to explain one technique. Students cannot repeat techniques. What may come out of the discussion is that different techniques work for different students, but that particular themes emerge that hold true for everyone.

**ACTIVITY OPTION (p. 196):** Consider assigning pairs of students to one of the sixteen activities listed in this section and ask them to role-play the situation, either as described or if this suggestion isn't followed. One student could be assigned to act out going into the open-book test unprepared (number 15). The second student could become his "inner voice" and describe what is happening and what would happen if he followed this bullet's advice.

**ACTIVITY OPTION (p. 199):** Break up students into four groups and ask each group to focus on the cognitive, emotional, behavioral, or physiological aspect of test anxiety. Ask the groups to come up with five suggestions on how to deal with this area of anxiety.

**ACTIVITY OPTION (p. 203):** The answers to the interview questions are packed with good information about testing. Pair up students and give them ten minutes to identify the three most important points, in their opinion, that Beth Robinson makes and why. Student pairs can then report back to the class.

**ACTIVITY OPTION (p. 205):** Consider bringing in a multiple-choice test you create with some tricky responses and have the class, as a group, go through some of the strategies listed.

**ACTIVITY OPTION (p. 210):** Have students make a four-slide PowerPoint presentation to share their step-by-step plan for their most challenging class. Make sure that students identify which class they are talking about and what makes it challenging.

**ACTIVITY OPTION (p. 214):** For the final activity in the chapter, have students design a one-page tip sheet that contains suggestions for taking different types of tests that have personal relevance for them and e-mail it to you. Put all the tip sheets into one document and send it to the entire class.

## **9. What homework might I assign?**

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Because you want to be sure that students connect the techniques and approaches they are learning in this chapter to real tests and quizzes, make sure that their journal entries ask them to reflect about what they have learned, what they hope to gain, and what they have already applied to taking tests.

### **Journal Entries**

**One:** Have students write a one page journal entry, or send you an e-mail describing a recent test or quiz they took. What did they do to prepare (give specifics) and did they believe that it helped? Why or why not? Would they do anything differently next time? If so, what? What grade did they get on this test or quiz and were they satisfied? Why or why not?

**Two:** Have students write a two page journal entry, or send you an e-mail describing what finals they will be taking. They should identify each class, and then describe the test that will be given. (If they don't know the format, see if they can ask their instructor. Tell them to inform the instructor that they need to know this information for a class assignment.) Have students make a time line that includes specific dates, and what they will do to prepare.

**Three:** Use the Insight → Action prompts as journal or blog assignments.



## CHAPTER 10: BUILDING RELATIONSHIPS

### 1. Why is this chapter important?

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Students will most likely be especially interested in this chapter. They will want to know more about something of key importance in their lives—their relationships with others. *You* might not even have thought much about the importance of relationships and their effects on college success. Some of the fundamental research on college persistence indicates that students must make both academic progress and connections to the institution and others to stay in college and succeed. The skills students will learn about in this chapter are about managing their emotions and getting along with others. So this chapter is not about academic skills like studying or reading, per se, but instead about the non-cognitive skills that affect college success. These non-cognitive skills that make up one’s emotional intelligence (including knowing yourself, working well with others, handling stress, having empathy for other’s situations, and being optimistic), for example, often have *more* impact on students’ persistence and dream fulfillment than academic skills. Of course, some students come to college for the wrong reasons, such as their parents’ insistence or the fact that they had nothing else that they could think of to do after high school. But, if you believe that basically we all want to do well in life and fulfill our dreams, then failing in college and not meeting your own and other’s expectations can have a far-reaching impact on self regard. And low self-regard can have a variety of effects. For example, it may impact the way we deal with conflict.

In addition to learning about love and relationships and communication, this chapter flows from an emphasis on emotional intelligence into a short discussion of diversity. If you don’t really know yourself and how and why you act and think the way you do, you may not be able to understand someone else’s perspective. For example, if a student in your class was raised to believe that individuals with particular backgrounds are less able than others, and that they don’t understand why they think that way, diversity may be an illusive concept. An inability to understand yourself, and to be flexible and open-minded can be a barrier to appreciating diversity. The good news is that emotional intelligence can be taught and enhanced, and improvement will lead to more success in relationships, and greater appreciation for the diversity that surrounds us.

### 2. What are this chapter’s learning objectives?

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- What emotional intelligence is
- How EI relates to leadership
- Whether EI can be improved
- How communication is at the center of romantic relationships
- How to improve communication with people you care about
- What constitutes a “danger signal” in a relationship

### 3. How should I launch this chapter?

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This chapter is easy to launch because of students' natural curiosity about the content. Students are generally intrigued by the notion of emotional intelligence; many have never thought or heard about it before. And most students are either in a romantic relationship now, just ending one, or in the market for one, so chances are you won't need to do much to get students to rally around the beginning sections of the chapter. Note that the chapter starts with a more personal focus and moves to a broader focus on diversity. Research indicates that many of today's college students believe (inaccurately) that diversity is an issue we have "solved" as a society, or they have wearied from the emphasis on diversity in K-12, just as they have become tired of other academic emphases.

- **Use the *FOCUS* Challenge Case as a starting point to open up the chapter.** Because self awareness is really central to this chapter, students need to be taking a good hard look at how they react in various situations and why. But, identifying that they may not be responding in appropriate ways is not always easy. It's much easier to criticize someone else's behavior than it is to be self-critical. Use Kia as a way to open up dialogue. There may be students in your class who are doing something similar to sabotage their own success.
- **Ask students to identify ways in which some of the dimensions of emotional intelligence (EI) are connected to college success.** A variation of this activity could be to give students index cards with each of the EI skills written on them. Have students form groups and think about some behavior a student might display that works against being emotionally intelligent. See <http://www.reuvenbaron.org/bar-on-model/essay.php?i=3> for a complete list of the five scales and fifteen subscales of emotional intelligence.
- 
- **Going beyond the book.** Have students try a "Google" search using the words "college success and stress management" or "college success and adaptability." In fact, see if the class can generate a list of college success factors linked with vocabulary and concepts from the chapter and do some additional searching. You will see that there are many ways in which both you and your students can go beyond what is in this chapter. For students who are considering psychology as a major, you might suggest that they begin to explore the whole notion of emotional intelligence. For students who are considering communication studies as a major, the area of conflict management is filled with ways in which students will be able to see what they are learning and how it connects to majors and careers, as well as self development. For students who are particularly intrigued by diversity, they may be interested in finding campus groups that explore this topic.

### 4. How should I use the *FOCUS* Challenge Case?

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Kia Washington is a student who is at very high risk for dropping out. She begins her college career in a very stressful way. Because of a mishap, she doesn't have on-campus housing available to her, she is not sure about her classes, and she is strapped for money. Although she



had some stressful years at home before she even left for college, she managed to do very well academically in high school. She had her ideal boyfriend named Quentin and preferred only being with him. With Quentin off to another college, and so many things going wrong, Kia is feeling lonely and isolated. She is not in a good place and sees her life as a “soap opera.” Ask students to discuss the “What Do *You* Think?” questions, and during the discussion give them an opportunity, perhaps before they even know much about emotional intelligence, to point out the evidence that Kia’s IQ is probably much higher than her EQ. Ask them how Kia may be sabotaging herself and her college success. While it’s possible to view the case as melodramatic, it is based on real first-year students with these exact issues, as are all the *FOCUS* Challenge Cases.

## **5. What important features does this chapter include?**

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Continue to use the recurring themes in this book. The Challenge → Reaction → Insight → Action prompts are especially helpful to encourage students to think about how they might respond and what they would do in the all important aspects of relationships.

### **Readiness and Reality Checks**

In this chapter, the Readiness Check responses for students could be somewhat different than in other chapters. As mentioned earlier, cognitive factors such as studying and test taking are concepts that students have heard about before. When it comes to learning about emotional intelligence, however, students may not know much about it, and they will be motivated to learn more. The comparisons between the Readiness and Reality Checks always provide a good opportunity for self—and group—reflection and class discussion.

### **Challenge → Reaction → Insight → Action prompts**

The Challenge → Reaction → Insight → Action prompts in this chapter not only provide self-assessments, but can and should be used to spark class discussion. There are three different Challenge → Reaction opportunities including one that asks students if they are involved in a relationship and how they might manage conflict as well as their views on diversity. Insight → Action prompts related to improving emotional intelligence, collaborative ways of managing conflict and communicating effectively, and students’ perceptions about diversity are also excellent opportunities for students to make suggestions on what they should do to make positive change.

### **Control Your Learning: Your Toughest Class**

In this “Control Your Learning” activity, students are reminded that they can’t control how others respond, but they can control how they behave, which in turn will impact how others might respond. This particular activity instructs students to think about how they can communicate with an instructor in their most challenging class. What’s really important in this activity is that students are asked to focus on themselves and what they may be doing that might adversely affect their relationship with the instructor, as opposed to what the instructor is doing. They are asked to identify what they can do differently, what the instructor might expect, and what they can change to improve the situation with their instructor, all of which ultimately impacts learning.

### **Self-Assessments**

This chapter has no formal assessments but a number of Challenge → Reaction prompts are self-report surveys. These surveys are about how one might respond in emotionally charged situations, insights into quality relationships and students own views about diversity. All of these self-assessments can be used in reflective writing activities and class discussions.

### **Cultivate Your Curiosity: Build Relationships, One Drop at a Time**

In this chapter of *FOCUS*, curiosity is addressed early in the chapter when students read about building relationships “one drop at a time.” They read a summary of the best-selling book, *How Full Is Your Bucket?*, and identify the analogy of adding or subtracting liquid from a bucket depending on how they respond either positively (adding to), or negatively (subtracting from) the bucket.

### **FOCUS on Careers**

In this chapter, we meet Linda Holtzman, a college professor and diversity trainer. Today the corporate world places a high emphasis on teamwork, collaboration, and communication skills. Students should be asking themselves is this a career for me? Extroverted individuals dominate the field as they are working with people much of the time. Who in the class would be happy in this job? Why or why not.

## **6. Which in-text exercises should I use?**

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As you have done in other chapters, have students connect these activities to real life situations. The descriptions of the activities follow, including how much time each one will probably take, and how you might debrief them.

### **EXERCISE 10.1 VARK ACTIVITY**

#### **Why do this activity?**

This activity is designed to help students make connections between their preferred VARK learning modality and an actual assignment. At this point in the semester if you notice that multimodal students are tending to choose one type of activity consistently, consider assigning them a preferred VARK modality that they have not yet done.

#### **What are the challenges and what can I expect?**

There are no real challenges in this activity except that if you do assign modalities, some students will miss the opportunity to choose for themselves.

#### **How much time will it take?**

VARK Activities are typically done outside of class and reported on in class. Time will vary, based on the size of your group and reporting formats.

#### **How should I debrief?**

You may debrief however you wish, based on the specific learning outcomes you wish to reinforce.

## **7. Which additional exercises might enrich students' learning?**

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### **An Emotionally Intelligent Friend**

#### **Class activity**

**Materials needed:** Kia's Washington's *FOCUS* Challenge Case

**Time:** 30-50 minutes, depending on the size of the group

**Goal:** To help students identify the main parts of a story

Place student into five groups that correspond with the five components of emotional intelligence: intrapersonal (self awareness), interpersonal (relating to others), stress management, adaptability, and general mood. In these small groups, ask students to identify whether Kia displays strong emotional intelligence in the area they are assigned. If not, ask students to identify why Kia does not, giving a specific example of her behavior. Also, if they were her emotionally intelligent friend, what advice would they give her to improve? Share group responses with the class.

### **The Stars Don't Always Shine**

#### **Class activity**

**Materials needed:** article from a recent *People's Magazine*

**Time:** lecture plus 30-40 minutes

**Goal:** To help students analyze the behavior of others in terms of emotional intelligence (EI) skills and conflict management

Make copies of a recent *People* magazine article about a Hollywood star who displays inappropriate behavior. Ask students to read this for homework, and come prepared to discuss the EI competencies and conflict management style of the star. To be sure that the students come prepared, tell students they must describe at least three of the five EI competencies using examples, and identify one of the five conflict management styles described in this chapter.

## **8. What other activities can I incorporate to make the chapter my own?**

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Depending on the composition of your class, you could approach this chapter a little differently. If you have mostly traditional students, you can follow the *FOCUS* Challenge Case that highlights Kia, but if you have nontraditional students or a mix of both, you might ask older students to write a case study that makes sense for them. In addition, if your class is very diverse, take full advantage of this if students are willing to share their perceptions of being part of an underrepresented population.

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition.

**ACTIVITY OPTION (p. 217):** Ask students to respond to these questions on their own, and then pair up and compare their responses with those of the student next to them. Do they think her relationship with Quentin will survive? Why or why not, and what should she do? Choose one student from each pair to report to the class.

**ACTIVITY OPTION (p. 219):** This is a great opportunity to use the “Visible Quiz” activity by Staley (2003). Make a set of four cards using a different color cardstock for each letter (a, b, c, d) for each student. Ask students to give their answers to the “Challenge → Reaction” questions by holding up their chosen card for each question. This activity provides you with immediate information on individual student’s opinions and generates class discussion.

**ACTIVITY OPTION (p. 220):** Ask students to work in small groups to describe behaviors of successful college students (i.e., studying ahead of time, being realistic about what you can and can’t do, going to class, etc.) and see how these behaviors might fit into the five scales of emotional intelligence.

**ACTIVITY OPTION (p. 221):** For homework, divide the class into three groups and assign each group the term *resilience*, *hardiness*, or *learned optimism*. Each group must come to the next class prepared to describe how their term connects to success in college. Students must define the term and provide examples or role plays that relate their term to college success.

**ACTIVITY OPTION (p. 222):** Each of the five scales of EI has subscales. Students can find these online (<http://www.eiconsortium.org/measures/eqi.html>). For example, stress management is comprised of two subscales: stress tolerance and impulse control. As a class, identify the two most challenging scales for students and identify the subscales that make up these scales. How do these connect with success in college?

**ACTIVITY OPTION (p. 223):** In groups, ask students to develop the top five characteristics of an ideal partner and rank them in order of importance. Ask students to develop this same list for what they might be looking for when they’re in their seventies. Are the two lists the same? Do rankings change? Is what they chose as top characteristics in their college years the same as what they predict they would choose later in life? Discuss this as a class.

**ACTIVITY OPTION (p. 226):** Divide the class into six groups and give each group a card with one of the examples: trapper, blamer, mindreader, gunnysacker, hit and run fighter, or Benedict Arnold. Groups should not show each other their card. Have two to three students from each group volunteer to role-play their example, while the other groups guess which “crazymaking” behavior they are portraying.

**ACTIVITY OPTION (p. 228):** Ask students to respond to this “Insight → Action” activity by answering one or more of the questions using an essay format. Students should send their essay to you as an attachment to an e-mail message. It’s an opportunity for you to make a personal connection with them.

**ACTIVITY OPTION (p. 233):** The VARK activity is a great way for students to choose an aspect of the chapter that had meaning for them and present it to the class. Ask students to make four PowerPoint slides for their presentation. Students can also respond to both the “Now What Do You Think?” activity and the Reality Check by sending you an e-mail with their results, or by comparing their results in class with a partner.

**ACTIVITY OPTION (p. 234):** For the final activity have students design a PowerPoint presentation (four slides) in groups on either the role of emotional intelligence, love, or conflict

in the lives of college students and their success. Presentations should include a definition, describe possible challenges concerning the issue, its impact on college success, and suggestions on how to manage the challenge.

## **9. What homework might I assign?**

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Ask all students to observe a current popular television show and describe the conflict management style of the main character. Describe this in class. The goal is to help students be able to recognize conflict management styles.

### **Journal Entries**

**One:** Have students write a one-page journal entry, or send you an e-mail describing one EI skill they think that they want to improve. Students must identify why they think they need to develop the skill using an example, and what they will do to improve it.

**Two:** Have students write a one-page journal entry, or send you an e-mail reflecting on a time when they showed good conflict management skills and a time when they did not. Ask students to label each of these styles using the five examples in the chapter. For the negative example, ask students to describe what they wish they had done.

**Three:** Use the Insight → Action prompts as journal or blog assignments.

## **10. What have I learned in teaching this chapter that I will incorporate next time?**

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## CHAPTER 11: CHOOSING A COLLEGE MAJOR AND A CAREER

### 1. Why is this chapter important?

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Did you think, even for a minute, about the title of this chapter when you first read it? How about the addition of the word career? Do you think first-year students know much about how to build a career? Typically, students think about majors and jobs, and loosely use the word career. In this chapter students will not only be asked about what major they might choose and what jobs are associated with that major, but they are introduced to information about how to build a career related to a particular field. Students are encouraged to think about how the disciplines connect and how taking a course in one area connects to another. For many students things just don't connect. "Why should I have to take a course in interpersonal communication if I am going to work as a computer programmer?" a student might ask, for example. This chapter will help students to self-assess, dig deeper, and look at connections between who they are, what they want to do in life, and which courses they will take. What better way to begin to find closure in the course than to tie things all together.

Understanding how things connect is a central theme in this chapter. When students first read about majors and careers, they are not thinking about courses and connections. The "College in a Box" concept is very concrete and visual for students and will spark a great debate on how the disciplines connect. This concept of how they connect is done so well in "The Circle of Learning" diagram that you don't want to overlook the opportunity to discuss it in class. Once the connections make sense to students, it's a lot easier to look at why they should stick it out in their most challenging, but sometimes least interesting classes, and what really is involved in developing a career.

Careers just don't happen. Careers are developed over time. All too often college students want to jump out of the gate and earn the same amount of money that has taken their parents years of accomplishment and diligence to reach. As you read in the text, Mel Levine says that many young adults are not finding a good fit between who they are and what they are doing, so in his words they see themselves going nowhere. His observations may sound ominous, but all the more reason for students to volunteer, do internships, and gain experience. Make sure that students take these opportunities seriously. Having experience doing something can either confirm that this is what students want to do or have them experience an "ah-ha" moment when they realize that this job is not for them. In fact, this entire chapter can be an "ah-ha" moment for students when things finally begin to fall into place and their college experience starts making sense.

### 2. What are this chapter's learning objectives?

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- Why "College in a Box" isn't an accurate view of coursework
- How the disciplines connect in the Circle of Learning
- How to choose a major and a career
- What a SWOT analysis is

- How to launch a career
- How internships, co-ops, and service learning can give students experience

### **3. How should I launch this chapter?**

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Several, if not many, of your students may be thinking along the same lines as Ethan by now. Somehow, many students think things will quickly and naturally fall into place when they get to college, even during their first term. They expect to be drawn into a discipline, have clear insight into the “right” career for them, and when that doesn’t happen, they begin to doubt themselves and their decision to attend college in the first place. Many, like Ethan, will drop out. Some will return, but perhaps only after their lives are even more complex, with a family, for example. Some wandering is to be expected when it comes to making choices that will affect the rest of your life. Think back: did you know when you were 18 or 19 that you’d have taken the career path you’ve taken? Here are some ideas for launching this chapter.

- **Use the *FOCUS* Challenge Case as a starting point to open up the chapter.** This *FOCUS* Challenge Case is a terrific one to open up the chapter. Significant research indicates that when students know what they really want to do and get into a major that is a good fit for them, the likelihood of graduating is fairly high. On the other hand, some students may just be following in mom or dad’s footsteps or pursuing a major that they think will lead to a job that really pays well. Students need to discuss that while Ethan’s parents may have “enabled” him and without even realizing it, made things even more difficult for him. It’s not uncommon to be in a searching mode in your first or first several terms. Use Ethan as an example of someone who is unclear and perhaps even impatient about figuring it all out—and talk about what “figuring it all out” means during your first term of college. Is it even possible?
- **Ask students to pair up and share with each other what they think they will major in.** Students enjoy both talking about what they do and don’t know about their majors. It’s kind of freeing to talk with someone who is not judging the rights and wrongs of the major. For some students it might be the first time that they even talked about it. Come together as a class and share what you have learned. The bottom line is that you want students to really do some self exploration in this chapter and to be open-minded about what it is they really want to do with their lives.
- **Going beyond the book.** There are more resources available than you can imagine when it comes to choosing majors and careers. First, you might begin exploring your own campus. Depending on the size of your institution, there might be a fully staffed career center with individuals who help with résumé writing and career searching or just one or two individuals who help in this area. Regardless, it’s a place to begin and you want to be sure students know where it is and what resources it offers. One additional source that is a must for this chapter is [www.careerbuilder.com](http://www.careerbuilder.com). Not only can students look at jobs in a particular area, but they can look at upcoming local career fairs and the job outlook on this comprehensive web site.

#### **4. How should I use the *FOCUS* Challenge Case?**

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As mentioned earlier, Ethan Cole is not a rare student. In fact, if you think about it, twenty to twenty-five years ago, students like Ethan would not even be considering college. Dyslexics rarely went on to college, and ADD or ADHD were not diagnosed frequently. If truth be told, there are still professors teaching who are simply not interested in hearing about the “whys” of students’ learning challenges. Either students make it, or they are out! If students like Ethan who struggle a bit and haven’t discovered how to focus their passion meet up with a professor with this perspective, they can become totally discouraged and drop out without much deliberation. This *FOCUS* Challenge Case is filled with opportunities for discussion and the questions in “What Do *You* Think?” are a good lead-in. Consider using this section as a jumping off point.

#### **5. What important features does this chapter include?**

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Of course, by now you and your students have literally memorized the “habit-forming” (hopefully!) features of the text. You may split up the features, so that some students who enjoy the Readiness Checks and Reality Checks focus on those, while others who really think the VARK Activity is the most interesting may discuss that feature. Let them follow their interests and lead the class. The Challenge → Reaction and Insight → Action prompts are especially helpful to encourage students to think about how they might respond and how they connect to careers and majors. This chapter, overall, contains some of the most unique, innovative, and individually helpful material in the text.

##### **Readiness and Reality Checks**

Students should be fairly responsive when filling out the Readiness Check. Students are interested in what they are planning to major in. And, interest in questions, such as how much they think this chapter will affect their career, should be very high. In fact, what might happen is that the comparisons between the Readiness Check and the Reality Check might point out that students are particularly interested in this chapter because of its practical value and their own insecurity about making what they may see as the “wrong” decision.

##### **Challenge → Reaction → Insight → Action prompts**

The Challenge → Reaction → Insight → Action prompts continue to be good opportunities for class discussions, student reflective papers, or class activities. The Circle of Learning diagram provides both Challenge → Reaction and Insight → Action prompts. Insight → Action prompts related to careers and academic anatomy are extremely student-centered.

##### **Control Your Learning: Your Toughest Class**

In this “Control Your Learning” activity, students are asked to identify whether or not their toughest course is a general education course or one in their intended major. If it’s a general education class, they list the ways this course can help them in their career or help them become a truly well-educated person. Often students complain about general education courses and report having little interest in their content. “What does a course on art appreciation have to do with my future? I’m not going to be an artist. I’m not planning to visit art galleries every weekend.” Talk with your students about how that course or any other



they bring up will help them live fuller, richer lives. If the course is in their intended major, they respond to why it is so challenging. Are they keeping up with the work? Finally, students are told to send the instructor of this class an e-mail, indicating what they are trying to do to improve in the course, giving specific examples. If a particular course comes up as many students' toughest class frequently in your class discussions, you may wish to alert your colleague to the possibility of a student e-mailing them, so that they are given advance warning. Or you may wish to have your students e-mail their "Control Your Learning" plans to you.

### **Cultivate Your Curiosity: Focus Your "I's"**

In this chapter of *FOCUS*, "Cultivate Your Curiosity" provides a number of examples and thought-provoking bits of information about what students need in order to transition into the workforce after college. The need to focus on four "I's" are described: inner direction, interpretation, instrumentation, and interactions (the Four "I's" of career-life readiness).

### **FOCUS on Careers**

The career focus in this chapter is on recruiters and other types of HR professionals. In this chapter, we meet Tanya Sexton, associate partner in the Lucas Group, who was formerly an accountant and now recruits in the field of accounting and finance. She matches up employees who are searching for jobs with companies who are searching for employees by looking for the best fit. In fact, in the chapter, she describes herself as a "fitness expert." Human Resources is an attractive career field—the people side of business—and as the chapter points out, competition for entry level positions is stiff.

## **6. Which in-text exercises should I use?**

Have students connect these activities to real life situations especially their own majors and careers. Included here are reasons why you should do these, the challenges to expect, and how to debrief the exercises.

### **EXERCISE 11.1 GROUP RÉSUMÉ**

#### **Why do this activity?**

There are a number of reasons why this is a good activity for students. By doing a group résumé students will be able to see the "collective wisdom" of the group. Throughout *FOCUS*, the importance of interpersonal skills and working collaboratively has been stressed in the text itself and the online "Team Career Activities." Not only does this group activity help students to see all the academic expertise in the class, it also provides an opportunity for students to think of skills that they've never even thought of when one of the group members lists it.

#### **What are the challenges and what can you expect?**

There really are no challenges for this activity, expect for the fact that you may want to limit students to about 15 minutes or so to do the actual task since you do want to give students the opportunity to present their group résumés to the class.

**How much time will it take?**

As stated above, you might want to limit students to 15 minutes.

**How should I debrief?**

Students are instructed to hang their newsprint on the walls to create a gallery and present their group résumés to the class. Students enjoy this aspect of the activity so make sure you leave time at the end of the class to do this.

**EXERCISE 11.2 GET A JOB****Why do this activity?**

This is really a terrific activity for students to identify the kinds of skills that college students need to develop to be marketable in the 21<sup>st</sup> century. In addition, it helps students to see that they actually have a job in college—being a college student! The job may not pay well, in fact you have to pay for it, but students will see that their job in college really is to think and to learn.

**What are the challenges and what can you expect?**

There really are no challenges for this activity. When working in groups students fairly quickly come up with the job description of a college student.

**How much time will it take?**

This activity could take up to half an hour of in-class time.

**How should I debrief?**

After sharing job descriptions with the group, consider asking students to send you an e-mail, or write a brief essay if they think they are better qualified to apply for this *job* now than they were at the beginning of the semester. Make sure they tell you why or why not.

**EXERCISE 11.3 VARK ACTIVITY****Why do this activity?**

This activity is designed to help students make connections between their preferred VARK learning modality and an actual assignment. This section of the previous chapter suggests that if you've noticed that multimodal students are tending to choose one type of modality consistently to consider assigning something different. For this chapter, you may wish to solicit suggests from the group about how to vary the activity.

**What are the challenges and what can I expect?**

There are no real challenges in this activity, but again, consider asking students to choose a modality that is not one of their preferences and note the results.

**How much time will it take?**

This activity is done outside of class, and you ask students to report to you via e-mail, it needn't take class time on a weekly basis. If you ask them to present their results (all Visuals to report, all Aurals to report, etc.) so you see how individuals perceived the activity differently, it could take up to half an hour.

### **How should I debrief?**

How you choose to structure this activity will influence how you debrief it. If students chose a style that was not a strong preference for them, make sure they describe what was comfortable for them and what was not when doing this.

## **7. Which additional exercises might enrich students' learning?**

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### **How to Build a Student for the 21<sup>st</sup> Century**

#### **Home work activity**

**Materials needed:** Students must find and print the *Time* article “How to Bring Our Schools Out of the 20<sup>th</sup> Century from the December 18<sup>th</sup>, 2006 edition

**Time:** Full class time (at least one hour)

**Goal:** To help students identify the need to understand multiple disciplines to be successful in the 21<sup>st</sup> century

Divide the class into two groups. Assign all students to read this article. One group has to come to class to discuss the interdisciplinary aspects needed to create MySpace and the other group does that same describing YouTube. In addition, ask each student to identify two things that surprised them about this article and why.

### **Building Resources**

#### **Class activity**

**Materials needed:** The Internet and an LCD projector

**Time:** Homework assignment, plus 30-40 minutes in class

**Goal:** To help students build a repertoire of web sites for careers resources

For homework, ask students to identify four to five web sites other than [www.careerbuilder.com](http://www.careerbuilder.com) or [www.monster.com](http://www.monster.com). Using the web sites that they bring to class, assess the effectiveness of each. Why is this source good? What features does the web site provide? What evidence do they have that this is a credible site? If they find a job on a web site, what is the next thing they should do? Ask them to choose a job that they find online, and go to the company's web site. What about the web site might make them believe this it is credible (the last time it was updated, check the address to see if this is a valid company)? What might a student check on before they go on an interview for a job that is posted without a web site listed or one that they can't check out prior to going for an interview?

## **8. What other activities can I incorporate to make the chapter my own?**

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If you have mostly traditional students in your class, there will be much exploring and discussing majors and careers from a learning perspective. If some or all of your students are nontraditional students or a mix of both, you might ask older students to contribute their own career experiences. Why did they come back to school? Do they want to change careers? Why or why not? In you don't have nontraditional students in the class, ask the students to e-mail a family member and ask them about how they chose their career and if they had it to do over, if they would be in the same job.

Included here, all in one place, are Activity Options taken from the Annotated Instructor's Edition.

**ACTIVITY OPTION (p. 237):** Students should take a few minutes to share their responses to the “What Do *You* Think?” questions. Divide the class into four groups and give each group a question to discuss. After 5 to 10 minutes, ask one member of each group to present their response to the class.

**ACTIVITY OPTION (p. 240):** In Figure 11.1 students saw a typical schedule. Have students list their own schedules in a similar format and then place their courses on the Circle of Learning. Can they describe connections between two or more of the classes they're taking this term?

**ACTIVITY OPTION (p. 243):** Ask students to interview a person who is very successful in a career. What does the person do, what specific jobs has the person held previously, and for how long? Students can do this as an outside assignment and bring their findings to class. Were there many instant success stories? Probably not.

**ACTIVITY OPTION (p. 243):** The ten questions here can be turned into a project. First, find out which majors most students are interested in. Group students together and have each group interview for one major. Make sure that all majors of interest in the class are covered. In the same groups, have students develop a fact sheet about the major to be presented in class and distributed to all students.

**ACTIVITY OPTION (p. 244):** After students complete the “Challenge → Reaction” activity, ask them to fill in the blanks in the following sentence and bring it to the next class: Based on what I discovered about myself in doing this activity, three career choices for me are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, because \_\_\_\_\_.

**ACTIVITY OPTION (p. 247):** Students can write a two-page essay on this “Challenge → Reaction” activity. In their essays, not only will you be able to see if students are connecting some of the major points in this chapter, but you will be able to assess their writing. Encourage students to make use of campus resources if they need help in writing.

**ACTIVITY OPTION (p. 249):** Assign students a real or fictitious possible job opportunity (perhaps on campus or in the surrounding area) to research, and ask them to come to class prepared for a mock interview. Time permitting, let as many students participate in the mock interview as possible. The rest of the class should decide who they would hire and why.

**ACTIVITY OPTION (p. 252):** This is a great opportunity to have students first think about these questions, and then compare their responses with a partner's. Students can report back to the entire class on their answer to question 4.

**ACTIVITY OPTION (p. 254):** Find some examples of bad résumés. Check with your career center for examples. Give groups of students the same four or five résumés and ask them to rate

the résumés on a scale of 1 to 10 with 10 representing best and to be prepared to justify their ratings.

**ACTIVITY OPTION (p. 256):** For the final activity in the chapter, ask students to design a five-slide PowerPoint presentation. Students must include a possible choice of major; a specific career within the major, including predictions about the availability of the job and salary information.

## 9. What homework might I assign?

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Assign all students in the class to choose a career, either their intended or another, and list the top six general studies classes they should take for this major and why. Students should come back to the next class prepared to discuss this. The goal is to help students understand the many connections between and among general studies courses and careers.

### **Journal Entries**

**One:** Have students write a one-page journal entry or send you an e-mail describing whether this chapter made them change their mind about what major and career they will pursue or if they are still going to follow the same one they had originally decided upon. If students are still undecided they should write about that. In all cases, students must explain and give examples of what they learned in this chapter and how it influenced where they stand now.

**Two:** Have students write a one-page journal entry or send you an e-mail reflecting on a time when they were in a class in which they saw no purpose to something they were studying. Ask students how they might see this course fitting into the Circle of Learning concept now that they have read this chapter.

**Three:** Use the Insight → Action prompts as journal or blog assignments.

## 10. What have I learned in teaching this chapter that I will incorporate next time?

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***FOCUS ON COLLEGE SUCCESS***  
**TEST BANK**

## CHAPTER 1: BUILDING DREAMS, SETTING GOALS

1. “The system” used in this book to structure productive learning is:
  - A. Challenge—Insight—Reaction
  - B. Insight—Reaction—Challenge
  - C. Challenge—Reaction—Insight—Action
  - D. Reaction—Insight—Challenge
  
2. A process of examining, questioning, validating, and revising your perceptions is called:
  - A. transformative learning
  - B. changing learning
  - C. alternative learning
  - D. ineffective learning
  
3. Research shows that students learn better through:
  - A. examples
  - B. reading
  - C. critical thinking
  - D. analysis
  
4. When you’re learning something new, the best place to start is by identifying:
  - A. what you wish you knew
  - B. what you don’t know
  - C. what you already know
  - D. what others know
  
5. Insights have no impact unless they lead to:
  - A. knowledge
  - B. curiosity
  - C. beliefs
  - D. action
  
6. Your motivation level depends on:
  - A. your attitude
  - B. your feelings
  - C. your level of stimulation
  - D. all of the given answers
  
7. People who are extrinsically motivated learn in order to:
  - A. get a grade
  - B. earn credits
  - C. complete a requirement
  - D. all of the given answers

8. People who are intrinsically motivated are motivated:
- A. by good teachers
  - B. by money
  - C. from within
  - D. from without
9. According to Rick Snyder's research, students who scored higher on a measure of \_\_\_\_\_ got higher grades.
- A. curiosity
  - B. hope
  - C. challenge
  - D. career outlook
10. Research shows that what you *believe* about your own intelligence can make a difference in how successful you'll be in college. There are two basic ways to define the views on intelligence. People are either:
- A. performers or learners
  - B. achievers or losers
  - C. smart or stupid
  - D. positive or negative
11. Performers believe that intelligence is:
- A. flexible
  - B. inherent
  - C. constructed
  - D. complex
12. Learners believe you can grow your intelligence if you capitalize on opportunities to:
- A. grow
  - B. take tests
  - C. learn
  - D. read
13. When performers tackle problems that are too difficult, they often feel:
- A. inspired
  - B. challenged
  - C. excited
  - D. helpless
14. Students who are performers are often:
- A. confident
  - B. intelligent
  - C. introverted
  - D. depressed



15. Dreaming is the \_\_\_\_ step to creating the future you want.
- A. last
  - B. first
  - C. second
  - D. third
16. According to the text, the *FOCUS* system begins by making your goal fit your:
- A. values
  - B. character
  - C. who you are as a person
  - D. all of the given answers
17. According to the *FOCUS* system, your goals must please:
- A. your parents
  - B. your friends
  - C. your teachers
  - D. yourself
18. According to the *FOCUS* system, for any goal to be effective it must be:
- A. concrete
  - B. abstract
  - C. vague
  - D. flexible
19. Risk factors are:
- A. predictors not determiners
  - B. determiners not predictors
  - C. reality not fiction
  - D. outcomes not precursors
20. According to the text, college graduates have:
- A. higher earning potential
  - B. lower unemployment rates
  - C. wisdom
  - D. all of the given answers

## Chapter 1 Answer Key

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1. C
2. A
3. A
4. C
5. D
6. D
7. D
8. C
9. B
10. A
11. B
12. C
13. D
14. A
15. B
16. D
17. D
18. A
19. A
20. D

## CHAPTER 2: LEARNING ABOUT LEARNING

1. According to researchers, in the best state for learning you are:
  - A. extrinsically motivated
  - B. externally motivated
  - C. internally motivated
  - D. intrinsically motivated
2. According to researchers, students learn best when they are:
  - A. stressed
  - B. relaxed
  - C. relaxed and alert
  - D. stressed and alert
3. When you become so absorbed in what you are doing that you lose track of everything else, you are in a state that researchers call:
  - A. obsessed
  - B. flow
  - C. learning
  - D. intelligent
4. According to the text, you can learn better if you use confusion as a:
  - A. stressor
  - B. motivator
  - C. depressor
  - D. all of the given answers
5. If you learn through symbolic representations, then your learning style is:
  - A. visual
  - B. aural
  - C. read/write
  - D. kinesthetic
6. If you learn through sounds, then your learning style is:
  - A. visual
  - B. aural
  - C. read/write
  - D. kinesthetic
7. If you decide to learn how to sew by buying a book, then your learning style is likely:
  - A. visual
  - B. aural
  - C. read/write
  - D. kinesthetic

8. If you decided to learn how to sew by getting out a needle and thread, then your learning style is likely:
- A. visual
  - B. aural
  - C. read/write
  - D. kinesthetic
9. To improve your linguistic intelligence, you could:
- A. illustrate your notes
  - B. rewrite your class notes
  - C. sing or hum as you work
  - D. study outside
10. VARK preferences are not necessarily:
- A. weaknesses
  - B. modalities
  - C. multimodal
  - D. strengths
11. Ultimately, learning at your best is up to:
- A. your parents
  - B. you
  - C. your teachers
  - D. your friends
12. The human brain consists of a complex web of connections between:
- A. neurons
  - B. neutrons
  - C. electrons
  - D. all of the given answers
13. The best kind of learning is:
- A. conscious
  - B. unconscious
  - C. conscious and unconscious
  - D. passive
14. According to the Harvard psychologist Howard Gardner, people can be intelligent in at least how many ways?
- A. 2
  - B. 4
  - C. 6
  - D. 8

15. Most college classes emphasize which VARK modality?
- A. visual
  - B. aural
  - C. read/write
  - D. kinesthetic
16. If a class is delivered through lectures and your preferred modality is visual, you should:
- A. use your visual modality as a way to understand the lecture
  - B. ask the instructor to change delivery styles
  - C. ask your friends to take notes for you
  - D. transfer to another class
17. If Mary, a read/write learner, isn't sure which spelling is correct for a word, she will likely:
- A. envision the word in her mind
  - B. think about how the word sounds
  - C. find it in the dictionary
  - D. write the word on paper
18. If Jack, an aural learner, has to give someone directions to find a certain office on campus, he will likely:
- A. draw or give her a map
  - B. tell her the directions
  - C. write down the directions (without a map)
  - D. go with her
19. We acquire most of our information through our:
- A. emotions
  - B. thoughts
  - C. teachers
  - D. senses
20. According to researchers, most people's learning preference is:
- A. multimodal
  - B. visual
  - C. kinesthetic
  - D. read/write

## Chapter 2

### Answer Key

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1. D
2. C
3. B
4. B
5. A
6. B
7. C
8. D
9. B
10. D
11. B
12. A
13. C
14. D
15. C
16. A
17. C
18. B
19. D
20. A

## CHAPTER 3: MAKING USE OF RESOURCES: FINANCES, TECHNOLOGY, AND CAMPUS SUPPORT

1. According to one study, \_\_\_ of college students cited getting rich as a top goal.
  - A. 20 %
  - B. 30 %
  - C. 50 %
  - D. 80 %
2. According to the text, \_\_\_ of college students clearly understand the term budget.
  - A. 30 %
  - B. 44 %
  - C. 50 %
  - D. 79 %
3. A budget is an itemized estimate of income and:
  - A. savings
  - B. expenses
  - C. loans
  - D. rent
4. Typically, a bad credit rating stays with you for how many years?
  - A. 2
  - B. 5
  - C. 6
  - D. 7
5. The average cost of a new car is:
  - A. \$15,000
  - B. \$20,000
  - C. \$23,000
  - D. \$28,000
6. The average cost of a wedding is:
  - A. \$17,690
  - B. \$22,690
  - C. \$27,690
  - D. \$32,690
7. The average cost of a new house is:
  - A. \$114,540
  - B. \$164,540
  - C. \$214,540
  - D. \$264,540

8. One way to avoid overspending on your credit card is to:
- A. always take your credit card with you
  - B. leave your credit card at home
  - C. use your credit card frequently
  - D. none of the given answers
9. Often, it is useful to spend money based on:
- A. what you need
  - B. what you want
  - C. what you like
  - D. what you enjoy
10. Your financial history is maintained by:
- A. Equifax
  - B. Experian
  - C. TransUnion
  - D. all of the given answers
11. Credit card companies charge you through:
- A. annual fees
  - B. finance charges
  - C. late fees
  - D. all of the given answers
12. Typically, if you're attending school at least half time, you have \_\_\_ months after you graduate, leave school, or drop below half-time status before you must begin repaying your loan.
- A. 4 to 5 months
  - B. 6 to 9 months
  - C. 9 to 12 months
  - D. 13 to 16 months
13. Students who take online courses are engaged in:
- A. E-learning
  - B. C-learning
  - C. D-learning
  - D. A-learning
14. If you are an extravert you may prefer:
- A. E-learning
  - B. C-learning
  - C. D-learning
  - D. A-learning



15. Using the Internet as your sole source of information can lead to:
- A. complacency
  - B. reductionism
  - C. inaccuracy
  - D. all of the given answers
16. Information literacy is defined as:
- A. knowing when you need information
  - B. knowing whether information is accurate
  - C. knowing where to find information
  - D. all of the given answers
17. According to the text, information literacy is a six-step process that includes:
- A. Define—Select—Organize—Reflect—Present—Locate
  - B. Define—Locate—Select—Organize—Present—Reflect
  - C. Select—Organize—Define—Locate—Present—Reflect
  - D. Reflect—Organize—Select—Locate—Present—Define
18. According to the text, the average college student has how many credit cards?
- A. 1
  - B. 2
  - C. 3
  - D. 4
19. The best advantage for college students to have a credit card is:
- A. to delay payment for purchases
  - B. to be generous with friends
  - C. to establish good credit
  - D. to have quick access to money
20. Many first-year students drop out of college because:
- A. they do not attend classes regularly
  - B. they choose short-term gains over long term goals
  - C. they do not use campus resources
  - D. all of the given answers

**Chapter 3**  
**Answer Key**

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1. D
2. B
3. B
4. D
5. D
6. C
7. D
8. B
9. A
10. D
11. D
12. B
13. A
14. B
15. D
16. D
17. B
18. D
19. C
20. D

## CHAPTER 4: MANAGING YOUR TIME AND ENERGY

1. Time management is not just about managing time, but also managing your:
  - A. skills
  - B. interests
  - C. attention
  - D. relationships
  
2. Succeeding in school, at work, and in life is about what you do and:
  - A. what you don't do
  - B. how much you make
  - C. what gets done
  - D. none of the given answers
  
3. You can't control time, but you can manage your:
  - A. sleep
  - B. homework
  - C. output
  - D. energy
  
4. According to your text, which of the following is not a dimension of energy?
  - A. physical
  - B. emotional
  - C. financial
  - D. spiritual
  
5. Physical energy is measured in terms of:
  - A. quality
  - B. input
  - C. quantity
  - D. exercise
  
6. Emotional energy is measured in terms of:
  - A. quality
  - B. input
  - C. quantity
  - D. exercise
  
7. You are least productive when you are operating with \_\_\_\_ energy:
  - A. high negative
  - B. high positive
  - C. low negative
  - D. low positive

8. Research shows that the average adult requires \_\_\_ hours of sleep each night.
- A. 4 - 6 hours
  - B. 7 - 8 hours
  - C. 9 - 10 hours
  - D. 11 - 12 hours
9. One way to get physically energized is to:
- A. go with the flow
  - B. communicate like it matters
  - C. choose how you renew
  - D. let others renew you
10. According to the text, in the A-B-C method, “A” tasks are:
- A. the highest priority
  - B. unimportant
  - C. necessary
  - D. somewhat important
11. The two factors to consider when assigning a priority level to a to-do item are:
- A. time and cost
  - B. time and effort
  - C. importance and urgency
  - D. ease and effort
12. According to Michael Fortino, the average American spends \_\_\_ year(s) in meetings.
- A. 1
  - B. 2
  - C. 3
  - D. 4
13. According to the text, \_\_\_ of college students admit to procrastinating.
- A. 40 %
  - B. 50 %
  - C. 60 %
  - D. 70 %
14. Which study habit is not linked to procrastination?
- A. writing down your excuses
  - B. waiting for an adrenaline rush
  - C. fearing failure
  - D. perfectionism

15. Which of these is not an example of how students waste time?
- A. e-mailing
  - B. saying no
  - C. social networking
  - D. unscheduled visiting
16. Someone whose motto is “I want to have it all, but not all at once,” is a(n):
- A. alternator
  - B. outsourcer
  - C. bundler
  - D. techflexer
17. Someone whose motto is “I want to have it all, not do it all,” is a(n):
- A. alternator
  - B. outsourcer
  - C. bundler
  - D. techflexer
18. Someone whose motto is, “I want to get more mileage out of the things I do by combining activities,” is a(n):
- A. simplifier
  - B. outsourcer
  - C. bundler
  - D. techflexer
19. Someone whose motto is, “I want to use technology to accomplish more, not be a slave to it,” is a(n):
- A. alternator
  - B. simplifier
  - C. bundler
  - D. techflexer
20. A good tip for managing your time is:
- A. turn off your cell phone
  - B. learn to say no
  - C. keep track of what distracts or derails you
  - D. all of the given answers

## Chapter 4 Answer Key

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1. C
2. C
3. D
4. C
5. C
6. A
7. C
8. B
9. A
10. A
11. C
12. C
13. D
14. A
15. B
16. A
17. B
18. C
19. D
20. D

## CHAPTER 5: THINKING CRITICALLY AND CREATIVELY

1. When your thinking produces ideas, you are engaging in:
  - A. critical thinking
  - B. creative thinking
  - C. active thinking
  - D. passive thinking
  
2. When you evaluate your ideas or the ideas of others, you are engaging in:
  - A. critical thinking
  - B. creative thinking
  - C. active thinking
  - D. passive thinking
  
3. When you are thinking critically, you are:
  - A. not finding faults
  - B. being distracted
  - C. being discerning
  - D. disregarding evidence
  
4. According to the Question Pyramid, questions that can be answered with a yes or no answer are:
  - A. Level I
  - B. Level II
  - C. Level III
  - D. Level IV
  
5. According to the Question Pyramid, questions that can be answered by memorizing a section of a textbook are:
  - A. Level I
  - B. Level II
  - C. Level III
  - D. Level IV
  
6. According to the Question Pyramid, questions that require evidence to be answered are:
  - A. Level I
  - B. Level II
  - C. Level III
  - D. Level IV
  
7. An argument that moves from specific observations to general conclusions is:
  - A. inductive
  - B. deductive
  - C. selective
  - D. active

8. An argument that moves from broad generalizations to specific conclusions is:
- A. inductive
  - B. deductive
  - C. selective
  - D. active
9. As speakers and writers, students use their \_\_\_\_ critical thinking skills:
- A. receptive
  - B. productive
  - C. potential
  - D. constructive
10. As readers and listeners, students use their \_\_\_\_ critical thinking skills:
- A. receptive
  - B. productive
  - C. potential
  - D. constructive
11. If you react to a challenge by attacking the challenger, you are slipping into the logical fallacy of:
- A. false cause and effect
  - B. unwarranted assumption
  - C. personal attack
  - D. emotional appeal
12. If you appeal to someone's feelings to gain acceptance of an argument, you are slipping into the logical fallacy of:
- A. false cause and effect
  - B. unwarranted assumption
  - C. personal attack
  - D. emotional appeal
13. When you have to solve a problem, begin by:
- A. defining it
  - B. brainstorming
  - C. evaluating your options
  - D. choosing a solution
14. People who prefer structure and use practical data to make decisions are:
- A. directives
  - B. analyticals
  - C. conceptuels
  - D. behaviorals



15. People who search carefully for the best decision are often described as:
- A. directives
  - B. analyticals
  - C. conceptuels
  - D. behaviorals
16. People who emphasize the big picture in their decision-making process are:
- A. directives
  - B. analyticals
  - C. conceptuels
  - D. behaviorals
17. People who use their feelings to assess situations in their decision-making process are:
- A. directives
  - B. analyticals
  - C. conceptuels
  - D. behaviorals
18. One way to improve your critical thinking skills is to:
- A. ignore the opposition
  - B. trust completely
  - C. admit what you don't know
  - D. ignore your emotions
19. The creative style that best describes people who concentrate on problem-solving, are systematic, and rely on data is:
- A. intuitive
  - B. innovative
  - C. imaginative
  - D. inspirational
20. Which of the following is not a technique to use in becoming a more creative thinker?
- A. The Pillow Method
  - B. Focus your senses and emotions
  - C. Accept your creativity
  - D. Generate only one idea

## Chapter 5 Answer Key

---

1. B
2. A
3. C
4. A
5. B
6. C
7. A
8. B
9. B
10. A
11. C
12. D
13. A
14. A
15. B
16. C
17. D
18. C
19. B
20. D

## CHAPTER 6: ENGAGING, LISTENING, AND NOTE-TAKING IN CLASS

1. If you are engaged in your classes you are:
  - A. reading
  - B. listening
  - C. taking good notes
  - D. all of the given answers
2. Which of the following is not a recommended way of preparing for class?
  - A. reviewing the syllabus
  - B. sitting next to your best friend
  - C. sitting up straight
  - D. pretending to be a reporter
3. Which of the following is not a “Rule of Engagement” in the classroom?
  - A. talking in class
  - B. turning off your cell phone
  - C. eating before class
  - D. arriving on time
4. Experts estimate that students spend \_\_\_ percent of their time listening to lectures:
  - A. 20
  - B. 40
  - C. 60
  - D. 80
5. According to the text, gestures that indicate importance during a lecture are:
  - A. a raised index finger
  - B. leaning forward
  - C. walking up the aisle
  - D. all of the given answers
6. According to the text, the four stages of focused listening are:
  - A. sensing—evaluating—responding—interpreting
  - B. evaluating—sensing—responding—interpreting
  - C. responding—evaluating—sensing—interpreting
  - D. sensing—interpreting—evaluating—responding
7. When you are listening to chit-chat and emotionally charged situations, you are engaged in:
  - A. soft listening
  - B. hard listening
  - C. discerning listening
  - D. decisive listening

8. When you are listening to new information or to someone trying to persuade you of something, you are engaged in:
- A. soft listening
  - B. hard listening
  - C. discerning listening
  - D. decisive listening
9. When your instructor helps you discover new information on your own, the instructor is acting as a/an:
- A. facilitator
  - B. orator
  - C. aural
  - D. inquisitor
10. The lecturer who uses extensive discipline-specific jargon is the:
- A. Rapid-Fire Lecturer
  - B. Slow-Go Lecturer
  - C. Content-Intensive Lecturer
  - D. Active-Learning Lecturer
11. According to the text, \_\_\_ percent of students edit their notes after class.
- A. 47 %
  - B. 29 %
  - C. 12 %
  - D. 0 %
12. The Cornell system of note taking encourages you to write key words and questions on the \_\_\_ of the page.
- A. right side
  - B. left side
  - C. bottom
  - D. top
13. Mind maps are a good note-taking method for \_\_\_ learners:
- A. visual
  - B. aural
  - C. read/write
  - D. kinesthetic
14. If you miss class and your instructor provides e-support for lectures, you can use the \_\_\_ method of note-taking.
- A. Cornell
  - B. Mind map
  - C. PowerPoint miniatures
  - D. Parallel

15. The process of typing your notes out later is best defined as:
- A. manipulating
  - B. paraphrasing
  - C. summarizing
  - D. mapping
16. The process of putting your notes into your own words is best defined as:
- A. manipulating
  - B. paraphrasing
  - C. summarizing
  - D. mapping
17. If you write a brief overview of your notes from one lecture, you are:
- A. manipulating
  - B. paraphrasing
  - C. summarizing
  - D. mapping
18. For effective learning, which is the best place to sit in class?
- A. front and center
  - B. middle of the room
  - C. back of the room
  - D. doesn't matter
19. The instructor who intersperses short lectures with small-group discussions is the:
- A. Rapid-Fire Lecturer
  - B. Slow-Go Lecturer
  - C. Active-Learning Lecturer
  - D. Content-Intensive Lecturer
20. Taking notes allows you to use which of the VARK modalities?
- A. visual
  - B. read-write
  - C. kinesthetic
  - D. all of the given answers

## Chapter 6 Answer Key

---

1. D
2. B
3. A
4. D
5. D
6. D
7. A
8. B
9. A
10. C
11. B
12. B
13. A
14. C
15. A
16. B
17. C
18. A
19. C
20. D

## CHAPTER 7: DEVELOPING YOUR MEMORY

1. If you memorize information, you are learning to:
  - A. recall
  - B. recognize
  - C. think critically
  - D. analyze
  
2. The three R's of remembering are:
  - A. realize, recognize, retain
  - B. realize, retain, retrieve
  - C. record, retain, retrieve
  - D. recognize, retain, retrieve
  
3. When you consolidate memories in your brain, you are:
  - A. recording
  - B. retaining
  - C. retrieving
  - D. realizing
  
4. You use your working memory when you:
  - A. store knowledge
  - B. do a puzzle
  - C. retrieve information
  - D. none of the given answers
  
5. \_\_\_ rehearsal helps you keep something in your working memory for a short time.
  - A. elaborative
  - B. maintenance
  - C. complex
  - D. repetitive
  
6. A common problem in memorization occurs when course topics overlap is:
  - A. overlearning
  - B. minding the middle
  - C. interference
  - D. rehearsing
  
7. Which of the following does not enhance memory and recall?
  - A. emotions
  - B. connections
  - C. personalization
  - D. distractions

8. Verbal or visual memory aids are called:
- A. sound devices
  - B. visual devices
  - C. mnemonic devices
  - D. kinesthetic devices
9. The benefit of the Loci mnemonic system is that it:
- A. uses cues
  - B. incorporates associations
  - C. orders information into a sequence
  - D. all of the given answers
10. The Peg system of memorization most commonly uses:
- A. rhymes
  - B. stories
  - C. numbers
  - D. sentences
11. If you are an active reader, you might:
- A. read the book three times
  - B. highlight while you read
  - C. think about the reading
  - D. none of the given answers
12. The optimal condition for learning is:
- A. alert
  - B. aware
  - C. relaxed awareness
  - D. heightened awareness
13. According to the textbook , which of the following is not a way that our memories fail us?
- A. blocking
  - B. bias
  - C. fading
  - D. mindfulness
14. The most effective learners use what kind of processing?
- A. surface-level
  - B. deep-level
  - C. focused-level
  - D. attentive-level



15. Your sensory memory includes:
- A. touch (haptic memory)
  - B. sound (echoic memory)
  - C. sight (iconic memory)
  - D. all the given answers
16. What advice is least helpful to increase your attention when it wanders?
- A. Ignore the distraction.
  - B. Turn off the TV.
  - C. Turn down the music.
  - D. Close the extra windows on your browser.
17. According to researchers, our working memory can typically recall how many pieces of information at a time?
- A. 5, plus or minus 2
  - B. 7, plus or minus 2
  - C. 9, plus or minus 2
  - D. 11, plus or minus 2
18. A memory principle that helps actors memorize lines by dividing material in manageable units is called:
- A. checking
  - B. choosing
  - C. chunking
  - D. chopping
19. A useful way to remember what you read is to:
- A. read slowly
  - B. skim
  - C. take notes in your own words
  - D. all the given answers
20. According to your text, memory is defined as a:
- A. knack
  - B. process
  - C. gift
  - D. sign of intelligence

**Chapter 7**  
**Answer Key**

---

1. A
2. C
3. A
4. B
5. B
6. C
7. D
8. C
9. D
10. A
11. B
12. C
13. D
14. B
15. D
16. A
17. B
18. C
19. C
20. B

## CHAPTER 8: READING AND STUDYING

1. Good readers read:
  - A. quickly
  - B. slowly
  - C. for understanding
  - D. by skimming
2. Reading challenges can be caused by:
  - A. physical factors
  - B. psychological factors
  - C. physical and psychological factors
  - D. none of the given answers
3. First-year students often need to read and understand:
  - A. 50-75 pages per week
  - B. 75-100 pages per week
  - C. 100-150 pages per week
  - D. 150-200 pages per week
4. When you read a textbook or a novel, you should treat it like a \_\_\_\_ experience.
  - A. fine dining
  - B. fast food
  - C. boring
  - D. tiresome
5. In every book you read, the author is trying to:
  - A. convince you
  - B. entertain you
  - C. consider you
  - D. train you
6. One way to determine what is and is not important in a reading is to:
  - A. guess
  - B. read everything
  - C. ask your instructor
  - D. none of the given answers
7. One way to master a challenging reading assignment is to:
  - A. take notes
  - B. skim
  - C. doodle
  - D. memorize

8. Core knowledge that puts things into context and gives them meaning is called:
- A. computer literacy
  - B. cultural literacy
  - C. economic literacy
  - D. social literacy
9. According to the textbook, which one of the following is not one of the six “Rs” of reading?
- A. Read
  - B. Recite
  - C. Reflect
  - D. Revise
10. When you evaluate whether or not you understand an article on your own, you are:
- A. rehashing
  - B. reciting
  - C. rethinking
  - D. remembering
11. The first step in making a master study plan is to:
- A. understand your assignments
  - B. make a schedule
  - C. take a break
  - D. review
12. Making a master plan requires you to think about:
- A. the past
  - B. the present
  - C. the future
  - D. all of the given answers
13. According to the text, it is more effective to study:
- A. during the day
  - B. at night
  - C. after midnight
  - D. none of the given answers
14. To “converse” with an author of a textbook:
- A. highlight everything
  - B. write comments in the margins
  - C. memorize the important points
  - D. all of the given answers

15. If reading your assignments aloud helps you retain information, you are likely a(n) \_\_\_\_\_ learner.

- A. visual
- B. aural/auditory
- C. read/write
- D. kinesthetic

16. If cutting up your instructor's notes and reassembling them helps you retain information, you are likely a(n) \_\_\_\_\_ learner.

- A. visual
- B. aural/auditory
- C. read/write
- D. kinesthetic

17. According to the text, metacognition is defined as:

- A. thinking about the thought process
- B. considering schedule planning
- C. reading with attention
- D. memorizing through mnemonics

18. Talking to yourself while you're studying:

- A. suggests you need counseling
- B. shows you're overtired
- C. helps you figure things out
- D. all of the given answers

19. Which of the following is not a helpful study strategy?

- A. taking appropriate study breaks
- B. adding variety by switching from one subject to another
- C. pulling an all-nighter/study non-stop
- D. paying attention to details/aiming for accuracy

20. According to your text, shortcuts in studying:

- A. are rarely acceptable
- B. are rarely necessary
- C. should be followed frequently
- D. can function as "triage" in an academic emergency

**Chapter 8**  
**Answer Key**

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1. C
2. C
3. D
4. A
5. A
6. C
7. A
8. B
9. D
10. C
11. A
12. D
13. A
14. B
15. B
16. D
17. A
18. C
19. C
20. D

## CHAPTER 9: TAKING TESTS

1. Test anxiety has \_\_\_\_ different components.
  - A. 1
  - B. 2
  - C. 3
  - D. 4
2. The \_\_\_\_ aspect of test anxiety leads to nonproductive thoughts that run through your mind.
  - A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological
3. The \_\_\_\_ aspect of test anxiety leads to negative feelings that you experience related to the exam.
  - A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological
4. The \_\_\_\_ aspect of test anxiety leads to observable indications of stress.
  - A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological
5. If you experience butterflies in your stomach you are experiencing a/an \_\_\_\_ aspect of test anxiety.
  - A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological
6. One way to address the \_\_\_\_ aspect of test anxiety is to stop unproductive self-talk.
  - A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological
7. One way to address the \_\_\_\_ aspect of text anxiety is to get plenty of sleep.
  - A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological

8. One way to address the \_\_\_\_ aspect of test anxiety is to take a walk.
- A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological
9. One way to address the \_\_\_\_ aspect of test anxiety is to seek counseling.
- A. cognitive
  - B. emotional
  - C. behavioral
  - D. physiological
10. Tests that ask you to recognize the correct answer from several alternatives are:
- A. subjective
  - B. objective
  - C. relative
  - D. difficult
11. A multiple-choice test is:
- A. subjective
  - B. objective
  - C. relative
  - D. difficult
12. An essay test is:
- A. subjective
  - B. objective
  - C. relative
  - D. critical
13. For a statement to be true, \_\_\_\_ of the statement must be true.
- A. some
  - B. all
  - C. part
  - D. none
14. Statistically, exams usually contain \_\_\_\_ true answers.
- A. fewer
  - B. more
  - C. half
  - D. 70 percent



15. Words like *sometimes*, *often*, and *ordinarily* often make a statement:
- A. true
  - B. false
  - C. wrong
  - D. right
16. An essay question that asks you to examine two or more things to find similarities will often use the verb:
- A. compare
  - B. contrast
  - C. define
  - D. discuss
17. An essay question that asks you to provide a detailed account will often use the verb:
- A. contrast
  - B. describe
  - C. prove
  - D. interpret
18. An essay question that asks you to give concrete examples to support a point will often use the verb:
- A. define
  - B. relate
  - C. illustrate
  - D. prove
19. An essay question that asks you to make a judgment or describe the worth of something often use the verb:
- A. define
  - B. evaluate
  - C. illustrate
  - D. prove
20. Before you start answering questions on an essay exam, you should do all of the following except:
- A. read all the questions and instructions
  - B. underline key words
  - C. look at what the questions are asking you to do
  - D. begin with the hardest question

## Chapter 9

### Answer Key

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1. D
2. A
3. B
4. C
5. D
6. A
7. B
8. C
9. D
10. B
11. B
12. A
13. B
14. B
15. A
16. A
17. B
18. C
19. B
20. D

## CHAPTER 10: BUILDING RELATIONSHIPS

1. A set of skills that determines how well you cope with the demands and pressures you face every day is called:
  - A. linguistic intelligence
  - B. mathematical intelligence
  - C. emotional intelligence
  - D. kinesthetic intelligence
2. The ability to relate to others indicates that you have strong \_\_\_\_ skills.
  - A. interpersonal
  - B. stress management
  - C. adaptability
  - D. general mood
3. The ability to manage your emotions so that they work for you and not against you indicates that you have strong \_\_\_\_ skills.
  - A. interpersonal
  - B. stress management
  - C. adaptability
  - D. general mood
4. If you cope well when things don't go according to plan you have strong \_\_\_\_ skills.
  - A. interpersonal
  - B. stress management
  - C. adaptability
  - D. general mood
5. If you are generally optimistic and content, you have strong \_\_\_\_ skills.
  - A. interpersonal
  - B. stress management
  - C. adaptability
  - D. general mood
6. A person who requests a desired behavior from a partner and then attacks the partner for complying is a \_\_\_\_\_.
  - A. trapper
  - B. blamer
  - C. mindreader
  - D. gunnysacker

7. A person who tries to solve problems by telling a partner what the partner is really thinking is a \_\_\_\_.
- A. blamer
  - B. mindreader
  - C. gunnysacker
  - D. "Benedict Arnold"
8. According to the text, what percent of today's college students are "traditional"?
- A. 17 %
  - B. 27 %
  - C. 37 %
  - D. 47 %
9. How many more minority students are enrolled in college today than twenty years ago?
- A. twice as many
  - B. three times as many
  - C. four times as many
  - D. five times as many
10. According to the text, in 2004 what was the dollar value of community service performed by college students?
- A. \$1.45 billion
  - B. \$2.45 billion
  - C. \$3.45 billion
  - D. \$4.45 billion
11. Which of the following is not true about emotional intelligence?
- A. Emotional intelligence is important to college success.
  - B. Emotional intelligence can be learned.
  - C. Emotional intelligence is fixed.
  - D. Genes play a role in emotional intelligence.
12. The ability to understand yourself well indicates that you have good \_\_\_\_\_ skills.
- A. intrapersonal
  - B. interpersonal
  - C. adaptability
  - D. stress management
13. In *Why We Love*, anthropologist Helen Fisher defined love as consisting of psychological and \_\_\_\_\_ characteristics.
- A. emotional
  - B. physiological
  - C. mental
  - D. spiritual

14. Anthropologist Helen Fisher found that people in love have all the following symptoms except:
- A. mood swings
  - B. low energy
  - C. interfering thoughts
  - D. hypersensitivity
15. When you're newly infatuated with someone, the following levels of dopamine, norepinephrine, and serotonin are in your brain:
- A. elevated dopamine and norepinephrine, but lower serotonin
  - B. elevated dopamine, norepinephrine, and serotonin
  - C. lowered dopamine and norepinephrine, and serotonin
  - D. none of the given answers
16. According to your text, which of these statements best defines what love is?
- A. Love is an emotion.
  - B. Love is a decision.
  - C. Love requires commitment.
  - D. All of the given answers.
17. According to your text, what is at the heart of every quality relationship?
- A. love
  - B. sex
  - C. communication
  - D. money
18. Unproductive communication patterns are a sign of low \_\_\_\_\_ skills.
- A. intrapersonal
  - B. interpersonal
  - C. stress management
  - D. adaptability
19. A person who saves grudges and then dumps all the contents on a partner at an opportune moment is a:
- A. trapper
  - B. blamer
  - C. gunnysacker
  - D. "Benedict Arnold"
20. According to research, which of the following is not a characteristic of couples in a healthy relationship?
- A. They are good listeners.
  - B. They can share feelings and ideas.
  - C. They find it easy to think of things to do together.
  - D. They spend all their time together.

## Chapter 10 Answer Key

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1. C
2. A
3. B
4. C
5. D
6. A
7. B
8. B
9. A
10. D
11. C
12. A
13. B
14. B
15. A
16. D
17. C
18. B
19. B
20. D

## CHAPTER 11: CHOOSING A COLLEGE MAJOR AND A CAREER

- \_\_\_\_ are traits that capitalize on qualities you can develop.
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats
- \_\_\_\_ are conditions or circumstances that work in your favor.
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats
- \_\_\_\_ forces include motivation and skill.
  - Internal
  - External
  - Positive
  - Negative
- The job market is an example of a(n) \_\_\_\_ force.
  - internal
  - external
  - positive
  - negative
- An opportunity to work alongside a professional in a career field that interests you is a(n):
  - internship
  - co-op program
  - service learning
  - course
- Colleges and universities help societies to:
  - preserve the past
  - create the future
  - preserve the past and create the future
  - none of the above answers
- An example of the interconnectedness of courses is the close connection between:
  - literature and history
  - literature and math
  - literature and biology
  - literature and physics

8. An example of the interconnectedness of courses is the close connection between:
- A. physics and sociology
  - B. physics and math
  - C. physics and anthropology
  - D. physics and political science
9. An example of the interconnectedness of courses is the close connection between:
- A. sociology and chemistry
  - B. sociology and art
  - C. sociology and number theory
  - D. sociology and anthropology
10. According to the text, when you are considering career options, all of the following are useful questions to ask except:
- A. What will I enjoy doing the most?
  - B. How much money can I make?
  - C. What am I capable of doing?
  - D. Am I willing to invest what it takes to reach my career goal?
11. The “I’s” of career-life readiness include all of the following qualities except:
- A. inner direction
  - B. interaction
  - C. instrumentation
  - D. incubation
12. Searching for a career is achieved through a combination of:
- A. idealism and optimism
  - B. idealism and realism
  - C. optimism and realism
  - D. optimism and pessimism
13. In a fact-finding mission about a major, which of the following is the least valuable question to ask someone you are interviewing?
- A. What are the department’s requirements for this major?
  - B. What is the reputation of this department on campus?
  - C. How easy is the major in this discipline?
  - D. Why should a student major in this discipline?
14. During a job interview, the text advises you to:
- A. ask about salary
  - B. talk about your family
  - C. keep your answers job-focused
  - D. don’t ask questions



15. If making others happy makes you happy, your “Academic Anatomy” preference is likely to be working with your:

- A. head
- B. heart
- C. hands
- D. whole body

16. If you like building things, your “Academic Anatomy” preference is likely to be working with your:

- A. head
- B. heart
- C. hands
- D. whole body

17. If you like solving problems, your “Academic Anatomy” preference is likely to be working with your:

- A. head
- B. heart
- C. hands
- D. whole body

18. If you are athletic, your “Academic Anatomy” preference is likely to be working with your:

- A. head
- B. heart
- C. hands
- D. whole body

19. According to research, the number one contributor to job satisfaction is:

- A. being a top earner in your career field
- B. working in a beautiful setting
- C. the quality of your relationship with your boss
- D. having opportunities for travel and adventure on your job

20. Service learning includes all of the following benefits except:

- A. testing a potential career field
- B. strengthening your resume
- C. experiencing hands-on learning
- D. earning money

## Chapter 11 Answer Key

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1. A
2. C
3. A
4. B
5. A
6. C
7. A
8. B
9. D
10. B
11. D
12. B
13. C
14. C
15. B
16. C
17. A
18. D
19. C
20. D

## **ADDITIONAL RESOURCES**

**By Constance Staley**

## AUTHOR RECOMMENDED ADDITIONAL ACTIVITIES



### **Passport to Learning**

By Constance Staley. Based on Jaques, D. (2000). *Learning in groups* (3<sup>rd</sup> ed.). London: Kogan Page, p. 206. Used with permission.

**Recommended for pre-course planning as a possible course requirement**

**Group Size: Any size group**

**Time Required: Five minutes to collect cards at the beginning of class**

**Materials: Index cards, provided by students**

**Physical Setting: Home or residence hall**

**Goals: To improve attendance and encourage reading in first-year (or any) courses**

In order to improve attendance, announce the first day of class that the course will use a “passport” system. If you wish, insist that no student will be admitted to each class without a “passport.” At the beginning of class (and only then), students submit an index card (passport), covered front and back with notes from the day’s reading assignment. Tell students that missing cards may not be replaced at any time during the term, that no one else may submit a card on their behalf, and that you will keep these cards (organized by student) until the final exam, when each student’s stack will be returned to him or her. Students are welcome to use the entire stack during the test to maximize their performance.



## **Find an Expert**

By Constance Staley

**Recommended for Chapter 1 Building Dreams, Setting Goals as an icebreaker**

**Group Size:** Any size group

**Time Required:** 15-20 minutes, followed by in-class processing and student introductions

**Materials:** Interview questions on following to photocopy and handout to students

**Physical Setting:** Classroom

**Goals:** To reassure beginning students that they are experts in particular areas (in fact, areas that instructors and classmates may not know much about)

Hand out the “Find an Expert” sheet following this page, one to each student, and read the instructions. Ask students to circulate to meet one another and discover what types of expertise students have cultivated before coming to college.

**Variation:** Add your own expertise categories, based on your particular students, institution, or location.

## Find an Expert

Find someone in our group with expertise in each of the areas described. As you circulate around the room, introduce yourself, fill in your interviewee's first name below, describing your own experience as it relates and something in particular your interviewee knows about the subject that you don't. Find someone...

1. Who knows a lot about **cars**. Name: \_\_\_\_\_

\_\_\_\_\_

2. Who has had a piece of **writing published**. Name: \_\_\_\_\_

\_\_\_\_\_

3. Who is a **fast food** junkie. Name: \_\_\_\_\_

\_\_\_\_\_

4. Who knows how **families** work as a result of having five or more siblings. Name: \_\_\_\_\_

\_\_\_\_\_

5. Who knows the campus because a **friend or sibling previously attended**. Name: \_\_\_\_\_

\_\_\_\_\_

6. Who's had a stellar career in **high school athletics**. Name: \_\_\_\_\_

\_\_\_\_\_

7. Who's never gotten anything but **A's in math**. Name: \_\_\_\_\_

\_\_\_\_\_

8. Who studied **art or dance** growing up. Name: \_\_\_\_\_

\_\_\_\_\_

9. Who knows the food service industry well from working as a **server**. Name: \_\_\_\_\_

\_\_\_\_\_

10. Who is a relationship expert as a result of a **long-lasting romance**. Name: \_\_\_\_\_

\_\_\_\_\_

Finally, what kind of expertise do you hope to develop during your first term in college?

\_\_\_\_\_

\_\_\_\_\_



## **Giving Something Up To Give It All You've Got**

By Constance Staley

**Recommended for Chapter 1 Building Dreams, Setting Goals**

**Group Size:** Any size group

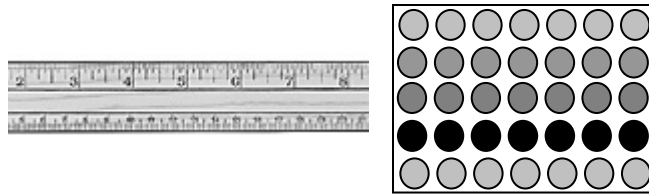
**Time Required:** Approximately 20 minutes to discuss, depending on the size of the group

**Materials:** One index card per student

**Physical Setting:** Classroom (or completed as a homework assignment and brought to class)

**Goals:** To help students realize that achieving excellence may require making sacrifices

To emphasize managing one's time *and* achieving excellence, after describing the major assignment in your course, ask students how many of them would like to excel and achieve the best results possible. Most students will probably raise their hands. Then distribute index cards and ask students to identify what they are willing to give up in order to accomplish this goal. Continuing to "pile on," adding more and more to their already full lives, is not necessarily realistic. Getting the best results often requires eliminating something, clearing time to invest elsewhere. Are they willing to give up a hobby, pastime, leisure activity, extra hours at work, etc. in order to excel on the assignment? Students should identify their "sacrifice," write it on an index card, and submit it—not only to symbolize and publicize their personal commitment, but for discussion purposes as a group. If individuals are not willing to sacrifice anything, that response may be discussed, too.



## **What Rules Your Life?**

By Constance Staley

**Recommended for Chapter 1 Building Dreams, Setting Goals  
or (variation) Chapter 4 Managing Your Time and Energy**

**Group Size:** Any size class

**Time Required:** May vary, depending on the amount of discussion generated

**Materials:** Inexpensive wooden rulers, bought in bulk, and neon sticky dots (or any color scheme) in sheets of 35 (red, orange, yellow, green, and an additional row of red on the bottom), cut into strips to give each student five different colored dots

**Physical Setting:** Normal classroom

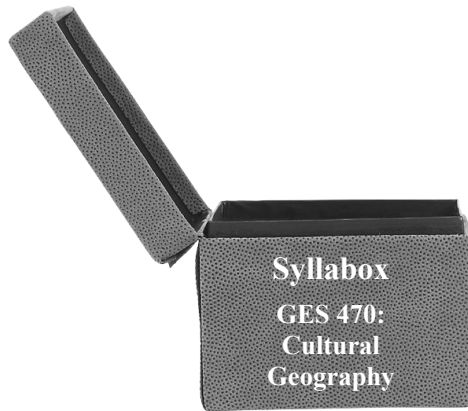
**Goal:** To help students explore their priorities as each one relates to college success

As a class, decide what each color dot will represent, using red as the top priority in life. (Having two red dots helps students not feel guilty about putting something important in second place.)

Priorities may include such things as a college education, family, spouse, children, parents, siblings, pet, job, religion, romantic partner, scholarship, athletics, and so forth. Students should place the highest priority item in their lives at the top of the ruler while holding it vertically, closest to the 12" mark, and then move down the ruler with other colored dots. Ask students to justify their rankings, if they're willing. How do they know a dot belongs where they've placed it? Listen to students as they discuss these items. Do their priorities shift and change? Should they? If so, in what types of circumstances? A student who is attending college to avoid a dead-end job later on in life, ironically, may be working so many hours at a dead-end job now to finance a college education (and possibly support an expensive lifestyle), that the student is putting academic success too far down the ruler (priority list), and earning a degree will be jeopardized. For many students, if they're honest, school is a lower priority than it should be. Stress the importance of prioritizing intentionally, based on long-term, rather than short-term goals.

**Variation:** Base the activity on prioritizing a day's schedule with colored dots representing the most important activities to complete.





## **Syllabus or Syllabox?**

By Constance Staley (with thanks to Professor Mike Larkin, Department of Geography and Environmental Studies, UCCS)

**Recommended for Chapter 2 Learning about Learning**

**Group Size:** small class size because of the time investment

**Time Required:** may vary

**Materials:** small cardboard boxes, large enough to hold a CD and useful materials to introduce or demonstrate the content of a new course

**Physical Setting:** normal classroom

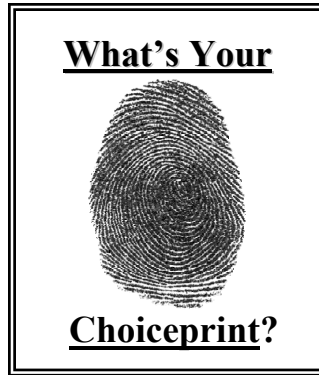
**Goal:** to demonstrate to students a willingness to address all learning modalities: visual, aural, read/write, kinesthetic and multimodal

**Syl-la-bus [silləbʌs] (plural syl-la-bi)**

**Definition: 1. a summary of the main topics of a course of study**

Instead of the standard Read/Write syllabus students are used to, create something different. For example, for a course in cultural geography, include a CD of ethnic music you've downloaded (but be careful of downloading and music sharing rules), origami, the course schedule (as a puzzle to be fitted together), etc.

**Variation:** Present a very basic, "plain vanilla" Read/Write syllabus, ask students to take the VARK and discuss their results, and then ask students to create a multimodal syllabus of their own to bring and demonstrate to the class. Tell them they must justify each item they choose to include. You may be surprised to see just how creative they are and get valuable ideas for the next time you teach the course!



By Constance Staley  
**Recommended for Chapter 3 Making Use of Resources (where the “Cultivate Your Curiosity” article discusses these ideas) or possibly Chapter 4 Managing Your Time and Energy**

Going to college is about a becoming part of a *community* of learners. However, with so many choices about where to live and work, which classes to take, and what activities to participate in, developing and finding *community* can be a challenge. Think about all the choices you’ve made in coming to college. When you total them up, your individual choices give you your own unique “choiceprint” that may not be identical to any other student’s. After you fill out Part I, circulate and find the person in class whose “choiceprint” is most similar to yours. What else do you have in common? After you fill out Part II, discuss your responses as a group.

### **PART I**

1. Where did you choose to live this term? \_\_\_\_\_
2. Which classes did you choose to take? \_\_\_\_\_
3. Who are the people you’ve chosen to be part of your small circle of friends? \_\_\_\_\_  
\_\_\_\_\_
4. Which student organizations have you chosen to join? \_\_\_\_\_
5. Which campus activities will you choose to participate in this week? \_\_\_\_\_  
\_\_\_\_\_
6. Which off-campus, close-by restaurants do you choose to frequent most often? \_\_\_\_\_  
\_\_\_\_\_
7. Which of the available campus college success resources will you choose to use? \_\_\_\_\_  
\_\_\_\_\_
8. What would you choose to do with an extra \$500 if it appeared magically? \_\_\_\_\_
9. Which class would you choose *never* to miss this term? \_\_\_\_\_
10. Which of your professors will you choose to visit first during office hours? \_\_\_\_\_

**PART II**

Identify three choices you've made today, ones that you did a fair amount of thinking about. Why did you make the specific choice you made?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Life is about making choices. Psychologist and professor Barry Schwartz in his book, *The Paradox of Choice: Why Less is More*, explains that in today's complex world we are continuously bombarded with choices. He describes the difference between "maximizers" and "satisficers." Maximizers don't rest until they find the best. They spend inordinate amounts of time searching for some ideal, making certain they've made the very best choice, and when they finally settle on something, they may even regret choices they passed up. "Satisficers," on the other hand, are satisfied with what's good enough, based on their most important criteria. Of course, we all do some "maximizing" and some "satisficing," but generally, which are you? For each decision you made, did you "maximize" or "satisfice" appropriately? Why or why not?



## **Get a Life!**

By Constance Staley

**Recommended for Chapter 3 Making Use of Resources  
or Chapter 11 Choosing a College Major and a Career**

**Group Size:** Any size group

**Time Required:** Out-of-class assignment in teams, followed by in-class processing

**Materials:** List of “Get a Life!” questions and Internet access

**Physical Setting:** Classroom or computer lab activity

**Goals:** To help students think about their own futures and realize the investment required to achieve and sustain “their dreams”

Hand out the “Get a Life!” assignment on the following page and ask students to work in pairs or trios to research the answers. They may present their profiles in class orally, in written form, or as PowerPoint presentations. Stress accuracy, thoroughness, and creativity.

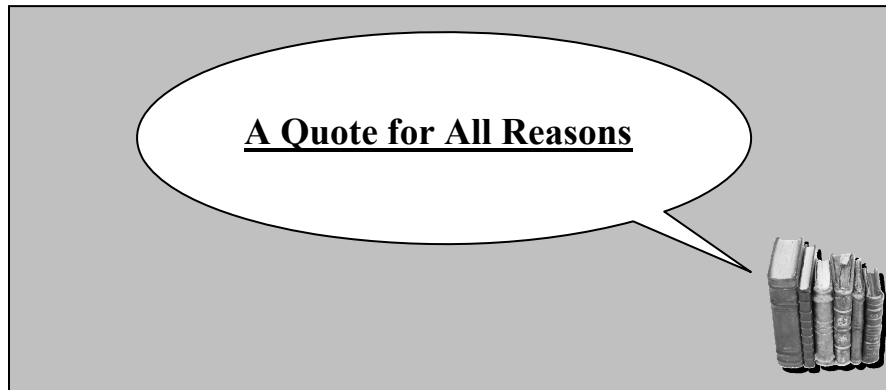
**Variation:** Add questions/characteristics, and be as creative as you like to help engage students in the activity.

## Get a Life!

The point of this exercise is to try on someone else's life. Work with two or three classmates to create a fictitious person. Search the Internet for answers to the following questions. Be as creative (but realistic) as you like, compile information to develop the person's personal financial profile, and present your findings to the class. Put all of your financial answers into a *monthly* average.

1. What is this person's name?
2. How old is this person?
3. Is this person male or female?
4. What is the person's marital status?
5. Does the person support others financially?
6. In which city and state does the person live? Select a place you might like to live someday.
7. If this person supports others, how much does it cost to raise one child (or more), for example, in this part of the country?
8. Where does the person live—in a house or apartment, for example? What is the average price of a house or apartment in this city?
9. If the person owns a home, what were the mortgage rates at the time? What is his or her monthly payment, including taxes and insurance?
10. What other home expenses does this person have each month? (fee for parking garage, homeowner's dues for condo, etc.)
11. What kind of car does this person drive? What year?
12. What is the average price of this car?
13. What is his or her monthly car payment?
14. What does this person spend for food each week? (self or family)
15. What are this person's average monthly utility costs (garbage removal, water, heat, etc.)?
16. If the person doesn't own a car, what are his or her transportation costs (subway, train, etc.) per month?
17. How much money does this person spend on entertainment each month? (movies, sports tickets, CDs, etc.)
18. What other monthly costs should be added in?
19. What are this person's average monthly credit card bills?
20. Is this person repaying college loans? If so, how much are those payments? Figure four or five years of college at your institution's tuition rates.
21. What is the person's occupation? Select a career you might be interested in.
22. How much education is required for this career field?
23. What is this person's monthly salary, based on average salary for this profession at this point in someone's career?
24. How much does the person invest or save each month?
25. Does this person earn enough monthly income to support his or her lifestyle? Which items in your profile may need to be adjusted?

What did you learn in researching your fictitious person? What surprised you? Did this activity change your thinking at all? Is this a career you might really be interested in? Is this a life you'd want?



From Staley, C. (2003). *50 Ways to Leave Your Lectern*. Belmont, CA: Wadsworth, pp. 120-121.  
**Recommended for Chapter 4 Managing Your Time and Energy**

**Group size:** Any size class

**Time required:** Any portion of normal class time

**Materials:** Paper and writing utensil

**Physical setting:** Any classroom setting; however, a U-shape or circle works well

**Goals:** To help students organize their thoughts, present their ideas clearly, and generally hone their oral communication skills

Cut the quotations on the following pages into strips so that each student can draw one and place it face down in front of him or herself (or create your own list of quotes). Choose a student volunteer to begin the exercise. He or she should turn over the slip, read the quotation, and offer a one-minute response by first agreeing or disagreeing with the quote and then identifying two pieces of support from personal experience, course material, or other relevant information sources. When one student begins to speak, the next student to speak may turn over his or her slip and begin formulating a response. If students seem anxious about speaking in front of classmates, reassure them that everyone will start on “equal footing” and reassert the value of learning to “speak on your feet.”

**Variation:** Identify similar individual “quotations” from your lecture, or particular important points you plan to make, and hand them out on slips before you begin. Ask students to listen for their point, and after you conclude the lecture, to agree, disagree, or comment on the point they have been dealt. If the group is large, give slips to several volunteers or “Quotefinder” designees for the class session, instead of everyone.

## Time Management Quotes for “A Quote for All Reasons” Activity

Cut out the following quotes into strips to hand out to your students.

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“This constant, unproductive preoccupation with all the things we have to do is the single largest consumer of time and energy.” ~*Kerry Gleeson*  
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“Life is denied by lack of attention, whether it is to cleaning windows or trying to write a masterpiece.” ~*Nadia Boulanger*  
-----

“Blessed are the flexible, for they shall not be bent out of shape.” ~*Michael McGriffy, M. D.*  
-----

“The art of resting the mind and the power of dismissing from it all care and worry is probably one of the secrets of our great men [and women].” ~*Captain J. A. Hatfield*  
-----

“Time is the quality of nature that keeps events from happening all at once. Lately it doesn’t seem to be working.” ~*Anonymous*  
-----

“Almost every project could be done better, and an infinite quantity of information is now available that could make that happen.” ~*David Allen*  
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“Rule your mind or it will rule you.” ~*Horace*  
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“Now, for many of us, there are no edges to most of our projects. Most people I know have at least half a dozen things they’re trying to achieve right now, and even if they had the rest of their lives to try, they wouldn’t be able to finish these to perfection.” ~*David Allen*  
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“There is one thing we can do, and the happiest people are those who can do it to the limit of their ability. We can be completely present. We can be all here. We can... give all our attention to the opportunity before us.” ~*Mark Van Doren*

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“There is usually an inverse proportion between how much something is on your mind and how much it’s getting done.” ~*David Allen*

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“Vision is not enough; it must be combined with venture. It is not enough to stare up the steps; we must step up the stairs.” ~*Vaclav Havel*

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“A paradox has emerged in this new millennium: people have enhanced quality of life, but at the same time they are adding to their stress levels by taking on more than they have resources to handle. It’s as though their eyes were bigger than their stomachs. And most people are to some degree frustrated and perplexed about how to improve the situation.” ~*David Allen*

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“I am rather like a mosquito in a nudist camp; I know what I want to do, but I don’t know where to begin.” ~*Stephen Bayne*

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“Let our advance worrying become advance thinking and planning.” ~*Winston Churchill*

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“The middle of every successful project looks like a disaster.” ~*Rosabeth Moss Cantor*

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“The best place to succeed is where you are with what you have.” ~*Charles Schwab*





## **Press Conference**

By Constance Staley

**Recommended for Chapter 8 Reading and Studying**

**Group size: Any size class**

**Time required: Variable**

**Materials: None required or index cards for students to write out questions**

**Physical setting: Any classroom setting**

**Goals: To engage students in questioning techniques as a form of classroom engagement, and to focus on speaking skills**

Before beginning class (or the previous week), announce that you will hold a press conference at the end of class. The group will play the role of reporters from print media outlets of their own choosing or as assigned. (See the accompanying list at the bottom of this page.) If you wish, discuss the press conference as a communication tool, the importance of speaking skills in political or media careers, and the interests of particular outlets, based on their reading audience. You may also wish to discuss challenging situations in which public figures must communicate with care and sensitivity as they react to volatile issues. If you wish, ask students to view an upcoming press conference or show a videotaped one in class. Or use a recent, perhaps controversial, campus-related incident as a springboard. Try to make the experience as realistic as possible, using course content as the material to be covered during the press conference. Explore with students the value of asking questions in their classes and how to do so effectively.

**Variation:** Select a panel of student volunteers to answer questions at the press conference, or have students work in groups to generate high-quality questions.

### **Major Media Outlets to Accompany Press Conference Activity**

<i>Washington Post</i>	<i>Denver Post</i>	<i>Charlotte Observer</i>	<i>Entertainment Weekly</i>
<i>Los Angeles Times</i>	<i>Philadelphia Inquirer</i>	<i>Indianapolis Star</i>	<i>Rolling Stone</i>
<i>New York Times</i>	<i>Boston Globe</i>	<i>Wall Street Journal</i>	<i>Vogue</i>
<i>Miami Herald</i>	<i>Chicago Tribune</i>	<i>Financial Times</i>	<i>Mademoiselle</i>
<i>USA Today</i>	<i>Tampa Tribune</i>	<i>Army Times</i>	<i>Glamour</i>
<i>New York Post</i>	<i>Orlando Sentinel</i>	<i>Multimedia World</i>	
<i>Dallas Morning News</i>	<i>Baltimore Sun</i>	<i>Money</i>	
<i>Washington Times</i>		<i>People</i>	



## **Who's to Blame?**

By Constance Staley. This activity is a modern-day version of the “Drawbridge Exercise.”  
**Recommended for Chapter 10 Building Relationships**

Jason, a rising young executive, and Jennifer, who was finishing her master’s degree in social work, had been married for a year. Although Jason had once had a serious drug problem that had gotten him in trouble with the law, he’d gotten his life back together and managed to get a good job.

One morning, Jason announced, “My company is sending me to China for six months on business. I leave on Monday. I’ll be at remote sites in the countryside. I doubt I’ll have cell phone coverage. But I’ll send you some e-mails.” He continued, “While I’m away, don’t spend any time on the Internet. Plenty of marriages break up when people meet someone else online. If you do that, believe me, you’re going to regret it!”

But toward the end of the six months, Jennifer began thinking about Jeff, her old college boyfriend. She went online and found his e-mail address. “Hey, great to hear from you!” Jeff replied. “I’ve been thinking a lot about you too lately. I just bought a new time-share condo in Las Vegas. How about coming for a visit? It’d be great to see you again!”

*What a tempting invitation,* Jennifer thought. Before she knew it, she had e-mailed Jeff back and bought a special \$79 one-way airline ticket. *I’ll have a really good time in Las Vegas with an old friend, be back in plenty of time, and Jason will never even find out.*

The week with Jeff was glorious. They saw some great shows, ate some fabulous meals, spent lots of time (and money) in the casinos, and one thing led to another. They rekindled their old romance.

But when Jennifer tried to buy a return plane ticket back home, she found that all her credit cards were maxed out. She’d gone to the ATM over and over while she was on a winning streak, and then lost it all. What was she going to do?

When Jennifer consulted Jeff, she was shocked at his reply, “Hey, you’re married. This was purely physical. I’m not going to invest money in someone else’s wife.”

Jennifer called the airline and tried to explain things as sensitively as she could. “Look, lady, I’m sorry things didn’t work out,” said Jan, the person on the other end of the line. “But I can’t give you a free ticket. That’s all there is to it!”

In desperation, Jennifer called her best friend back home, Jessica, to ask her to wire money. Shocked, Jessica said, “You did what? You know Jason’s very possessive. He’s going to kill you! I don’t want any part of this!” and she hung up.

Finally with time running out and her anxiety mounting, Jennifer decided to hitchhike. The trip home would be a long one. She left the hotel late that night since time was important. It was dark, and she knew it was risky, but she couldn’t think of any other option.

Unfortunately, someone who called himself Jack, the sweatshirt-hooded driver of the car that picked her up, was an escaped felon who’d done hard time at a federal penitentiary. Her body was never found.

Think through all the options, and rank the following individual’s responsibility from 1 (most responsible) to 6 (least responsible) for Jennifer’s fate. After all class members have completed their individual rankings, discuss the exercise in groups of five students. Your group must reach a consensus, and be ready to provide a rationale for each ranking when the entire class reconvenes.

**INDIVIDUAL RANKING**

Jason, the husband	_____
Jennifer, the wife	_____
Jeff, the lover	_____
Jan, the airline employee	_____
Jessica, the friend	_____
Jack, the escaped felon	_____

**GROUP RANKING**

Jason, the husband	_____
Jennifer, the wife	_____
Jeff, the lover	_____
Jan, the airline employee	_____
Jessica, the friend	_____
Jack, the escaped felon	_____

Is this a healthy relationship? Why or why not? What information from the story would you use to back up your answer? As a class, discuss the themes that emerge in this story that are vital to positive, fulfilling romantic relationships and themes that identify troubled relationships.

## **FOCUS Roadmap to College Success**

**“Success is a journey, not a destination.” Ben Sweetland**



By Constance Staley

**Recommended as an overall course activity, beginning at  
Chapter 1 Building Dreams, Setting Goals**

You can't get anywhere if you don't know where you're going, right? You've begun a journey that is an investment in yourself and your own future. Your college success will be determined by the intersection of three types of goals: academic, personal, and community goals. Your teachers will identify some of these goals for you, but, you must discover and work toward these goals yourself. It's not enough to just point yourself toward your diploma four or five years from now. You must make continual progress and monitor your efforts along the way.

When you're on your way somewhere you have to pay attention: Did I make a left turn when I should have made a right one? Did I miss a piece of information on that last road sign? Is this the right exit? Which milepost am I watching for? You don't just head for a new destination and hope for the best.




In the same way, as you make your way through college, you should be asking yourself similar questions: Am I putting forth my best effort? Is this major right for me? Is the career I'm focusing on one I'm well suited for? Do I have access to friends and professors that care about my progress? Do I feel a part of my campus community?

This four-part activity will serve as your Roadmap to College Success and ask you to monitor your progress while communicating with your first-year seminar instructor all along the way. The Roadmap will ask you to complete four milepost. You will be asked to respond to an initial *challenge*, a few weeks later after you have your "bearings," to provide your *reaction* to that initial challenge, to identify the *insight* you've gained about yourself and your progress a few weeks after that, and finally, at the end of the course (or at the end of your first year of college if your instructor wishes), to list every *action* you've taken to help you succeed. Are you ready? Okay, let's go.

## Milepost 1: CHALLENGE

Here's a challenge: What are your academic, personal, and community goals? Identify them now and be as specific as possible. For example, getting good grades would be a very general academic goal. Figuring out who I am would be a general personal goal, and making lots of friends would be a general community goal. General goals aren't always particularly helpful.




Examples of specific goals would be getting extra tutoring for my calculus class (academic), making an appointment to visit the Counseling Center to learn more about myself (personal), or attending three events next month to get involved on campus (community). List your goals in these three areas below, and then give/send this completed page to your first-year seminar instructor.

 <b>ACADEMIC</b>	 <b>PERSONAL</b>	 <b>COMMUNITY</b>

## Milepost 2: REACTION

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Now that several weeks of class have gone by, it's time to react to your original goals. Were they realistic? Have you discovered some new ones? For example, perhaps you know now that tutoring is not all you'll need to be successful in your calculus class. You may need to make an appointment with your instructor to get some additional direction from him or her (academic). Perhaps when you visited the Counseling Center, you learned that you have a relationship that's getting in the way of your success to repair (personal). Perhaps you've decided that in order to pay your bills, you'll have to take on an extra job, and that attending three campus events in one month will be very difficult (community). You need to revise your goal to attending two campus events. Take a look now and provide a reaction to what you initially wrote in response to the challenge presented in Milepost 1. Revise your goals, if you need to, now that reality has set in, and send this completed page to your first-year seminar instructor.

 <b>ACADEMIC</b>	 <b>PERSONAL</b>	 <b>COMMUNITY</b>

### Milepost 3: INSIGHT

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Now that you've handed in several papers in your classes, you've gotten your midterm exam grades back, perhaps you're beginning to feel the tug of a particular major, and you've forged some new relationships on campus, it's time for Milepost 3. Think about the insight you've gained about yourself, and list specific insights in the three areas below. Send this completed page to your first-year seminar instructor.

 <b>ACADEMIC</b>	 <b>PERSONAL</b>	 <b>COMMUNITY</b>

## Milepost 4: ACTION

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It's now the end of your first-year seminar course (or the end of your first year of college). You've accomplished a great deal in these three areas. You're well on your way to your destination. Make a list of the ACTION you've taken that has contributed to your success, or list things you now wish you had done that would have made you more successful. Vow to do these things during your next term. Send this completed page to your first-year seminar instructor.

 <b>ACADEMIC</b>	 <b>PERSONAL</b>	 <b>COMMUNITY</b>

**Synthesis:** Finally, react to this activity. Send your first-year seminar instructor an e-mail, or if assigned, write a synthesis paper about this assignment. Did it help you think about college as a journey? Did it help you monitor your progress? Did it help you focus and stay on course?



## SELECTED ONLINE RESOURCES ON FIRST-YEAR SEMINAR TEACHING

Derek Bok Center for Teaching and Learning  
<http://bokcenter.harvard.edu/icb/icb.do>

Idea Center (Individual Development & Education Assessment)  
<http://www.idea.ksu.edu/resources/index.html>

Online Resources: Faculty Development Associates  
<http://www.developfaculty.com/online/index.html>

Active Learning  
<http://www.active-learning-site.com>

Classroom Management  
<http://www.mccfl.edu/pages/1389.asp>

Constructive Teaching  
<http://www.2learn.ca/profgrowth/PDconstruct.asp>

How People Learn  
<http://www.nap.edu/html/howpeople1/index.html>

Icebreakers  
<http://adulted.about.com/cs/icebreakers/>

Learning Style Models

- Dunn and Dunn- [www.learningstyles.net](http://www.learningstyles.net)
- Fender- [www.ncsu.edu/effective\\_teaching/Learning\\_Styles.html](http://www.ncsu.edu/effective_teaching/Learning_Styles.html)
- Gregorc- [www.gregorc.com](http://www.gregorc.com)
- Kolb- [www.infed.org/biblio/b-explrn.htm#learning%20style](http://www.infed.org/biblio/b-explrn.htm#learning%20style)
- VARK- <http://www.vark-learn.com/english/index.asp>

Lecturing Skills  
[http://www.ferris.edu/htmls/academics/center/Teaching\\_and\\_Learning\\_Tips/Developing%20Effective%20Lectures/8stepstoactive.htm](http://www.ferris.edu/htmls/academics/center/Teaching_and_Learning_Tips/Developing%20Effective%20Lectures/8stepstoactive.htm)

Motivating Students  
<http://teaching.berkeley.edu/compendium/sectionlists/sect20.html>

Teaching & Learning Centers (Global)  
<http://www.ku.edu/~cte/resources/websites.html>

Teaching & Learning Centers (U.S.)

[http://www.hofstra.edu/faculty/ctse/cte\\_links.cfm](http://www.hofstra.edu/faculty/ctse/cte_links.cfm)

Faculty Development, Honolulu Community College

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>

Good Teaching Practices: Barbara Gross Davis (*Tools for Teaching*)

<http://teaching.berkeley.edu/bgd/teaching.html>

National Resource Center on the First-Year Experience and Students in Transition

<http://www.sc.edu/fye/>

Policy Center on the First-Year of College

<http://www.firstyear.org/index.html>

Office of Educational Development, University of California, Berkeley

<http://teaching.berkeley.edu/teaching.html>

Teambuildinginc.com

<http://store.teambuildand First-year inginc.com/>

Qualitycoach.net

<http://www.qualitycoach.net/shop/shopexd.asp?id=6711>

Teamwork and Teamplay

<http://www.thiagi.com/book-teamwork-and-teamplay.html>

## **RECOMMENDED READINGS: A SHORT LIST**

Angelo, T. K., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

Bean, J. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

Brandt, R. (1998). *Powerful learning*. Alexandria, VA: Association of Supervision and Curriculum Development.

Bransford, J. (2002). *How people learn*. Washington D. C., National Academic Press.

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Davis, B. G. (1993). *Tools for teaching*. San Francisco: Jossey-Bass.

- Erickson, B., Peters, C. B., & Strommer, D. W. (2006). *Teaching first-year college students*. San Francisco: Jossey-Bass.
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- Levine, M. (2005). *Ready or not, here life comes*. New York: Simon & Schuster.
- McKeachie, W., & Svinicki, M. (2005). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. Boston: Houghton Mifflin.
- Nathan, Rebecca. (2005). *My freshman year*. Ithaca, NY: Cornell University Press.
- Nilson, L. B. (2007). *Teaching at its best: A research-based resource for college instructors*. San Francisco: Jossey-Bass.
- Palmer, P. (1997). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Richlin, L., & Ronkowski, S. (2006). *Blueprint for learning: Creating college courses to facilitate, assess, and document learning*. Sterling, VA: Stylus.
- Staley, C. (1999). *Teaching college success: The complete resource guide*. Belmont, CA: Wadsworth Publishing Company.
- Staley, C. (2003). *50 ways to leave your lectern*. Belmont, CA: Wadsworth Publishing Company.
- Sutherland, T., & Bonwell, C. C. (1996). *Using active learning in college classes: A range of options for faculty*. San Francisco: Jossey-Bass.
- Svinicki, M. D. (2004). *Learning and motivation in the postsecondary classroom*. Bolton, MA: Anker Publishing Company.
- Swing, R. (2001 & 2003). *Proving and improving: Strategies for assessing the first college year*, Vols. 1 and 2. Columbia, SC: National Resource Center for the First-Year Experience and Students in Transition.
- Weimer, M. (2002). *Learner-centered teaching*. San Francisco: Jossey-Bass.









