

Instructor's Manual

**Your College Experience:  
Strategies for Success**

Twelfth Edition

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Strategies for Success**

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# **Part I**

## **Introduction to the First-Year Seminar**

## Introduction

Welcome to the Instructor's Manual for Gardner and Barefoot's *Your College Experience*, Twelfth Edition. The contributors who assisted in writing this manual have drawn from their expertise and classroom experience.

The manual is divided into two parts:

**Part I** includes articles and resources for the first-year seminar course. Four articles, written by John N. Gardner and Betsy O. Barefoot, offer background and context for the first-year seminar and your teaching practice. These articles are grounded in current research and will help you explain to others the history and value of the course. The articles are as follows:

- I. The Link between First-Year Seminars and High-Impact Practices
- II. A Research-Based Rationale for Offering First-Year Seminars
- III. Your Role as a First-Year Seminar Instructor in Promoting Student Retention
- IV. Utilizing Peer Leaders in the First-Year Seminar Classroom

Part I also includes helpful tips for creating a syllabus, with sample syllabi for a three-credit and a one-credit course, and suggestions for final projects which can be integrated into your course.

**Part II** opens with an overview of the teaching resources in each chapter, a guide to teaching with YouTube, additional video activities which can be used in conjunction with the Video Tool feature in LaunchPad, and a new article on how to leverage the features and resources available with your text.

## **The Link between First-Year Seminars and High-Impact Practices**

Even though the first-year seminar has been a part of the American college curriculum since the 1880s, it is only in this century that the evidence of the course's effectiveness has accumulated to the point where it has become "HIP" to offer such courses! This is because of the now highly respected research literature on the educational outcomes for students from what have become designated as "High-Impact Practices." This emphasis on "HIPs" is largely due to the research of George Kuh, Chancellor's Professor Emeritus of Higher Education at Indiana University, with dissemination in part by the Association of American Colleges and Universities (*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, 2008).

High-impact practices refer to those interventions in undergraduate education that, regardless of institutional type or student characteristics, have been correlated with significant gains in student engagement and retention. The following is a list of high-impact practices. You will note immediately that first-year seminars (also commonly referred to as college success courses) in themselves constitute a high-impact practice. In addition, there are nine more such practices that can be incorporated into your college success course to enhance the course's effectiveness and support institution-wide learning outcomes.

### **What Are High-Impact Educational Practices?**

#### **First-Year Seminars**

The phrase "first-year seminar" is often used interchangeably at many campuses with the concept "first-year experience," which John Gardner coined as both a descriptive and motivational phrase in the early 1980s. These courses are often referred to as "college success" or "student success" courses. While there are many different types of these courses, they all share a common goal: to assist students with the transition to higher education and to improve student success. More importantly, they serve as the delivery vehicles for other "high-impact practices" listed below.

#### **Common Intellectual Experiences**

It has been demonstrated that a common, shared set of engaging and memorable experiences as students make the transition into college increases the likelihood of student success and retention. All new students have certain common experiences, but the question needs to be, are these the experiences we might want them to have—experiences that will be most supportive of their becoming engaged and transformed by higher education? Specifically, what else do we want to provide as a common experience besides orientation, advising, registration, and so forth? In particular, what kinds of common intellectual experiences might be most impactful?

One of the oldest forms of common experience has been the common "core" curriculum. In addition, we have been gradually reintroducing such former staples of the American college experience as a "common reading," usually completed prior to the beginning of the fall term, orientation, and first-year seminar courses. As a first-year seminar instructor, you are one member of a larger community of educators working very intentionally to provide your new students with a powerful set of collective, transformative experiences.

## **Learning Communities**

Learning communities, another exceptionally well-validated part of the college curriculum, have been shown to have many positive impacts on students and instructors. A learning community connects at least two to as many as five courses, taken by the same small group of first-year students (around five to fifteen). These courses may be linked by a common intellectual theme and/or be team-taught. They also may include co-curricular experiences and activities provided by student affairs professionals. Such courses may also be offered for students having a common living experience in a residence hall. The learning community structure is the ideal structure for combining a first-year seminar with another college course. In this case, the seminar would teach the academic skills necessary for success in the paired course, the latter being the laboratory for the practice and application of the skills being taught in your course. There is compelling evidence that students in college success courses report higher levels of engagement when the course is linked with at least one other course in a learning community.

## **Writing-Intensive Courses**

We believe that the college success course should be a “writing intensive” course, and the myriad of reflection and writing exercises and activities provided in your text reflect that belief. Writing is a foundational academic, career, and life skill. The growth of technology has changed the way in which our students write due to the use of e-mail, texting, and so forth. This also means that students are actually writing more than ever. We would even argue that the first-year seminar should be as writing-intensive as the first-year writing/composition course. It is important to stress that writing is not just for English 101, but is a skill that transfers to other courses as well as life. To make the most of several high-impact practices, try integrating an introductory writing course and the first-year seminar in a learning community.

## **Collaborative Assignments and Projects**

Collaborative assignments and projects are not only an important way of learning in college, they prepare students for work they will likely experience in their professions after college. The college success course is an ideal space for the use of collaborative assignments and projects. You will note that in our text and instructor’s manual, we have provided many suggestions and illustrations for a myriad of collaborative activities. We believe this is especially important in this course because it aids in the all-important process of students bonding with each other and with their school. Collaborative assignments and projects help students meet new people, form new friendships, and get help and advice from each other, and they introduce students to human differences and diversity with which they will need to engage for the rest of their lives. In this course, these collaborative activities ideally should be used both in the formal class meetings and outside the class as homework.

## **Undergraduate Research**

Undergraduate research refers to the practice of having undergraduate students work directly with faculty on research activities and projects. Based on the success of this strategy, especially at flagship research universities like the University of Michigan, this practice has become widespread

throughout higher education, providing a powerful structure for faculty/student relationships and student-to-student relationships as they work together on a research question. Undergraduate research introduces college students to the research practices of higher education faculty, illustrates the differences between high school and postsecondary research, and increases both student engagement and learning. This course is an excellent opportunity to illustrate to students why a major purpose of higher education is to conduct research and why professionals in all fields must have basic skills in collecting, evaluating, and communicating information. The foundations of these important life skills can and should be taught in such a course. The first-year seminar can also be the setting in which students are introduced to undergraduate research opportunities across the institution.

### **Diversity/Global Learning**

The college success course is a very appropriate space for reading, writing, discussion, and research on topics that engage students with diverse worldviews, cultures, and viewpoints different from their own. A major part of the adjustment to college comes about in increasing comfort levels with both intellectual and personal diversity, the forms of which are much less likely to have been experienced in high school. Our text also addresses this area intentionally and offers activities and tips for teaching diversity to your students.

### **Service Learning, Community-Based Learning**

Service learning is by now a quarter-century-old, well-established pedagogy whereby students are required in certain courses to engage in campus or community service, which is evaluated as part of the overall course requirements. This pedagogy always includes a reflection component whereby students are required to think, write, and speak about what they have learned in the service work and how they may apply this to other course content and to their developing adult lives. Service learning incorporates elements of a college learning experience that have been shown to correlate with retention, such as outside-of-class faculty/ student and student-to-student interaction and faculty/student affairs partnerships in support of mutual learning objectives. In many first-year seminar courses a minimum hour requirement of service learning is incorporated in the course, for either individual student service work or group service projects.

### **Internships**

While internships are most frequently embedded as a degree requirement or option within the students' majors for upper-class students, this concept can still be connected to a first-year college success course. Because of the value of internships for helping students to clarify and confirm career plans and for helping students to actually secure permanent employment with the employers for whom they intern, this strategy needs to be introduced into whatever is done in your college success course to acquaint new students with the career-planning resources at your institution. The first-year seminar course should help students develop a concrete plan for their entire undergraduate experience, including planning for internships.

## Capstone Courses and Projects

The practice of incorporating a “capstone” academic experience in the last part of the undergraduate curriculum is a time-tested concept dating to the Middle Ages. Capstones typically enable students to demonstrate mastery of content and processes that are central to their majors and to demonstrate some unique research they have done and related subject matter mastery. Capstones also invite students to reflect on what they have learned in college and especially in their major, and to report publicly those insights. While obviously the first-year seminar is not for graduating students and is not designed to demonstrate mastery of core concepts within a major, nevertheless this course can still be used for students to gain practice in researching a topic of interest and demonstrating the new knowledge they have acquired. In addition, college success courses should regularly offer students opportunities for reflection on what is happening to them early in college and how they are learning and adjusting and growing from these early experiences. Thus some of the quintessential components of a capstone experience as a high-impact practice should also be incorporated into a beginning college experience in the first-year seminar course. To that end, we have provided several possible capstone and final project ideas in this manual to encourage students to reflect on their growth over the course of the first-year seminar and extend their learning into the rest of their academic careers.

## Conclusion

This relatively new emphasis on high-impact practices provides a solid argument for the value of the college success course, as it lends credibility to the argument that it is valuable for beginning college students to take such a course. In addition, the clear framework for high-impact practices provides a guiding structure for the kinds of processes that should be incorporated into a college success course. We are confident that the incorporation of high-impact practices into your college success course will increase student engagement during your course and yield more positive outcomes for them after your course—which is exactly what we all want for the deserving students who take this course.

## References

Kuh, George D. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities, 2008.

## A Research-Based Rationale for Offering First-Year Seminars

Today, the first-year experience movement in the United States is more than three decades old and well integrated into American higher education (Barefoot and Fidler, 1996; Upcraft, Gardner, and Barefoot, 2005; Barefoot, Griffin, and Koch, 2012). While this movement has sought to support success in all aspects of new student life, first-year seminars by themselves have successfully addressed many of the needs of first-year students and have “tackled a long standing, seemingly endemic problem for higher education, the confusion and difficulties that cause many new students to drop out of college during or at the end of their freshman year” (El-Khawas, 2002).

In the 1980s, as institutions of higher education became increasingly concerned about issues identified by Tinto (1975, 1987, 2012), such as why students leave and what factors contribute to student success, colleges and universities began to implement a variety of strategies to enhance first-year student success and retention. To this end, many institutions sought to create and boost fledgling first-year seminars in an attempt to improve student involvement and increase student retention (Barefoot, 1992). These same concerns and strategies exist today, almost thirty years later (Young and Hopp, 2014). The first-year seminar is a course designed to enhance the academic and/or social integration of first-year college students into the institution. In 1992, original research (Barefoot, 1992) confirmed five variations of first-year seminars: *extended orientation* seminars, *academic* seminars with common content, *academic* seminars with variable content across sections, *basic study skills* seminars, and *professional* seminars. Follow-up research continues to validate the existence of these five types but has also identified hybrid versions of the seminar course. *Extended orientation* seminars were and continue to be the most frequent type of first-year seminar reported and are more commonly referred to as orientation, college survival, or student success courses. The most frequently mentioned topics addressed in such seminars were academic skills, time management, personal development and self-awareness, transition to college, and career exploration (Young and Hopp, 2014).

In their work, *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College*, Upcraft, Gardner, and Barefoot (2005) offer a broad definition of first-year success that includes:

1. Developing intellectual and academic competence
2. Establishing and maintaining interpersonal relationships
3. Exploring identity development
4. Deciding on a career
5. Maintaining health and wellness
6. Considering faith and the spiritual dimensions of life
7. Developing multicultural awareness
8. Developing civic responsibility

We find that nearly three decades later, first-year seminars continue to help students do all these things and more. Of the responding institutions offering first-year seminars in the 2012 National Survey of First-Year Seminar Programming ( $n = 890$ ), the majority had one or more of the following research-based goals for their first-year seminar:

- Enhancing academic skills
- Helping students transition to college and providing an orientation to campus resources
- Helping students improve their self-concept (Young and Hopp, 2014)

The evidence is compelling that there is a positive correlation between participation in the first-year seminar and many desirable experiential outcomes for both students and faculty. Some of these outcomes include higher rates of first-year-to-sophomore-year retention (Pascarella and Terenzini, 2005), especially for minority students; higher graduation rates; higher grade point averages; more frequent out-of-class interaction with faculty; more involvement in campus organizations; more frequent use of helping services on campus; and greater faculty use of innovative teaching strategies, both in the seminar and in other discipline-based classes.

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Barefoot, B. O. *Helping First-Year College Students Climb the Academic Ladder: Report of a National Survey of Freshman Seminar Programming in American Higher Education*. Unpublished dissertation. College of William and Mary, Williamsburg, VA, 1992.

Barefoot, B. O., and P. P. Fidler. *The 1994 National Survey of Freshman Seminar Programs* (Monograph No. 20). Columbia: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition, 1996.

Barefoot, B. O., B. Q. Griffin, and A. K. Koch, A. K. *Enhancing Student Success and Retention throughout Undergraduate Education: A National Survey*. Brevard, NC: John N. Gardner Institute for Excellence in Undergraduate Education, 2012.

El-Khawas, E. "Reform Movements." In *Higher Education in the United States: An Encyclopedia*, edited by J. J. F. Forest and K. Kinser, 2:512–516. Santa Barbara, CA: ABC-CLIO, 2002.

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## **Your Role as a First-Year Seminar Instructor in Promoting Student Retention**

Student retention is a major concern for large numbers of colleges and universities in the United States and around the world. In an effort to improve first-to-second-year retention rates, which nationwide hover between 65 and 70 percent, many higher education institutions are developing various first-year interventions, including first-year seminars or college success courses. While these courses can be useful in helping students develop the skills and attitudes that result in their decisions to stay in college, this doesn't happen automatically. The effectiveness of these courses can depend on the types of students enrolled, on their attitudes about taking the course, and also on you, the course instructor. Although it may be impossible to control who is sitting in your class or their attitudes about being there, the following practices will increase the likelihood that your course will promote student persistence at your college or university.

### **Aligning Expectations**

Both students and instructors have expectations of the learning environment, and in order for your class to be most effective, those expectations need to be clarified and aligned early in the term. Your students may believe that the first-year seminar is going to be an easy A, while the reality of your course may be something quite different. Use the first class meetings to find out what your students expect of your course and to clarify your expectations of the students. Also help your students explore their expectations for college life in general. When they seem to misunderstand what will be required of them, challenge them with a supportive but clear dose of reality.

### **Attendance**

Can students be successful in your course without attending? In most first-year seminars, what goes on in class (the process) is just as important as course content. It is important that you set and maintain policies about attendance and tardiness. Attendance early in the term is especially important to monitor. An early absence is often a marker for a student who has serious problems that will negatively affect academic performance and retention.

### **Relationships**

The development of relationships is one of the most important components of student retention, and one of the greatest strengths of first-year seminars is their focus on helping students build relationships with each other, with instructors, and even with upper-level students. Make sure that you allocate time at the beginning of the term for students to tell their own stories, to learn about you and each other, and to find common ground. Encourage your students to interact during every class through small-group and large-group discussion and to form study groups. Give them a weekly opportunity to share their experiences and their frustrations, and practice some appropriate self-disclosure. Your students will want to know about your family, your interests, and your own first year of college. You will also want to consider using an upper-level student or peer leader to help you facilitate your class. First-year students look to their upper-level peers for guidance on how to be successful in college, both socially and academically.

## **Student Involvement**

One of the major factors that correlate with student retention is student involvement in groups or activities outside of class. Although this is an expected component of the college experience for eighteen-year-old residential students, many of today's students are working or parenting and simply don't have the time or interest to become involved in extracurricular activities. Because out-of-class involvement does make a positive difference in student retention, encourage all your students to find at least one way to become involved on campus. Build an occasional concert or other cultural event into your syllabus, and monitor your students' level of engagement with the campus at large. Be sensitive to the issues of working students or parents, but let them know that college is more than just coming to class.

## **Feedback**

In order for students to have a clear idea of their own progress, they will need frequent feedback from you. Find a way to give students feedback at least once a week. Such feedback doesn't have to include a grade in order to have an impact. Sometimes questions about or reflections on student work will give students the "pat on the back" or "kick in the rear" they occasionally need. Of course, feedback is only the beginning. As you observe students who have serious difficulties with writing, who have attention disorders or potential learning disabilities, who cannot stay awake in class, or who exhibit other behavioral problems, refer those students for assistance from other helping services on campus.

## **Use of Helping Services**

Many first-year students, especially those fresh out of high school, consider asking for help a sign of weakness. "Going to the office" was generally a negative experience in high school. Make sure that your students know the importance of seeking help while in college. So that they will know about the various services on your campus, make a class visit to the career center, the counseling center, the writing center, the learning skills or tutoring center, and the library.

## **Relevance**

One of the common complaints of first-year students is a perceived lack of relevance between their courses and their present or future lives. Don't assume that your students will understand why they are required to take certain courses or even why certain topics covered in a first-year seminar are relevant to them. Take every opportunity to make a connection between what you are teaching and the students' lives and experience. Of course, that means you will need to know something about their lives—what they read, the music they like, and their hopes and dreams for the future.

## **Commitment and Motivation**

The themes of commitment and motivation are closely linked, and they pose some of the greatest challenges of working with college students. Many new students have no clear goals or reasons for pursuing a college degree. They may be in college because in comparison to getting a job, it is the

lesser of two evils, because they are following a girlfriend or boyfriend, or because it seemed the natural next step in their lives. Use your first-year seminar to help students build a sense of commitment to the institution and develop a plan for their lives. Help them explore the history and traditions of your campus, connect them with committed upper-level students, and provide time for them to explore their own purpose for college attendance. When students develop a stronger sense of commitment, their intrinsic motivation for doing well in college will increase.

## **Barriers**

In spite of all your best efforts, some students are facing significant barriers to their success in college. Barriers can include health problems, conflict with family members or employers, child care issues, or even transportation problems, but one of the most common barriers to persistence and graduation is money. Be aware of your institution's financial aid rules, regulations, and policies regarding payment of tuition and fees, and work to help your students negotiate what can be an intimidating financial bureaucracy. Determine whether and how much your students work off campus and encourage them to work no more than 15 to 20 hours per week. Help them find jobs on campus or other sources for assistance such as loans and grants. As the costs of higher education increase each year, the inability to pay college tuition and fees will undoubtedly be the cause of more student dropout.

Finally, remember that regardless of whether your students stay or leave and whether they graduate from your or another institution, this course will have an impact. They will remember you, their classmates, and their experiences in your class. They may even visit you again before they graduate just to chat or to request a letter of reference, so while retention is an important institutional objective, the quality of the collegiate experience is even more important. Work hard to make your course a rich learning experience so that students will carry its imprint with them as they continue their education and their lives beyond college.

## Utilizing Peer Leaders in the First-Year Seminar Classroom

Undoubtedly, the trend of using peer leaders in first-year seminars is growing, as institutions recognize that these students can deliver a variety of services and assistance to their fellow students. Why use peer leaders? Research clearly demonstrates that as colleges and universities shape students' development, the peer group has a powerful impact on individual students (Astin, 1993; Keup, 2012). Research on peer teaching indicates that both the peer learner and the peer teacher learn significantly from collaborative learning experiences and that peer teachers demonstrate deep levels of understanding for the information they convey to their peers, and attain a strong grasp of the course content.

Data from 31,661 students at sixty-one institutions participating in the National Study of First-Year Seminar Learning Outcomes reported that first-year seminars using undergraduate teaching assistants produced higher scores in perceived learning outcomes and satisfaction than first-year seminars that did not use peer leaders (John N. Gardner Institute for Excellence in Undergraduate Education, 2002). Using peer leaders promotes student-to-student interaction as the leaders themselves help teach, mentor, advise, and monitor first-year students (Hamid, 2001). Such students are seen as an invaluable resource to the first-year seminar when trained and empowered as part of a teaching team (Erickson, Peters, and Strommer, 2006).

The use of peer leaders in first-year seminars also appears to have a positive impact on the retention of first-year students. According to Tinto (2012), one of the major reasons students drop out of college is their failure to establish a social network. Peer leaders are being used to bridge that gap. The positive effects of collaborative learning on student retention were long ago documented in Tinto's (1987) research with adult students, which revealed that the single most important predictor of students' persistence to graduation was whether they were members of a peer learning group. Following an extensive review of the literature on teaching and learning research in higher education, the well-known teaching scholar Wilbert McKeachie (1986) concluded: "The best answer to the question of what is the most effective method of teaching is that it depends on the goal, the student, the content, and the teachers. But the next best answer is 'students teaching other students'" (p. 63). Given the findings that peers exert influence on each other, it is no wonder that the use of outstanding student role models as peer leaders is a trend in first-year seminar course development in American higher education. Educators are recognizing and harnessing the tremendous potential value of using students to facilitate learning and personal development. Indeed, it seems reasonable to conclude that students listen to their peers and learn a great deal, perhaps the most, from other students. Why not use peer leaders as coteachers of your first-year seminar?

### References

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## Creating a Course Syllabus

As you develop your college success course, a first step will be creating a plan for the course that addresses your objectives and conforms to the time allocated by credit hours. A common complaint of college success instructors is that there is never enough time to cover all the content and activities that students need. Even if you teach a three- or four-credit-hour model, you will find that you have to make hard choices about how to spend your precious class time.

The process of syllabus development is very institution-specific, and in many colleges and universities where the instructors have considerable leeway, each syllabus is unique. Other institutions require that instructors teach from a common syllabus or at least cover common course content. Whether you create a syllabus from scratch or adapt a common syllabus, remember that in teaching a college success course, the kinds of pedagogies used to deliver your learning outcomes are every bit as important as the content. In order for these courses to positively affect student retention, students must build relationships with each other and with you as the instructor, and they must engage with the class material.

We have provided two sample syllabi in the section that follows. While some instructors might find these valuable, not all instructors will want to follow a prescribed plan for the course. You can use these samples to help you generate ideas for your own class, or you can follow them to the letter.

Because there are a multitude of factors to consider as you make decisions about your course, we have also included a decision-making template you can follow to determine the content and order in which the material is presented in your course:

1. Does your campus have a unique mission? How can you use the college success course to introduce your students to your mission statement and what it means to faculty, staff, and students?
2. What is the official course description in the catalog? What has the college success director or unit told the institution's curriculum approval body that this course will cover and accomplish? The answers to these questions will drive the content decisions.
3. What criteria have been established for assessment of course learning outcomes and other outcomes, such as satisfaction, retention, and levels of engagement? If you know that you will be held accountable for course outcomes, you need to know the criteria by which you will be evaluated.
4. Is much of your course content predetermined, or do you have latitude for individual decision making? This has a huge influence on what content is presented and in what order. For example, in some courses, administrators determine a schedule for a few mass presentations on certain dates. It then becomes your responsibility to use the next class period to help students process what they learned in the preceding presentation.
5. What content are you best suited to present to students? What content is more appropriately

presented by guest speakers or by peer leaders? If you are teaching with a peer leader, what will be his or her responsibilities—teaching some classes, grading assignments, meeting with students, planning group activities, or others?

6. What content do you want to cover in class, and what content are you willing to leave to the students to read about, reflect on, write about, and work on in study groups outside of class? No one instructor can teach everything that needs to be taught, and some things might be better left to the students to learn on their own. For material assigned but not covered in class, you will need to make decisions about how the students will be evaluated and held accountable for this information.
7. Do you want your students to have a role in developing course content? One unique approach to syllabus development is NOT to determine all class content and activities in advance. Instead, you can determine the most important content and then let the students choose as a group what they want to learn. Students often request the same content areas that instructors would have chosen, but by making the choice themselves they are more likely to be engaged in the learning process.

**A note on customizing assignments:** As you select assignments for your course, you may wish to draw your content from a number of different areas.

- **Your campus resources.** If you want your students to learn more about your particular campus, assignments can include visiting offices like the health center and the career center, attending cultural events on campus, or joining an on-campus club or organization. If your students complete these activities outside of class time, you may wish to assign a brief reflection paper or ask them to bring back a photo or some other kind of memento from their experience.
- **Resources available with *Your College Experience*.** There are countless discussion prompts, activities, test questions, and writing assignments available within this instructor's manual. There are also resources integrated into the Instructor's Annotated Edition and the student version of the text, including Active Learning Strategies, marginal annotations, Your Turn prompts, and Build Your Experience activities at the end of each chapter. You'll see a sampling of these assignments on the sample syllabi, but there are many others to choose from if you would prefer a different approach.

**A note on course length:** We have included two sample syllabi, one for a 16-week three-credit course, and another for a 16-week one-credit course. These syllabi include all fifteen chapters from the text. For those of you with courses that last a shorter period of time, you may wish to select one of the following options:

- Assign the chapters that you want to focus on most and have students use the additional chapters as a reference.
- Give extra credit if students read the additional chapters and complete related activities.

- Use the Bedford/St. Martin's CS Select custom database. The CS Select database allows you to create a textbook for your College Success course that reflects your course objectives and uses just the content you need. Start with one of our core texts, and then rearrange chapters, delete chapters, and add additional content—including your own original content—to create just the book you're looking for. Get started by visiting [macmillanhighered.com/csSelect](http://macmillanhighered.com/csSelect).



<p style="text-align: center;"><b>COURSE SYLLABUS: First-Year Experience Seminar</b> <b>(16 weeks, three credits)</b></p>
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**Course Number and Section:**

**Term:**

**Instructor:**

Office Location:

Office Hours:

Phone:

E-mail:

**Course Description**

This course is designed to help you explore all that higher education has to offer, discover your own strengths, learn to be a good thinker, and develop the understanding and motivation you need to be a successful college student. Topics include making the transition to college, developing academic and life skills, and making the right choice for majors and careers.

**Course Objectives**

In this course you will:

- Explore your purpose for attending college and develop personal goals for academic achievement.
- Build critical thinking skills through careful analysis and evaluation of information.
- Identify and utilize available campus resources.
- Make connections by getting involved on campus and building relationships with faculty and fellow students.
- Develop a clear understanding of how your emotions affect your learning and success in college.
- Build learning skills you will use to succeed throughout your college career, including reading, note taking, studying, test taking, verbal and written communication, research, and information literacy skills.
- Take control of your own success by effectively managing your time, finances, and health.
- Plan for the future by exploring majors and setting career goals.
- Develop essential technology skills for use in academic and work environments.

**Required Text**

Gardner, John, and Betsy Barefoot, *Your College Experience: Strategies for Success*, Twelfth Edition. Boston: Bedford/St. Martin's, 2016.

\*Note: Please bring a copy of the text and the course syllabus to every class.

## Course Evaluation

Your course grade will be based on the following:

- Quizzes and class participation (including one out-of-class meeting with instructor) (25%)
- Homework activities, written and oral assignments (35%)
- Midterm exam (15%)
- Final exam (25%)

## Course Policies and Procedures

- **Attendance:** Attend all classes and arrive on time. Coming to class late or leaving early will be counted as an absence. If you are absent more than two times, your final grade will be lowered as a result. In the event that you are absent or you arrive late to class, you are responsible for finding out what information you have missed.
- **Use of Technology:** All cell phones must be silenced during class and texting is not permitted. If there is an emergency and you must take a call, excuse yourself quietly and conduct your conversation outside the classroom. Laptops or tablets are permitted for taking notes only; students using their computers to surf the Internet, chat with friends, or conduct personal business will be asked to leave the class and charged with an absence.
- **Academic Misconduct:** Academic misconduct is strictly forbidden, and there will be severe consequences for cheating, plagiarism, and other prohibited behaviors. Read the academic code on the college Web site to ensure that you follow all guidelines.
- **Students with Disabilities:** Should you require academic accommodations, contact me as soon as possible to discuss your needs and make arrangements.

## Course Schedule

<b>Week One: Goals, Purpose, and Motivation</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Welcome!</li> <li>• Icebreaker: interview a classmate (<i>Source: Instructor’s Manual</i>)</li> <li>• Introduction to syllabus, textbook, and campus resources</li> </ul>	<i>Assignment(s) due:</i> No assignment due
<i>Class #2</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 1 (<i>Source: All quizzes are from the Test Bank</i>)</li> <li>• Small-group activity: five reasons you’re in college (<i>Source: Your Turn activity from textbook</i>)</li> <li>• Writing activity: Write and Reflect, What Does “The American Dream” Mean to You? (<i>Source: All Write and Reflect activities are from Your Turn activities in the textbook</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 1, Welcome to Your College Experience</li> <li>• Complete Figure 1.2: Practice Setting SMART Goals</li> <li>• Track every hour of your time for the next four days. Bring your results to the next class.</li> </ul>
<b>Week Two: Time Management</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 2</li> <li>• Paper cup activity: What are your priorities? (<i>Source: Instructor’s Manual</i>)</li> <li>• Discussion of the Retention Exercise, Tracking “Actual Time” (<i>Source: Instructor’s Manual</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 2, Time Management</li> </ul>
<i>Class #2</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Chapter 2, continued</li> <li>• Activity: Create a schedule of term assignments and exams using your syllabi (<i>Source: Instructor’s Manual</i>)</li> <li>• Writing activity: Write and Reflect, What Are Your Priorities?</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You’ve Learned questions in Chapter 2.</li> <li>• Bring syllabi from all your courses to class for an activity</li> </ul>
<b>Week Three: Emotional Intelligence</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 3</li> <li>• Discussion of Chapter 3, including EI Questionnaire results</li> <li>• Small-group discussion: Work Together scenario: What Would You Have Done? (<i>Source: Instructor’s Annotated Edition</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 3, Emotional Intelligence</li> <li>• Complete the EI Questionnaire in chapter</li> </ul>
<i>Class #2</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Chapter 3, continued</li> <li>• Small-group discussion: Case studies (<i>Source: Instructor’s Manual</i>) and</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You’ve Learned questions in Chapter 3.</li> </ul>

	<p>your reactions to the chapter</p> <ul style="list-style-type: none"> <li>• Writing activity: Write and Reflect, Thinking Ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a two-page paper explaining your reactions to the chapter. Is this material relevant to you or your friends?</li> </ul>
<b>Week Four: Learning Styles</b>		
<i>Class #1</i>	<p><i>Topic/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 4</li> <li>• Discussion of Chapter 4, including VARK and Multiple Intelligences Inventory results</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 4, How You Learn</li> <li>• Complete VARK and Multiple Intelligences Inventory in chapter</li> </ul>
<i>Class #2</i>	<p><i>Topic/activities:</i></p> <ul style="list-style-type: none"> <li>• Chapter 4, continued</li> <li>• Group activity: Examining the characteristics of the MBTI (<i>Source: Instructor's Manual</i>)</li> <li>• Writing activity: Reflect on Choices</li> <li>• Note: An article on a social issue will be distributed for our next class!</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 4.</li> <li>• Be prepared to discuss the Myers-Briggs material in class</li> </ul>
<b>Week Five: Critical Thinking</b>		
<i>Class #1</i>	<p><i>Topic/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 5</li> <li>• Discussion of an article on a social issue (<i>Source: Instructor's Manual</i>)</li> <li>• Additional discussion: Why is it important to think critically? (<i>Source: Instructor's Manual</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 5, Thinking in College</li> <li>• Complete Rate Your Critical-Thinking Skills evaluation in chapter</li> <li>• Read the article that was distributed in the last class. Is there a bias? Come prepared for discussion.</li> </ul>
<i>Class #2</i>	<p><i>Topic/activities:</i></p> <ul style="list-style-type: none"> <li>• Chapter 5, continued</li> <li>• Small-group discussion: Case studies (<i>Source: Instructor's Manual</i>)</li> <li>• Writing activity: Write and Reflect, Tempted to Use a Logical Fallacy?</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 5.</li> </ul>
<b>Week Six: Reading</b>		
<i>Class #1</i>	<p><i>Topic/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 6</li> <li>• Small-group activity: Practicing the four steps of active reading (<i>Source: Instructor's Manual</i>)</li> <li>• Group discussion: What are your reading strategies? (<i>Source: Instructor's Manual</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 6, Reading to Learn</li> </ul>
<i>Class #2</i>	<p><i>Topic/activities:</i></p> <ul style="list-style-type: none"> <li>• Chapter 6, continued</li> <li>• Small-group activity: Textbook exchange (<i>Source: Instructor's Manual</i>)</li> <li>• Writing activity: Reflect on Choices</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 6.</li> </ul>

<b>Week Seven: Note Taking, Listening, and Participating</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 7</li> <li>• Group discussion: How do you prepare for class? (<i>Source: Instructor's Manual</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 7, Getting the Most Out of Class</li> <li>• Make a short list of what you do to prepare for class each day</li> <li>• Checking in: Set up an appointment with me to discuss how the term is going. (This is part of your participation grade!)</li> </ul>
<i>Class #2</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Chapter 7, continued</li> <li>• Group Activity: Comparing Notes (<i>Source: Instructor's Manual</i>)</li> <li>• Writing activity: Reflect on Choices</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 7.</li> </ul>
<b>Week Eight: Studying</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 8</li> <li>• Group discussion: What are your current study habits? What memory strategies do you use? (<i>Source: Instructor's Manual</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 8, Studying</li> <li>• Complete Tough Choices chart in chapter</li> </ul>
<i>Class #2</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Chapter 8, continued</li> <li>• Activity: VARK learning style groups (<i>Source: Instructor's Manual</i>)</li> <li>• Small-group discussion: Case studies</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 8.</li> </ul>
<b>Week Nine: Test Taking</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 9</li> <li>• Group discussion: Prepare for common types of exam questions (<i>Source: Instructor's Manual</i>)</li> <li>• Group activity: Prepare study aids (<i>Source: Instructor's Manual</i>)</li> <li>• Writing activity: Write and Reflect, What Advice Would You Give?</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 9, Test Taking</li> <li>• Complete Test Anxiety Quiz in chapter</li> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 9.</li> </ul>
<i>Class #2</i>	<i>Topic/activities:</i> *MIDTERM EXAM* ( <i>Source: Test Bank</i> )	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Prepare for midterm exam</li> <li>• Set up an interview with an instructor. A short class presentation about what you learned is due in Week Eleven! (<i>Source: Instructor's Annotated Edition</i>)</li> </ul>
<b>Week Ten: Information Literacy and Communication</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Meet in the library for tour and introduction to research materials!</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 10, Information Literacy and Communication</li> </ul>

		<ul style="list-style-type: none"> <li>In writing, respond to the Apply What You've Learned questions in Chapter 10.</li> </ul>
Class #2	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>Quiz: Chapter 10</li> <li>Work Together activity: Write, Pair, Write, Share (<i>Source: Instructor's Annotated Edition</i>)</li> <li>Writing activity: Write and Reflect, Give Freewriting a Try</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>Two-page reflection paper on library tour: What did you learn? What remaining questions do you have?</li> </ul>
<b>Week Eleven: Relationships</b>		
Class #1	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>Quiz: Chapter 11</li> <li>Small-group discussion: Case studies (<i>Source: Instructor's Manual</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>Read Chapter 11, Relationships</li> </ul>
Class #2	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>Chapter 11, continued</li> <li>Class presentations: What I learned about my instructor</li> <li>Writing activity: Write and Reflect, Your Important Relationships</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>In writing, respond to the Apply What You've Learned questions in Chapter 11.</li> <li>Make sure your class presentation is ready to go!</li> </ul>
<b>Week Twelve: Diversity</b>		
Class #1	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>Quiz: Chapter 12</li> <li>Working Together activity: Reflecting on Identity (<i>Source: Instructor's Annotated Edition</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>Read Chapter 12, Diversity</li> </ul>
Class #2	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>Chapter 12, continued</li> <li>Group activity: Challenges faced by different groups (<i>Source: Instructor's Manual</i>)</li> <li>Writing activity: Write and Reflect, Gender and Opportunities</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>In writing, respond to the Apply What You've Learned questions in Chapter 12.</li> <li>Begin keeping a "wellness journal" of your eating, physical activity, and sleeping. Be prepared to hand in a written reflection next week! (<i>Source: Instructor's Annotated Edition</i>)</li> </ul>
<b>Week Thirteen: Wellness</b>		
Class #1	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>Quiz: Chapter 13</li> <li>Group discussion: The results of the Stress quiz homework activity; your health on a scale of one to five (<i>Source: Instructor's Manual</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>Read Chapter 13, Wellness</li> <li>Complete the Stress quiz in chapter</li> </ul>
Class #2	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>Chapter 13, continued</li> <li>Group discussion: Case studies (<i>Source: Instructor's Manual</i>)</li> <li>Writing activity: Write and Reflect,</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>In writing, respond to the Apply What You've Learned questions in Chapter 13.</li> <li>In writing, discuss your "wellness</li> </ul>

	The Legalization of Marijuana	journal” experience.
<b>Week Fourteen: Money</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Special guest speaker from the financial-aid office! Take notes on guest speaker’s talk for class discussion tomorrow.</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 14, Money</li> </ul>
<i>Class #2</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 14</li> <li>• Group discussion: Compare notes from guest speaker lecture with your classmates. What did you learn? What remaining questions do you have?</li> <li>• Writing activity: Write and Reflect, Beware: It’s Easy to Waste Money in College</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• In writing, respond to the Apply What You’ve Learned questions in Chapter 14.</li> </ul>
<b>Week Fifteen: Majors and Careers</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 15</li> <li>• Group discussion: Have you decided on a major and career? (<i>Source: Instructor’s Manual</i>)</li> <li>• Writing activity: Write and Reflect, The Economy and Your Future Plans</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 15, Majors and Careers</li> <li>• Take a career inventory at the campus career center</li> </ul>
<i>Class #2</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Special guest speaker from the career center! We’ll discuss available resources and your career inventory results.</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Career research project: Research three occupations that interest you, and write a reflection explaining what you’ve learned.</li> </ul>
<b>Week 16: Moving Forward</b>		
<i>Class #1</i>	<i>Topic/activities:</i> <ul style="list-style-type: none"> <li>• Celebratory gathering (bring food!)</li> <li>• Activity: Planning a reunion for your college success class (<i>Source: Instructor’s Manual</i>)</li> </ul>	<i>Assignment(s) due:</i> No assignment due
<i>Class #2</i>	<i>Topic/activities:</i> *FINAL EXAM* ( <i>Source: Test Bank</i> )	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Prepare for final exam</li> </ul>

<p style="text-align: center;"><b>COURSE SYLLABUS: First-Year Experience Seminar</b> <b>(16 weeks, one credit)</b></p>
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**Course Number and Section:**

**Term:**

**Instructor:**

Office Location:

Office Hours:

Phone:

E-mail:

**Course Description**

This course is designed to help you explore all that higher education has to offer, discover your own strengths, learn to be a good thinker, and develop the understanding and motivation you need to be a successful college student. Topics include making the transition to college, developing academic and life skills, and making the right choice for majors and careers.

**Course Objectives**

In this course you will:

- Explore your purpose for attending college and develop personal goals for academic achievement.
- Build critical thinking skills through careful analysis and evaluation of information.
- Identify and utilize available campus resources.
- Make connections by getting involved on campus and building relationships with faculty and fellow students.
- Develop a clear understanding of how your emotions affect your learning and success in college.
- Build learning skills you will use to succeed throughout your college career, including reading, note taking, studying, test taking, verbal and written communication, research, and information literacy skills.
- Take control of your own success by effectively managing your time, finances, and health.
- Plan for the future by exploring majors and setting career goals.
- Develop essential technology skills for use in academic and work environments.

**Required Text**

Gardner, John, and Betsy Barefoot, *Your College Experience: Strategies for Success*, Twelfth Edition. Boston: Bedford/St. Martin's, 2016.

\*Note: Please bring a copy of the text and the course syllabus to every class.



## Course Evaluation

Your course grade will be based on the following:

- Quizzes and class participation (including one out-of-class meeting with instructor) (25%)
- Homework activities, written and oral assignments (35%)
- Midterm exam (15%)
- Final exam (25%)

## Course Policies and Procedures

- **Attendance:** Attend all classes and arrive on time. Coming to class late or leaving early will be counted as an absence. If you are absent more than two times, your final grade will be lowered as a result. In the event that you are absent or you arrive late to class, you are responsible for finding out what information you have missed.
- **Use of Technology:** All cell phones must be silenced during class and texting is not permitted. If there is an emergency and you must take a call, excuse yourself quietly and conduct your conversation outside the classroom. Laptops or tablets are permitted for taking notes only; students using their computers to surf the Internet, chat with friends, or conduct personal business will be asked to leave the class and charged with an absence.
- **Academic Misconduct:** Academic misconduct is strictly forbidden, and there will be severe consequences for cheating, plagiarism, and other prohibited behaviors. Read the academic code on the college Web site to ensure that you follow all guidelines.
- **Students with Disabilities:** Should you require academic accommodations, contact me as soon as possible to discuss your needs and make arrangements.

## Course Schedule

<b>Week One: Introduction</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Welcome!</li> <li>• Icebreaker: Interview a classmate (<i>Source: Instructor's Manual</i>)</li> <li>• Introduction to syllabus, textbook, and campus resources</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• No assignment due</li> <li>• For our next meeting: Track every hour of your time for four days. Bring your results to the next class!</li> </ul>
<b>Week Two: Goals and Time Management</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapters 1 and 2 (<i>Source: All quizzes are from the Test Bank.</i>)</li> <li>• Discussion of the Retention Exercise, Tracking "Actual Time" (<i>Source: Instructor's Manual</i>)</li> <li>• Activity: Create a schedule of term assignments and exams using your syllabi (<i>Source: Instructor's Manual</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 1, Welcome to Your College Experience</li> <li>• Complete Figure 1.2: Practice Setting SMART Goals</li> <li>• Read Chapter 2, Time Management</li> <li>• Bring syllabi from all your courses to class for an activity</li> </ul>
<b>Week Three: Emotional Intelligence</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 3</li> <li>• Group discussion: EI Questionnaire results</li> <li>• Small-group discussion: What Would You Have Done? Scenario (<i>Source: Instructor's Annotated Edition</i>) and case studies (<i>Source: Instructor's Manual</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 3, Emotional Intelligence</li> <li>• Complete the EI Questionnaire in chapter</li> <li>• Prepare a two-page paper explaining your reactions to the chapter. Is this material relevant to you or your friends?</li> </ul>
<b>Week Four: Learning Styles</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 4</li> <li>• Discussion of Chapter 4, including VARK and Multiple Intelligences Inventory results</li> <li>• Activity: Examining the characteristics of the MBTI (<i>Source: Instructor's Manual</i>)</li> <li>• Note: An article on a social issue will be distributed for our next class!</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 4, How You Learn</li> <li>• Complete VARK and Multiple Intelligences Inventory in chapter</li> <li>• Be prepared to discuss the Myers-Briggs material in class</li> </ul>
<b>Week Five: Critical Thinking</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 5</li> <li>• Discussion of article on a social issue (<i>Source: Instructor's Manual</i>)</li> <li>• Additional discussion: Why is it important to think critically? (<i>Source: Instructor's Manual</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 5, Thinking in College</li> <li>• Complete Rate Your Critical-Thinking Skills evaluation in chapter</li> <li>• Read the article that was distributed in the last class. Is there a bias? Come prepared for discussion.</li> </ul>

<b>Week Six: Reading</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 6</li> <li>• Group discussion: What are your reading strategies? (<i>Source: Instructor's Manual</i>)</li> <li>• Small-group activity: Practicing the four steps of active reading (<i>Source: Instructor's Manual</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 6, Reading to Learn</li> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 6.</li> </ul>
<b>Week Seven: Note Taking, Listening, and Participating</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 7</li> <li>• Group discussion: How do you prepare for class? (<i>Source: Instructor's Manual</i>)</li> <li>• Activity: Comparing Notes (<i>Source: Instructor's Annotated Edition</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 7, Getting the Most Out of Class</li> <li>• Make a short list of what you do to prepare for class each day</li> <li>• Checking in: Set up an appointment with me to discuss how the term is going. (This is part of your participation grade!)</li> </ul>
<b>Week Eight: Studying</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 8</li> <li>• Group discussion: What are your current study habits? What memory strategies do you use? (<i>Source: Instructor's Manual</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 8, Studying</li> <li>• Complete Tough Choices chart in chapter</li> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 8.</li> </ul>
<b>Week Nine: Test Taking</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 9</li> <li>• Discussion: Prepare for common types of exam questions (<i>Source: Instructor's Manual</i>)</li> <li>• Take-home MIDTERM EXAM will be distributed in class! (<i>Source: Test Bank</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 9, Test Taking</li> <li>• Complete Test Anxiety Quiz in chapter</li> <li>• Set up an interview with an instructor. A short class presentation about what you learned is due on Week Eleven! (<i>Source: Instructor's Annotated Edition</i>)</li> </ul>
<b>Week Ten: Information Literacy and Communication</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Meet in the library for tour and introduction to research materials!</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Take-home MIDTERM EXAM</li> <li>• Read Chapter 10, Information Literacy and Communication</li> </ul>
<b>Week Eleven: Relationships</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 11</li> <li>• Class presentations: What I learned about my instructor</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 11, Relationships</li> <li>• Make sure your class presentation is ready to go!</li> </ul>
<b>Week Twelve: Diversity</b>	
<p><i>Topics/activities:</i></p> <ul style="list-style-type: none"> <li>• Quiz: Chapter 12</li> <li>• Small-group activity: Reflecting on Identity (<i>Source: Instructor's Annotated Edition</i>)</li> </ul>	<p><i>Assignment(s) due:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 12, Diversity</li> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 12.</li> <li>• Begin keeping a "wellness journal" of your eating, physical</li> </ul>

	activity, and sleeping. Be prepared to hand in a written reflection next week! ( <i>Source: Instructor's Annotated Edition</i> )
<b>Week Thirteen: Wellness</b>	
<i>Topics/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 13</li> <li>• Group discussion: The results of the Stress quiz homework activity; your health on a scale of one to five (<i>Source: Instructor's Manual</i>)</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 13, Wellness</li> <li>• Complete the Stress quiz in chapter</li> <li>• In writing, discuss your "wellness journal" experience</li> </ul>
<b>Week Fourteen: Money</b>	
<i>Topics/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 14</li> <li>• Special guest speaker from the financial-aid office!</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 14, Money</li> <li>• In writing, respond to the Apply What You've Learned questions in Chapter 14.</li> </ul>
<b>Week Fifteen: Majors and Careers</b>	
<i>Topics/activities:</i> <ul style="list-style-type: none"> <li>• Quiz: Chapter 15</li> <li>• Special guest speaker from the career center! We'll discuss available resources and your career inventory results.</li> </ul>	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Read Chapter 15, Majors and Careers</li> <li>• Take a career inventory at the campus career center</li> <li>• Career research project: Research three occupations that interest you, and write a reflection explaining what you've learned.</li> </ul>
<b>Week 16: Moving Forward</b>	
<i>Topics/activities:</i> * FINAL EXAM* ( <i>Source: Test Bank</i> )	<i>Assignment(s) due:</i> <ul style="list-style-type: none"> <li>• Prepare for final exam</li> </ul>

# Final Projects for the First-Year Seminar

Many instructors of first-year seminars choose to assign a Final Project as a way to encourage their students to reflect on, apply, and extend what they've learned over the course of the term. Projects of this kind tend to require students to reflect on their own goals and learning experiences, write or otherwise share what they've come to understand, and sometimes make concrete plans for the future. Some Final Projects require students to take specific actions early in the term, while others can be assigned at the conclusion of the term.

You may choose to have students share the results of their Final Projects with each other in one of the last sessions of the term, or you may simply give feedback, assign a grade, or have students add their results to a portfolio.

See below for six sample Final Projects.

## 1. Looking Back: Reflections on the Term

Reflection is the deepest kind of thinking about our own learning experiences. In reflection we make decisions about the value of what we have learned and how we might apply what we have learned to our own thinking, understanding, and the ways we live our lives.

This assignment invites you to look back on your first term of college and reflect on what has happened to you. Using some or all of the questions below, write a 500- to 1,000-word essay on your reflections. There are no right or wrong answers—you will be evaluated on the quality of your reflective thinking. You don't have to use all of the questions; just pick the ones you think are most relevant to you.

1. Looking back to your first days on campus, how would you describe the person you were then?
2. How would you describe yourself now?
3. What has happened to you that might explain these differences and any movement forward or backward?
4. How have things changed in terms of the way you think, the way you behave, the other students with whom you spend time, your relationships with your family, and your relationships with the people outside your family who were your "significant others" before coming to college?
5. What are you pleased about in terms of what you accomplished this first term?
6. What about your experiences (and especially your own work) were you not pleased about?
7. How would you summarize where you are now at the end of the term in comparison to where you were when you started?

Share any other concluding thoughts that you feel are relevant.

## 2. Setting Goals for Next Term

Based on what you did or did not accomplish during this term in your academic or personal life, what would you like to accomplish during the next term of college? What would you like to stop doing? What would you like to start doing? What would you like to continue doing?

Write a 500- to 1,000-word paper that describes at least five goals you have for the next term. Use these questions to help you think about each goal:

1. Do you genuinely want to do this? Are you pursuing this goal of your own free will?
2. Is this a SMART goal? In other words, is it Specific, Measureable, Attainable, Relevant, and achievable within a given Time period?
3. What kind(s) of help might you need in achieving this goal?
4. In order to achieve this goal, what might you have to do differently next term as compared to what you did this term?
5. How will you know whether or not you are achieving this goal?
6. What will be the payoff to you for achieving this goal?

In your paper, elaborate on why you chose each goal. Briefly lay out your game plan for pursuing each goal.

## 3. Thinking about Purpose, Major, and Career at the End of Your First Term

Ideally, one of the most important developmental tasks during college is successfully deciding on your life's purpose and then using that information to determine what you will study and what career you want to pursue.

In a reflective essay, share your thoughts about your purpose, major, and possible career. You don't have to address all of these questions; just use them as triggers for your thinking.

1. When you entered college at the beginning of this term, how "decided" were you in terms of life purpose, major, and career?
2. Did your experiences this term confirm that you want to pursue these goals or change your thoughts about your present and future direction? Describe the experiences that had the greatest impact and what you learned from them.
3. At this point, are you more decided or less decided about your major or vocation?
4. What steps will you take to further develop your sense of purpose, academic focus, and selection of a life's work?
5. Based on your personal self-assessment, how would you respond to the following questions?
  - a. What will be your approach to advising next term?
  - b. Should you seek career counseling or other kinds of assistance from the career center?
  - c. Would it help you to seek personal counseling from your campus counseling

- center?
- d. Should you stay in this same major or change your major?
  - e. Should you seek new kinds of co-curricular experiences to broaden your interests and experiences?
  - f. Are you ready for an internship?
  - g. Should you consider work shadowing?
  - h. Would a service learning experience help you?
  - i. Would you benefit from a study-abroad experience?
  - j. What are you going to tell your family about your current direction?
  - k. Should you make any changes in your most important personal relationships?  
Which of these relationships are furthering or hindering your goal advancement?

#### 4. Finding a Mentor

**Context:** Mentor was the most trusted friend of a famous figure from classical Greek antiquity, Odysseus. Odysseus left his family and home in the care of Mentor, his most trusted friend, for many years while he went off to fight in foreign wars. The term mentor has come to mean someone in whom we place great trust, whom we admire, whom we wish to emulate. Having a mentor is advantageous: research proves that individuals who have mentors are more successful and gain more rapid advancement in organization settings. Mentoring is a professional relationship and, ideally, does not become overly personal, especially not romantic. Usually the mentor is at least half a generation older, although in the college/university setting, the mentor may be a fellow student who is only a few years older or a faculty or staff member.

**Assignment:** You are encouraged to view your first term in college as a journey, and one of the essential tasks of the journey is to find one person who is affiliated with your college or university whom you respect, admire, and can open up to and who shows an interest in you and encourages you.

As an assignment, select someone like this and attempt to develop a relationship with this person. This individual may be a faculty or staff member or a fellow student who has been a student at this same institution longer than you have.

Once you have someone in mind, spend some quality time with him or her. Get to know this person and, more importantly, let him or her get to know you.

By the end of the term, submit a paper between 500 and 1,000 words (two to four pages) in which you answer these questions:

1. Who is your mentor?
2. Is your mentor a student or faculty/staff member?
3. How did you meet your mentor?
4. Why did you select this person to be your mentor?
5. What do you respect/admire about your mentor?
6. How has your mentor been helpful to you?

7. What are your thoughts about continuing this relationship beyond the first term of college?
8. How would you characterize your relationship with this person now?
9. Overall, how have you benefited from this relationship?

## **5. Coteaching This Course as a Peer Leader**

Imagine that because of your excellent academic record and leadership abilities, you have been nominated to be a peer leader for the first-year college success course. You have a planning meeting coming up with the professor who will be your coteacher for this course. Respond to these questions as a starting point from which to negotiate your peer leader responsibilities for the term.

1. What are your current strengths as a student?
2. What are some of the mistakes you made in your first term of college that you would like to help new students avoid?
3. What do you think are the most important things that need to be accomplished in this course?
4. What would be a good division of labor between you and the instructor? What specific responsibilities would you be willing to assume?
5. What do you think you could do for the students more effectively than your instructor partner?
6. What would you like to learn from this experience?

If your campus has a peer leader program and you want to get involved, ask your instructor for more information and use your responses to the questions above to explain why you would be a good candidate for the program.

## **6. Planning a Reunion for Your College Success Class**

Imagine that on the last day of class this term you are elected to chair a committee that is planning a reunion for the end of the next term. Develop a plan for this reunion by responding to the questions below. Also, feel free to get creative and add as many other details about this event as you would like.

1. How would you divide responsibility for planning this event between your classmates and the instructor?
2. Where would you hold the reunion? How long should it last?
3. Would you want to ask your classmates for an update on their college experience? What would you like to know?
4. What would be the instructor's role at the reunion? Could he or she answer questions or provide information for the class?
5. Would the reunion include fun activities? Food?



# **Part II**

## **Chapter Teaching Resources**

## **Overview of Teaching Resources**

Each set of chapter resources contains the following elements:

- Chapter Teaching Objectives
- Timing of Chapter Coverage
- About This Chapter
- Suggested Outline
- Expanded Lesson Plan (with the following steps):

- STEP 1 Lecture Launchers and Icebreakers
- STEP 2 Classroom Activities
- STEP 3 Review
- STEP 4 Preview for Next Class

Let's take a closer look at each of these elements:

### **Chapter Teaching Objectives**

These objectives clarify the main points of each chapter and what is most important to communicate to first-year students in the teaching of that chapter.

### **Timing of Chapter Coverage**

This section gives an indication of when it is most useful to assign a chapter and suggests links to other relevant chapters that can be taught in conjunction.

### **About This Chapter**

This section provides an overview of the chapter and suggestions on how best to present the material to your class.

### **Suggested Outline**

The outlines offer a five-step plan for each session, weaving in items such as lecture launchers, self-assessments, topics for discussion, chapter exercises, group activities, peer leader assistance, retention exercises, case studies, and video suggestions.

### **Expanded Lesson Plan**

The Expanded Lesson Plans are broken down into four steps:

## **STEP 1 Lecture Launchers and Icebreakers**

Choose one of the many ideas presented.

## **STEP 2 Classroom Activities**

These include suggestions for a short or “punctuated” lecture, a self-assessment, discussion topics, specific group activities, suggestions for involving peer leaders, retention exercises, case studies, and finally, video suggestions. Many of the exercises and discussion topics involve activities that can run across several weeks or the entire term. We recommend you flip through the complete Instructor’s Manual before the start of the term to select activities in which you want to involve your students.

## **STEP 3 Review**

This section includes a wrap-up, revisits student objectives, addresses common questions and concerns about the topic at hand, and offers opportunities for writing reflection. Each review section contains “Web Resources” and “For More Information” sections with annotated lists of Web sites and books and articles where you and your students can research the main topics presented in each chapter of the textbook.

## **STEP 4 Preview for Next Class**

This brief look into the next chapter includes suggestions on what to ask students to do to prepare.

## Using YouTube to Teach with *Your College Experience*

*Chris Gurrie*

Who doesn't want to incorporate more video into a college success course? YouTube has become more than a vehicle for simply posting home videos. Scholars, employers, marketers, and companies have all taken to placing their messages on YouTube channels for the world to see. With thousands of videos available for viewing, where does one begin to look to use YouTube for teaching? This may be an overwhelming task for the instructor who is just beginning to dabble with showing videos in the classroom. Instructors who have used YouTube for years may appreciate a different perspective or suggestions for infusing a new idea or two into their classes. The purpose of this article is to help guide instructors in the use of YouTube for teaching *Your College Experience*. We've suggested some popular videos to search for as well as some exercises and questions. We haven't provided the URLs since they often change. The exercises can easily be modified in a myriad of ways to accommodate any instructor at any level. Following, you'll find suggestions for searching for videos, in-class discussions, and exercises for Chapters 1–5, 7, and 10–15 of *Your College Experience*. Enjoy!

### Chapter 1 Welcome to Your College Experience

Sometimes students go to school but do not know why. That's okay, but having a focus that is clear and not "hazy" can help guide the college experience. Watching a few clips of hazy college experiences can be a fun, humorous, or serious way to start a discussion that helps students answer that all-important question: Why am I here?

#### Search Suggestions

Try showing a movie clip about slackers or any students with a hazy vision of what they want to do and why they're in college. Seeing these characters in action often helps start a rich classroom discussion. There are lots of movies to choose from, but here are a few of my favorites:

*Animal House*  
*Van Wilder*  
*PCU*

#### Discussion or Written Questions

- Why do we laugh at characters who seem lost?
- Does this bother you in any way, considering the great costs of college?
- Should students who have no idea what they want from college go to college and use the college resources?
- Can anyone answer the question "Why am I in college?" without using the word *job*?

### Chapter 2 Time Management

There are many potential distractions looking to derail students' focus and attention during their college experience. Lots of tips and tricks will be introduced to students about how to prioritize, analyze, synthesize, use planners, budget time, and get organized. These methods are popular ways

to talk about managing time with students. However, media and technology overload is a big part of how students spend their time. This activity points out other ways students' time is stolen from them, which then could lead to open discussion.

### **Search Suggestions**

Any video clip about new, emerging, and frequently-used technologies could work here. The suggestions below are about media, technology, and their overload on a person's cognition—how students can be overwhelmed by media.

Bing Overload Commercial Clip #1

Bing Overload Commercial Clip #2

*Shift Happens*

### **Discussion or Written Questions**

If you had to make a pie chart of how you spend your day, what would it look like?

What media take most of your time on a daily basis?

What are the biggest distractions for you?

Can you ever just turn off your technology?

If you had to make a plan to avoid almost all technology on a daily basis, what would it look like?

If you could advise your instructors how to incorporate technology into your daily lessons, what would you tell them?

What can you do to protect your time and get your studies done?

## **Chapter 3 Emotional Intelligence**

Emotional intelligence is defined as the ability to identify, use, understand, and manage emotions. There are multiple ways to teach emotional intelligence using YouTube. The goal is to show videos that illustrate exceptional emotional intelligence, whether real or contrived, in order to spark discussion.

In the speeches following two space shuttle disasters below, the speakers show a range of emotion. After viewing the presidents' speeches and speaking styles, students will have an opportunity to identify and analyze emotional intelligence based on the events of the time. If you do not want to show presidential speeches, soap operas are a good way to discuss emotion. The characters overemphasize their emotions for acting purposes. Have the students discuss the situation and what characteristics are used to evoke emotion.

### **Search Suggestions**

Ronald Reagan *Challenger* Disaster Speech Clip #1

George Bush *Columbia* Disaster Speech Clip #2

It Gets Better campaign commercial

### **Discussion or Written Questions**

In these cases, the videos are used to start a discussion about understanding and managing emotions. Students can discuss how their own ways of expressing emotions are different from or similar to the

ways presented in the videos. What other aspects of the emotions do they like? What do they dislike? Did the speakers seem competent? Are they genuine? How can the students take these concepts and apply them to their families, friends, and college lives?

## Chapter 4 How You Learn

Some students do better in some classes than in others. Do they learn better from lectures or hands-on activities? Are they aural learners? Understanding how they learn could help them better connect with content, course, and material. It could also help them learn strategies for optimizing study time and discover more about themselves as students. There are many quizzes online about learning style inventories. Using YouTube could introduce the idea of learning styles to students who are new to higher education.

### Search Suggestions

Find a video clip of an excellent lecture that you like and the students will like. TEDx talks are a rich source of compelling lectures covering a wide range of material.

### Discussion

Ask the students to turn their backs to the video lecture while you show it, and to take notes. Upon conclusion of the clip, ask the students pointed questions about the content of the lecture. Specific content questions and items from any visuals used during the lecture will help make the point about learning styles and seeing, hearing, and writing.

Next, show the same clip again with the students watching the video. Ask them to take notes or add new notes. Now discuss how much more is retained when the students can both hear *and* see the lecture. From here discuss which students were comfortable just hearing the lecture. Which students would have been fine only *seeing* the lecture once? Use these activities to tie into the work on learning styles and even note taking.

## Chapter 5 Thinking in College

There are many videos an instructor could show a class during a unit on critical thinking. One could show videos that address world problems and highlight case studies, and then ask the students to come up with a solution to those problems. Or show footage from a historical problem that has already been solved and ask students if they would have acted the same way or differently.

You might consider using a video clip from your favorite problem-solving TV drama. *House*, *CSI*, and *Grey's Anatomy* are all popular television shows where the cast is stumped by a major case and in the end it is solved by one of the leading characters. Yet many times the audience is left with a sense of “how real was that really?”

### Search Suggestions

- Clip from *House* (or other problem-solving show)
- National Geographic Channel clips addressing world issues
- Issues of crime and punishment
- Declaration of U.S. entry into WWII after Pearl Harbor was bombed

*Trapped on an Escalator*; if you haven't seen this one, give it a try!

### **Discussion or Written Questions**

What elements of the TV dramas or series are unrealistic? What led you to believe this? What might lead you to think the illnesses on *House* are made up? How can television be used for effective critical thinking? What else do you see on TV that causes you to question how “real” something is? Can you relate these instances to aspects of your real life? How do you know something is true or false?

## **Chapter 7 Getting the Most from Class**

There are many ways to define engagement. From the student's perspective, there is engagement with the professor, peers, and the institution. If a student does not feel connected to two of these aspects, he or she may leave the institution for something else. Additionally, just because a student does not dominate class discussion, it does not mean he or she is disengaged. A discussion of engagement may encourage students to ask themselves what is most engaging to them.

### **Search Suggestions**

Show an excellent lecture given by a great professor or teacher.

*The Last Lecture* by Randy Pausch is an example of engaging an audience. He talks about various aspects of family, health, culture, and emotion.

Tony Robbins is a motivational speaker who students either enjoy or find a bit brash. Search his YouTube videos.

A professional public speaker, such as Suze Orman, is also a possibility.

### **Discussion or Written Questions**

Ask students if professors can be as engaging as the examples you have shown them if they are talking about a subject like math or chemistry instead of the topics shown in the clips. Why? Why not? A possible assignment could ask students to search YouTube for other great lectures and answer the question “Why is this speaker engaging?” Then ask students: What can you do to be more engaged? What makes people more engaged? Whether it is learning, relationships, or business, engaged people share similar characteristics. What are they? Is it more difficult for professors to engage students today than in the past?

## **Chapter 10 Information Literacy and Communication**

### **INFORMATION LITERACY**

Students are bombarded with messages from all different angles—marketing, advertising, Google, and even YouTube. College students have to decipher what is important to spend time and brainpower on when filtering through all of these messages. YouTube can be used here to highlight the quantity of information and how it is multiplying exponentially.

## Search Suggestions

### *Shift Happens*

#### **Discussion or Written Questions**

Even if this clip was used at another time, it is still relevant for this discussion. Ask students to start on a global level and list or discuss the messages they receive, where they come from, what they miss, and how they know what to trust. From this point, drill down to the national level; next, move to the state or regional level; then move to the citywide level; and finally discuss the college level. How many messages are there? Where do they come from? Do the e-mails from the school get out of control? How do you know what to read and what to delete? Why? Comparing the different levels of literacy and sense-making will help students decipher how they are making literate choices and what they can do to be more aware. Discuss ways to make order of the messages received on a daily basis.

#### **WRITING**

Writing well and speaking well are two of the most important skills one can learn in college. These skills are continuously used by students regardless of major, discipline, or degree. On writing, what to write about is one thing that students have difficulty with during in-class writing assignments, especially in first-year seminars not geared toward any specific subject.

#### **Search Suggestions**

Show any thought-provoking video clip. This could be political headlines, public speeches from a political leader or other figure, or simply a partial episode of *South Park*.

*South Park* episodes

Lyndon Johnson's Daisy ad or other campaign ads

*Shift Happens*

Provocative advertisements: Calvin Klein, Polo, Abercrombie, cologne, cars

#### **Discussion or Written Questions**

Questions for the students to write about may include: How did this clip make you feel and why? What are the major flaws with this presentation, argument, or speech? How could you rewrite this piece to be better? If you were the writer of this piece, what would you have added? Can you argue the other side or a different issue related to this topic? What real-life issues are contained within the video clip—narcissism, poverty, sexism, politics, and so forth? Questions like these based on YouTube clips can lead to in-class assignments or out-of-class writing assignments.

#### **SPEAKING**

Speaking effectively is extremely important in all facets of life. Students often complain that their peers' speeches are dull, boring, or trite; yet those students themselves will get up and give another dull, boring, or trite speech. Why is this? A good way to discourage dull speaking and increase speaker immediacy and impact is to ask students what they want in a good speaker and then have them evaluate other speakers as well as themselves.



### **Search Suggestions**

Search YouTube for “student public speaking” or “informative speech” or “persuasive speech,” and find a good one. When you show the speech, ask students to critique the work. Perhaps even give the students a public speaking rubric. Ask them to grade the speech on various elements you suggest the students look for.

### **Discussion or Written Questions**

Ask the class what was good about the speech and what was not so good. Why? What did you like? What did you not like? What would you do differently? Why? Ask students if they could make a presentation that would be any better. Then ask them what they will do differently in their speeches in order to be perceived more favorably by audiences. This discussion can go in many different directions.

## **Chapter 11 Relationships**

For any number of reasons, relationships may be a topic that instructors do not feel comfortable discussing. Because of this, video clips could serve as a “neutral” ground that could provide a springboard for relationship discussion. Clips that exemplify healthy aspects of various types of relationships could benefit classroom discussion more than clips on types of relationships. Areas to consider for discussion: what’s safe, what’s healthy, and how to keep and maintain relationships.

### **Search Suggestions**

- Clips about what date rape is and how to protect yourself
- Clips about healthy communication in relationships
- Clips from “quirky” relationships on TV shows, like Peter and Lois in *Family Guy*, Tony and Carmela on *The Sopranos*, or your favorite scenes from *Seinfeld*
- Clips where standup comics discuss relationships between men and women or the differences between men and women

### **Discussion or Written Questions**

We are all involved in so many different types of relationships that health and safety may be an easy and important theme with which to start a discussion. Ask students about the healthy relationship practices demonstrated in the videos. What is good? What is not as good? Why? What makes for effective communication? Why might some practices work better than others? Outside work may foster this discussion. Students could keep a journal or write a paper about several different types of relationships in which they are or have been involved. Self-reflection or private analysis of these relationships could take place after classroom discussion.

## **Chapter 12 Diversity**

There are numerous clips one could show on diversity. Try discussing diversity on a campus-specific level. For that purpose, the YouTube clip suggested for this section is “Justice Right Now” from *The Great Debaters*. Show this clip as a springboard for discussion specific to the campus. If this does not fit your agenda, there are lots of TV shows and movies that address the importance of diversity. *Remember the Titans* is a movie about a high school football coach who must work

through the first year of having a racially integrated team. *South Park* can be very provocative—and offensive, so be careful—and provide a springboard for some great discussions. Last, people are diverse in many ways. Try showing a movie like *Murderball*, a documentary about wheelchair rugby, and see where the conversation goes.

### **Search Suggestions**

*Great Debaters*: “Justice Right Now—Samantha”

*South Park*: “Tolerance Museum” episode

*Remember the Titans*, when coach speaks to mixed-race team

*Murderball*

It Gets Better campaign

### **Discussion or Written Questions**

Samantha asks when the time is right for justice. Why not now? Why not today? Could any of the students get up and talk about race so candidly in today’s climate? How are relations among diverse groups on your specific campus? Do students tend to gravitate toward others they feel are like themselves? Why? Why not? Is this natural and normal? (Of course it is.) What does the university do to improve diversity? Are there events you can attend to learn about diversity on your campus? Diversity is a large and important part of college and life, and this section could be used for class discussions, writing exercises, or out-of-class papers.

## **Chapter 13 Wellness**

It is no secret that college students run themselves down. There are so many opportunities available that they want to do everything, but this involvement sometimes comes at the expense of the body. It can be difficult to maintain wellness in college when there are so many pressing priorities. Instructors discussing wellness can choose from a variety of topics—diet, exercise, sleep, and relaxation and stress.

### **Search Suggestions**

Clips from *Fast Food Nation*

Clips from *The Biggest Loser*

Clips about proper exercise and wellness

Clips on how to reduce stress

Clips from news broadcasts about health care costs and access

### **Discussion or Written Questions**

Students are going to continue to try to “do it all.” Discussion around these clips can include the importance of healthy eating—even on campus—as well as diet, nutrition, what is really in our food, and the importance of water. Moving beyond food and sleep, students may not know the importance of relaxing and getting away from work for a while. Discussion or written work about student stress and its reduction could be one aspect of this unit based on the clips mentioned above. Mental health, relationships (again), and drugs and alcohol could also be parts of this greater discussion.

## Chapter 14 Money

Money and finances can be difficult to discuss in any college classroom. Professors may have arrived at their position in life in any number of ways—perhaps by working four jobs to put themselves through graduate school or by earning a prestigious scholarship. The same is true for students. Without full disclosure, no one can know or understand what financial situation is part of any given student’s life journey. It is safe to say, though, that the general consensus, through truth, reality, or popular culture, is that of the “poor college student.” Historically this notion comes from the idea that students put their studies first and therefore do not have time to keep a full-time job. While the landscape of working and studying has changed over the years (through online education, availability of alternative courses, and other means), it is still fairly safe to assume that college students could benefit from any and all tips about financial management. For this unit, an instructor may want to show the reality of finances both in and out of the academy.

### Search Suggestions

- Clips from car commercials or other products that play on lifestyle
- Clips from commercials advertising layaway or pay-as-you-go
- Infomercials about housing, travel, or luxury items

### Discussion or Written Questions

While some professors may not be comfortable providing financial advice to their students, the realities of costs could be a neutral discussion topic for everyone. For the above clips, the professor and student could discuss how much financing a car or house *actually* costs compared to the teaser rates offered on a television commercial. A possible written assignment from this discussion could be to ask students to shop for or do research on cars, apartments, or houses and report how much these things would actually cost the student. Things advertised as “all-inclusive” could be another area of discussion.

## Chapter 15 Majors and Careers

There are any number of YouTube videos available on how to find a job, how to hone one’s skills for interviewing, and how to give a great first impression. These are all applicable for various aspects of teaching career orientation. For this YouTube clip, however, it may be important to point out that work and career should not be about the money, but rather about passion, scope, and relevance to a student’s interests.

### Search Suggestions

- Office Space*: look for the clips of Milton getting passed over for cake, or of Michael Bolton destroying the printer.
- Clips from *The Office* sitcom
- Clips from *Workaholics*

### Discussion or Written Questions

Why do people get frustrated with their jobs? Is it normal to get frustrated with a job? Why do people work at jobs they do not like? Is it simply for the money? Students often come to college to be doctors or lawyers, but they quickly find out that they do not like these fields. What should they do in these situations? This conversation could go in a number of different directions.

## Video Tool Activities for *Your College Experience*

Want to add video to your students' work on this chapter? The new Video Tools feature in LaunchPad for *Your College Experience*, Twelfth Edition, allows you to create video assignments and prompt discussion. We've suggested some popular videos to search for, as well as in-class activities and discussion questions you can use in conjunction with the Video Tool in LaunchPad or in your classroom on your own. We have not provided the URLs because they often change, but we have provided search terms that you can use to locate these videos quickly and easily.

We suggest two methods for including these videos in your course:

1. **Show and discuss.** During class, play the video you've located with our suggested search terms. Then, use the activities to help students connect the video with the concepts. If you want students to watch the video before class or have access to it after class, you can [create a link to the video](#) within the LaunchPad unit.
2. **Embed and require comments.** For homework, you can [add a video assignment that embeds the clip](#). Students will watch the video and add comments along its timeline that only you, the instructor, can view. Here are set-up instructions:
  - Copy the questions/writing prompts below, and paste them into the directions area of the video assignment.
  - Set due date and gradebook points.
  - Set the assignment to be an "Instructor Submitted" video.
  - Indicate how many comments students are required to make.
  - Be sure to set the comment visibility so that instructor and student comments are private.
  - After students finish the assignment, you'll be able to see the points in the video at which students made comments and what they wrote—this "heat map" conveys where student interest is high and what moments in the video might have been missed.

## Chapter 1 Welcome to Your College Experience

### At-a-Glance

Topic(s)	Type	Title	Length
• The college experience	Advertisement	Miami University TV Commercial (60 sec)	1:01
• Learning communities	Instructional	Learning Communities at Loyola	2:58
• Academic planning	Instructional/ Advertisement	Office of Pre-Major and Academic Planning	0:45
• Email • Communicating with instructors	Instructional	Seven Email Blunders You Don't Want to Make	3:51

### Miami University TV Commercial

**Type:** Advertisement

**Topic(s):** The college experience

**Search Terms:** Miami university tv commercial

**Video Title:** Miami University TV Commercial (60 sec)

**Time (of video):** 1:01

**Posted by:** Miami University

**Date posted:** September 19, 2011

**Video description:** College provides countless opportunities and experiences that will help shape and define you.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** From the first time you step on campus, you experience moments that shape and change you. Describe one of these moments from your college experience.

#### **In-class activities:**

1. **Who Am I?** Objective: Students get the opportunity to reflect on their growth.

Show the first 20 seconds of the video.

- a. Ask students to define themselves by answering the question, “Who am I?” twenty times. After students complete this task, continue with the class.
- b. At the beginning of the next class meeting, students should complete the same task answering the question, “Who am I?” twenty times.
- c. Ask students to compare the second list to the first, and start a discussion about what did or did not change. Ask students what elements are more or less likely to change from their list.

d. As a conclusion to this activity, the lists can be collected and revisited the last day of the term.

2. **Location, Location, Location** Objective: Students get the opportunity to reflect on the meaningful experiences that await them.

Show the video from 0:25 to 0:38. The narrator mentions locations in the classroom, residence halls, overseas, on the field and “under the arch” (this location is specific to Miami University; most schools have their own “under the arch” location). How locations like these affect students will differ. In small groups (three to four students), discuss what we learn and how we change during college because of interactions and experiences in different locations.

## Learning Communities

**Type:** Instructional

**Topic(s):** Learning communities

**Search terms:** video learning communities at Loyola

**Video title:** Learning Communities at Loyola

**Time (of video):** 2:58

**Posted by:** Loyola University Chicago

**Date posted:** March 13, 2012

**Video description:** Explore conditions that foster a learning community environment. Students see the benefits of this kind of synergy.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What factors help students build academic confidence? What aspects of the learning community appeal to you?

### In-class activities:

1. **Easing Transition** Objective: Students gain some familiarity with learning communities.

Show the video from 0:56 to 1:10. Have students identify reasons why learning communities help individuals acclimate and transition to college. Write the ideas on the board. Discuss.

2. **Academic Benefits** Objective: Students learn about benefits of learning communities.

Show the video from 1:10 to 1:24. In groups, ask students to identify how students benefit academically from learning communities. If your students are participating in a learning community, ask them to share specific examples of such benefits. Then, come up with two ways that these benefits could be replicated on campuses without formal learning communities.

## Academic Planning

**Type:** Instructional/Advertisement

**Topic(s):** Academic planning

**Search terms:** video bgsu office of pre-major

**Video title:** Office of Pre-Major and Academic Planning

**Time (of video):** 0:45

**Posted by:** bgsu

**Date posted:** September 16, 2013

**Video description:** Unsure of a major or career path? Take advantage of the pre-major and academic planning resources available at your institution.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What is academic planning? Why is academic planning important for college students? What areas of study does the video hint at?

### In-class activities:

1. **Sharing Interests and Goals** Objective: Students begin to get to know one another by sharing plans and goals.

Have each student interview two others in the class and ask the following questions:

- What area of study or major are you considering?
- Why?
- What career goals do you have?

2. **Using Tools** Objective: Students get more familiar with these career planning resources.

Have students discuss the tools in their college success textbook and in the college success course designed to help them with career exploration.

## E-mail Blunders

**Type:** Instructional

**Topic(s):** E-mail, communicating with instructors

**Search terms:** video seven email blunders

**Video title:** Seven Email Blunders You Don't Want to Make

**Time (of video):** 3:51

**Posted by:** Rackspace

**Date posted:** October 5, 2012

**Video description:** E-mail blunders could, at best, lead to awkward moments and, at worst, end a career. Watch these seven reminders of what not to do.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Think about the e-mails you’ll send to instructors, friends, family, and coworkers in the next year. Select three tips and describe a situation likely to occur in the near future to which you can apply this advice.

**In-class activities:**

1. **Proofreading E-mails** Objective: Students practice strategies for proofreading e-mails.

Show the video from 1:10 to 1:38. Have students use their phones, tablets, or computers to compose an e-mail that they will not send. They should accept all autocorrect changes. Discuss the results of the autocorrect, and the benefits of reading an e-mail out loud.

2. **Angry Emails** Objective: Students learn the value of emailing only when in the right state of mind.

Try to find examples of “angry” e-mails online (you may even have your own examples). Show the video from 3:01 to 3:32 and have students provide examples of why they should never send an e-mail when angry.

- a. Find examples of employee rants on social media sites to demonstrate why it is so important to resist posting anything when angry.
- b. Ask students to write an e-mail to an instructor who has a “no excuses” policy requesting permission to take the final exam at a different time due to family obligations. Students should send the email to the instructor of *this college success course*.
- c. Respond to these student e-mails.
- d. Discuss the value of being calm when e-mailing and the importance of never e-mailing when angry.

## Chapter 2 Time Management

### At-A-Glance

Topic(s)	Type	Title	Length
<ul style="list-style-type: none"> <li>• Time management</li> <li>• Procrastination</li> </ul>	Instructional	Effective Time Management	3:33
<ul style="list-style-type: none"> <li>• Time management</li> <li>• Procrastination</li> </ul>	Instructional	time management Rock Video	3:56
<ul style="list-style-type: none"> <li>• Procrastination</li> </ul>	Television clip	The Big Bang Theory-Back to the Future	2:58
<ul style="list-style-type: none"> <li>• Procrastination</li> </ul>	Television clip	The Big Bang Theory-Off Topic	2:40



## Time Management

**Type:** Instructional

**Topic(s):** Time management, procrastination

**Search terms:** video effective time management Missouri

**Video title:** Effective Time Management

**Time (of video):** 3:33

**Posted by:** MSU Bookstore (Missouri State University Bookstore)

**Date posted:** May 5, 2011

**Video description:** What happens when you use time ineffectively? Watch as a student uncomfortably finds ways to avoid writing his philosophy paper.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What feelings/emotions did you experience when watching the student procrastinate on his paper? Why do you think the video evokes these particular emotions?

### **In-class activity:**

**Use of Time Objective:** Students gain an appreciation and deeper awareness of time and how good time management keeps time from “slipping away.”

Often we are unaware of the amount of time we spend doing certain activities. Select a class meeting during which you will focus on the wise (or unwise) use of time.

- a. Cover the clock. Ask students to put away mobile devices.
- b. Choose from the exercises listed below. Keep track of the time that elapses during each exercise, but do so without the students knowing.
- c. After doing the exercises, ask students to guess how much time elapsed during each one and to discuss which use of time felt the longest/shortest to them.

### **Use-of-Time Exercise Ideas (Feel free to add to this list.)**

1. Delay the start of class by shuffling papers, setting up the computer, playing on your phone, or casually talking to students.
2. Ask students to write continuously on a topic for 1 minute. Make the topic easy to write about (e.g., favorite sports team and why, favorite season and why).
3. Pretend to have an important call to take. Tell students they may do whatever they want while you take the call (e.g., use phone, play on laptop, do work for other classes).
4. Listen to a song.
5. Sit in silence and look straight ahead.

## Time Management Rock Video

**Type:** Instructional

**Topic(s):** Time management, procrastination

**Search terms:** video time management rock video

**Video title: time management Rock Video**

**Time (of video):** 3:56

**Posted by:** rneidertjatc26

**Date posted:** August 29, 2012

**Video description:** When is the jar full? Watch as rocks, pebbles, sand, and, finally, water take a jar from empty to full. The jar is analogous to the time in your life. The elements in the jar represent all the stuff you put into your day.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** The “rock jar” concept is designed to make you think about how you spend your time. Describe what the metaphor means to you, your life, and how you spend your time.

**In-class activity:**

**Reenactment Objective:** Students apply the metaphor of the “rock jar” to their lives and commitments.

Show the video, then deconstruct the concept in class.

- a. Have students identify what each element could represent. Answers will likely vary widely.
- b. Perform the “experiment,” changing the order in which you add the elements. Let students see what happens when the water or sand is added before the rocks or pebbles.
- c. Ask what motivates us to add the water before the rocks, metaphorically speaking.
- d. Ask students how they can transform rocks (e.g., projects, papers, exams) into pebbles or sand.

### ***The Big Bang Theory Clip #1***

**Type:** Television clip

**Topic(s):** Procrastination

**Search terms:** video big bang theory procrastination

**Video title: The Big Bang Theory-Back to the Future**

**Time (of video):** 2:58

**Posted by:** The Big Bang Theory

**Date posted:** October 13, 2014

**Video description:** Leonard, Sheldon, Raj, and Howard have a night without their significant others and plan to “change the world.” Watch as even scientific geniuses struggle with distraction and procrastination.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What caused the guys to lose focus on their project? In the same situation, would you be able to remain focused?

**In-class activities:**

1. **Study Places** Objective: Students work to decrease distractions and find new study places.

Discuss what makes a good place to study. Show the video.

- a. Have a brief discussion of the distractions in our residence halls/apartments/houses.
- b. Explore alternative places to study around campus. Tour the library and computer labs.
- c. Ask what other places, on or off campus (e.g., coffee shops, bookstores, cafes), might make good study places.

2. **Floor Plan** Objective: Students make positive improvements to their study spaces.

Have students draw a floor plan of their living space. Include beds, desks, televisions, and anything else in the room. Ask the following questions:

- Is the floor plan conducive to getting work done?
- Where are you most productive?

### ***The Big Bang Theory Clip #2***

**Type:** Television clip

**Topic(s):** Procrastination

**Search terms:** video big bang theory procrastination

**Video title:** The Big Bang Theory-Off Topic

**Time (of video):** 2:40

**Posted by:** The Big Bang Theory

**Date posted:** October 13, 2014

**Video description:** Leonard, Sheldon, Raj, and Howard are in the lab trying to get work done. They devise a new plan to keep on topic. Watch as even scientific geniuses struggle with distraction and procrastination.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** How do the guys try to avoid procrastination? Describe a reward or punishment system you have used to avoid procrastination. How well did it work?

#### **In-class activities:**

1. **Staying on Task** Objective: Students gain new strategies for staying on task.

Show the video from the beginning to 0:50.

- a. Identify what is “off topic” in the clip.
- b. Have students identify what takes them off topic while working.
- c. In small groups, students should pretend to be a start-up company designing a reward/punishment system to keep college students on task.
- d. Each group should “pitch” its idea to the class.
- e. The other groups should be prepared to ask questions and critique the ideas.

2. **Controllable and Uncontrollable Distractions** Objective: Students become empowered to limit and eliminate distraction.

At 1:26 in the video, the guys become focused on a quote from a movie and completely leave their project behind.

- a. Of the many distractions in our lives, some are controllable. Have students read about distractions in their textbook prior to coming to class and then work through the table below.
- b. Show the video from 1:26 and have a discussion about what students would do if they were a participant in the scene shown in the video. Could they refocus the group?
- c. Brainstorm how to handle controllable distractions.
- d. Talk about how to manage time to prepare for the uncontrollable so that it does not derail your studies.

Distraction	Controllable (C)	Solutions
	Uncontrollable (U)	
Texting/Messaging		
Social media		
Gaming/Videos/Music		
Sports/Hobbies		
Television/Streaming		
Lack of sleep		
Relationships		
Meals/Snacking		
Daydreaming		
Perfectionism		
Errands/Shopping		
Lost items		
Worries/Stress		
Family		
Socializing/Friends		
Multitasking		
Illness, self or others		

Work schedule		
Pleasure reading		

## Chapter 3 Emotional Intelligence

### At-A-Glance

Topic(s)	Type	Title	Length
<ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Emotion management</li> <li>• Self-awareness</li> <li>• Adaptability</li> </ul>	Television Clip	Seinfeld: Emotional Intelligence-Self Management	5:18
<ul style="list-style-type: none"> <li>• Anger management</li> <li>• Emotional intelligence</li> </ul>	Movie trailer	Anger Management – Trailer	2:22
<ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Social intelligence</li> </ul>	Lecture	Emotional Intelligence: Katherine Fortier at TEDxYouth@ISH	9:56
<ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Emotion management</li> </ul>	Online news	Facebook Allowed to Manipulate Your Emotions?	3:42

### Seinfeld and Emotional Intelligence

**Type:** Television clip

**Topic(s):** Emotional intelligence, emotion management, self-awareness, adaptability

**Search terms:** video Seinfeld emotional intelligence

**Video title:** Seinfeld: Emotional Intelligence-Self Management

**Time (of video):** 5:18

**Posted by:** eepmills

**Date posted:** March 26, 2011

**Video description:** George recognizes that his life is not as he desires. He concludes that every decision he makes is wrong and decides to “do the opposite” moving forward.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What signs of emotional intelligence does George demonstrate?

### **In-class activities:**

1. **Exploring Different Roles** Objective: Students can expand self-awareness related to patterns of behavior.

Show the video from 0:15 to 1:00.

- a. By this point in the course, students likely sit in the same seat each time they come to class. As you cover this chapter, ask students to change their seats significantly.
- b. Also, ask students who often participate actively in class to remain silent and observe, and alert students who tend to be quiet in class that you will be calling on them.
- c. After one or more class periods, ask students what they learned about themselves by sitting in a different seat and playing an unaccustomed role.

2. **Changing Behavior** Objective: Students expand self-awareness related to daily patterns of behavior.

Encourage students to take a few opportunities to “do the opposite” outside of class and to be prepared to discuss the experiences during the next class meeting. (Suggest ideas like trying new foods, spending time in different ways or with different people, or going to different places. Remind students not to violate the law or any other policies.)

## **Anger Management**

**Type:** Movie trailer

**Topic(s):** Anger management, emotional intelligence

**Search terms:** video anger management trailer

**Video title:** **Anger Management – Trailer**

**Time (of video):** 2:22

**Posted by:** Sony Pictures Home Entertainment

**Date posted:** January 16, 2014

**Video description:** What happens when you let your emotions get the best of you? Ordered by a judge to undergo anger management therapy, Adam Sandler’s character is exposed to unorthodox methods for change. [Note to instructors: This movie trailer has questionable language and adult themes.]

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** In the movie trailer, the flight attendant and air marshal misinterpret the emotions of Adam Sandler’s character. Provide examples of how his emotions were misinterpreted.

### **In-class activities:**

1. **Current Events and Emotions** Objective: Students experience the role emotions play in various aspects of current events.

Ask students to pick a topic from a list of emotionally charged topics that you compile (e.g.,

cyberbullying, police-involved shootings, sexual assault on college campuses), or select a single topic for them. Consider adding a specific statement about a current event related to one or all of these topics. (If the selected topic is police-involved shootings, for instance, the statement could be this: Police officers should wear body cameras.)

- a. After presenting the topic(s) and/or statement(s), have students write down their feelings related to the topic.
- b. Also have them anticipate how they would react if they found themselves involved firsthand in a situation related to the topic.

2. **Using Emotions** Objective: Students explore the importance of clearly communicating emotions.

Here are two options for developing this activity:

- a. Discuss the role of emotions in igniting social change.
- b. Ask students to provide an example of a time when their emotions were misread or when they misread another's emotions. What happened as a result of the misunderstanding?

### **Katherine Fortier's TEDxYouth Talk**

**Type:** Lecture

**Topic(s):** Emotional intelligence, social intelligence

**Search terms:** video emotional intelligence ted talk Fortier

**Video title:** Emotional Intelligence: Katherine Fortier at TEDxYouth@ISH

**Time (of video):** 9:56

**Posted by:** TEDx Youth

**Date posted:** February 10, 2014

**Video description:** Katherine Fortier, a child and educational psychologist, discusses the importance of high social and emotional intelligence. High EQ can be the difference between success and failure in college and in the workplace.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Choose three quotes from the video that help you understand why EQ is as for success as IQ. Then, explain why Fortier's words stand out to you.

#### **In-class activities:**

1. **Emotional Intelligence in Practice** Objective: Students connect their preferences with EQ skills they can practice.

Show the first minute of Fortier's TED talk. Ask groups to make a list of the characteristics that would help them choose partners for a team project. Collect reports from all the groups, and identify patterns.

2. **Emotional Cues** Objective: Students explore how emotional cues vary.

Show the video from 3:05 to 4:35. Ask groups to make lists of “subtle cues” that people with high EQ either notice or fail to notice. Spice things up by encouraging students to talk about their perceptions of gender differences, about the appropriateness of EQ in particular jobs, and about the need for EQ in social and romantic relationships.

3. **Building Emotional Intelligence** Objective: Students gain an understanding of the challenges involved with building emotional intelligence.

Break students into groups to write tips for parents on how to facilitate the healthy development of emotional intelligence in their children. Each group should explain to parents why the advice “put yourself in his/her shoes” may be unconstructive, and give two tips on how to build emotional intelligence. The tips should include a hypothetical example of a child’s behavior, a “wrong” response (i.e., a response that would impede the development of emotional intelligence) and a “right” response (i.e., a response that would facilitate the development of emotional intelligence). Students should be prepared to defend their tips.

- a. When groups report to the whole class, focus first on the explanation for why the advice “put yourself in his/her shoes” is not ideal. Then, let groups share at least one tip they developed.
- b. This activity could be expanded to a role-playing exercise with students acting out their hypothetical examples along with right and wrong responses.

## Facebook and Emotions

**Type:** Online news

**Topic(s):** Emotional intelligence, emotion management

**Search terms:** video is facebook allowed to manipulate emotions

**Video title:** Is Facebook Allowed to Manipulate Your Emotions?

**Time (of video):** 3:42

**Posted by:** DNews

**Date posted:** July 2, 2014

**Video description:** A recent study published by Facebook is sparking debate. For 700,000 users, Facebook manipulated their timelines to see if a change in emotions resulted. Is this allowed? Trace and Laci talk about the study and why it has caused controversy.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Which side of the debate do you agree with? Are you angered by what Facebook did, or do you not really care? Explain.

### In-class activities:

1. **Manipulating Emotions** Objective: Students begin to develop an appreciation of social media’s impact on emotions.

Show the video.



- a. Ask students to log into the social media platform they use most often and consider how emotions are involved.
- b. Ask students to reflect on how often we use these platforms to manipulate others in our circles.
- c. Discuss examples of how some posts evoke more emotions than others.

2. **Emotions and Social Media** Objective: Students consider how EI is related to positive and negative outcomes of using social media.

Lead a discussion about emotional intelligence and the use of social media.

- a. Ask students to brainstorm ways that social media can harm the people who use them.
- b. Ask students to consider how the level of one’s emotional intelligence either makes one vulnerable to, or protects one from, potential emotional harm caused by social media.

3. **Influencing Behavior** Objective: Students gain an awareness of how marketers use emotions to influence behavior.

Show the video from 2:06 to 2:30. How does such a simple thing like a banner ad influence behavior that has a real impact (i.e., voting)? Ask students to think of other such examples.

## Chapter 4 How You Learn

### At-A-Glance

Topic(s)	Type	Title	Length
• Learning style	Television clip	Sesame Street: Steve Carrell – Vote	1:57
• Attention disorders • ADHD • Learning disabilities	Talk show clip	What It’s Like Living With ADHD	8:15
• Gardner’s Multiple Intelligences	Instructional	Mr. McClain’s Sing-Along-Blog (Multiple Intelligences)	3:00
• When learning styles and teaching styles conflict	Movie clip	Boring Economics Teacher	1:18

## Sesame Street

**Type:** Television clip

**Topic(s):** Learning style

**Search terms:** sesame street vote

**Video title:** Sesame Street: Steve Carrell – Vote

**Time (of video):** 1:57

**Posted by:** Sesame Street

**Date posted:** November 2, 2012

**Video description:** Sesame Street has provided educational television for children since 1969. In this clip, Steve Carrell, Elmo, and Abby learn about the word “vote.”

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Name and provide an example of the learning styles reflected in the video clip.

### **In-class activities:**

1. **Defining “Vote”** Objective: Students see an example of a children’s educational television show accommodating the various learning styles of its audience.

Show the video and have students count how many times the word “vote” is defined or acted out. Then ask the following questions:

- a. In less than 2 minutes, the word “vote” was defined many times. What is the benefit of repetition in learning?
  - b. Is there a benefit to seeing the word presented in this manner?
  - c. Based on this clip and what you know about Sesame Street, what makes the show effective as a tool for children’s learning?
2. **Take the VARK** Objective: Students gain an understanding of their personal learning style.

Have students take the VARK questionnaire in the textbook if they have not already done so. Once they have an idea of their learning style, replay the video and ask them if it reflects their learning style. They should be prepared to explain their answer.

3. **Learning from Each Other** Objective: Students gain an understanding of multiple learning styles.

Break the class into groups of four or five students. Assign a different VARK learning style to each group. Ask the groups to teach the rest of the class the definition of the word “vote” using their assigned learning style.

## Living with ADHD

**Type:** Talk show clip

**Topic(s):** Attention disorders, ADHD, learning disabilities

**Search terms:** what it's like living with ADHD

**Video title:** What It's Like Living With ADHD

**Time (of video):** Total time 8:15; begin at 0:42 watch until 2:40.

**Posted by:** Katie Couric

**Date posted:** July 21, 2014

**Video description:** Steve and Jennifer talk about the impact of ADHD on their daily lives and relationships.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Citing examples from the video, discuss some of the daily problems of those who suffer from ADHD.

### In-class activities:

1. **Guest Speaker** Objective: Students gain information about learning disabilities and treatment.

Invite a staff member from the academic support center who can talk to students about ADHD and other learning disabilities.

- a. Show the video from 0:42 to 2:40, and ask the expert to address what the individuals talk about in the video.
  - b. Students can prepare questions about diagnosing ADHD and other learning disabilities such as these:
    - When should a student seek help? What are the symptoms?
    - Where do they go?
    - What will they expect at the first appointment?
    - What should they expect for treatment?
2. **The Power of Awareness** Objective: Students will understand how learning disabilities are diagnosed and how individuals adjust after diagnosis.

Show the video from 2:00 to 2:40.

- a. Both people expressed relief after being diagnosed with ADHD. Have students answer the following questions:
  - Why would diagnosis lead to relief?
  - How can a diagnosis be used by a person diagnosed with ADHD?
  - After diagnosis, what are the next steps?
- b. A learning disability affects people's ability to either interpret what they see or hear or connect information across different areas of the brain. Learning disabilities are not about a lack of intelligence but, rather, are learning differences. Students can discuss the following questions:
  - How can being aware that you learn differently lead to greater success?
  - How does the dominant culture view learning disabilities?

- How does this view, from dominant culture, affect those diagnosed with a learning disability?

## Multiple Intelligences

**Type:** Instructional

**Topic(s):** Gardner's multiple intelligences

**Search terms:** sing along blog multiple intelligence

**Video title:** Mr. McClain's Sing-Along-Blog (Multiple Intelligences)

**Time (of video):** 3:00

**Posted by:** Jonathan McClain

**Date posted:** November 30, 2012

**Video description:** A catchy song referring to Gardner's multiple intelligences.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Which of these intelligences best describe(s) you? Why?

### In-class activities:

1. **Multiple Intelligence Inventory** Objective: Students explore the theory of multiple intelligences.

After showing the video, students should complete the "Multiple Intelligences Inventory" in the textbook if they have not already done so.

- a. Do the results of the inventory match students' original impressions of their type(s) of intelligence?
- b. Have students write a brief (one-page) review of the inventory results and their original impressions.

2. **Formation of Multiple Intelligence** Objective: Students learn the importance of biological and social factors on intelligence.

Show the video.

- a. Have students discuss how multiple intelligences form and develop.
- b. Have students provide examples of nature and nurture in intelligence development.

3. **Cultural Value of Intelligence** Objective: Students consider the relationship between culture and intelligence.

After showing the video, have students rank the type of intelligences in order from most valued to least valued in our society.

- a. Students should be prepared to defend their ranking.
- b. Ask students to consider how and why rankings might change from one society to another.

## Teaching Style

**Type:** Movie clip

**Topic(s):** When learning styles and teaching styles conflict

**Search terms:** boring economics teacher Ferris

**Video title:** Boring Economics Teacher

**Time (of video):** 1:14

**Posted by:** angelabroz87

**Date posted:** February 7, 2010

**Video description:** Ben Stein plays an economics teacher in the 1980s classic film, *Ferris Bueller's Day Off*. How would you do in his class?

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Instructors tend to teach in ways that fit their own learning styles. What teaching style is being used in this economics class? How do the students react?

### **In-class activity:**

**Adjusting Learning Styles** Objective: Students appreciate the benefits of a good fit between learning and teaching styles.

Show the video and get students thinking about teaching styles.

- a. How could a student learn about teaching styles of a particular instructor prior to taking a class?
- b. In some cases, no alternative to a particular instructor might be available. How can students make adjustments to their learning styles to handle a conflict with an instructor's teaching style?
- c. Emphasize the value of a student being flexible in a less-than-ideal class situation. What benefits might result from such flexibility?

## Chapter 5 Thinking in College

### At-A-Glance

Topic(s)	Type	Title	Length
<ul style="list-style-type: none"><li>• Challenging assumptions and beliefs</li><li>• When new knowledge and old beliefs collide</li></ul>	Television clip	Phoebe & Ross Fight: Evolution	5:43
<ul style="list-style-type: none"><li>• Faulty reasoning</li><li>• Logical fallacies</li><li>• Slippery slope</li></ul>	Advertisement	DIRECTV commercial - Don't Wake Up in a Roadside Ditch	0:32
<ul style="list-style-type: none"><li>• Collaboration</li></ul>	Television clip	Effective Collaboration	1:47
<ul style="list-style-type: none"><li>• Creativity</li></ul>	Advertisement	Apple Think Different ad (1997)	1:01

### Collision of New and Old Beliefs

**Type:** Television clip

**Topic(s):** Challenging assumptions and beliefs, when new knowledge and old beliefs collide

**Search terms:** Ross and Phoebe fight evolution

**Video title:** Phoebe & Ross Fight: Evolution

**Time (of video):** 5:43

**Posted by:** FriendsFan03

**Date posted:** November 27, 2011

**Video description:** Ross is angered when his beliefs are challenged by a persistent Phoebe.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** How does Ross respond when his beliefs are challenged? How do you respond when your beliefs or assumptions are challenged?

#### In-class activity:

**When Beliefs are Challenged** Objective: Students explore how beliefs and assumptions are challenged in college.

Show the beginning of the clip to 1:43.

- a. Have students discuss how Ross responds to Phoebe. Ask them to try to identify his emotions.

- b. Choose a topic to debate in class.
- c. Form two groups. Ideally, each group will have a mix of students who agree and disagree with the side of the debate to which they are assigned.
- d. Occasionally stop the debate and have students record how they feel.
- e. Debrief afterwards with a discussion of how beliefs and assumptions will be challenged in college.

## Slippery Slope

**Type:** Advertisement

**Topic(s):** Faulty reasoning, logical fallacies, slippery slope

**Search terms:** directv commercial roadside ditch

**Video title:** DIRECTV commercial - Don't Wake Up in a Roadside Ditch

**Time (of video):** 0:32

**Posted by:** David Preece

**Date posted:** May 6, 2013

**Video description:** What happens when you don't make the switch from cable? Watch a humorous example of the falling-victim-to-false-cause fallacy.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Fallacies can slip into even the most careful reasoning. One false claim can derail an entire argument. Can you think of an example of weak logic in something you have recently read or heard?

**In-class activities:**

1. **Logical Fallacies and Advertising** Objective: Students learn the different types of logical fallacies.

Show the commercial.

- a. Ask students to explain how the commercial uses the falling-victim-to-false-cause fallacy. Discuss why advertisers employ this strategy.
- b. Break the class into as many as eight small groups. Assign a different form of faulty reasoning, a different logical fallacy, to each group.
- c. Task each group with writing a new DirecTV commercial using the logical fallacy they were assigned.
- d. Students should storyboard their new commercials and present them to the class.

2. **Policing Others and Oneself** Objective: Students explore the importance of logic in reasoning.

Show the commercial and ask students the following questions:

- How can you look out for weak logic in your own arguments?
- Can you acknowledge a time when you used faulty reasoning on purpose?
- What can you do to identify weak logic in what you hear and read?

## Collaboration

**Type:** Television clip

**Topic(s):** Collaboration

**Search terms:** big bang theory collaboration

**Video title:** Effective Collaboration

**Time (of video):** 1:47

**Posted by:** Joe Vagt

**Date posted:** July 30, 2013

**Video description:** Problem solving can be improved through collaboration. Watch Sheldon, Leonard, Raj, and Howard try to solve the problem of where to see a movie.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Provide two specific examples of collaboration from the video.

### In-class activity:

**Collaboration and Puzzles** Objective: Students explore the benefits of collaboration on critical thinking and problem solving.

Show the video.

- a. Ask students to give examples from the video that reflect how collaboration helps improve critical thinking and why this is so.
- b. Provide students with puzzles or brain teasers to solve in class (e.g., Sudoku, crosswords, jigsaw). They should try to do them alone first and note any problems they experience in solving the puzzles.
- c. In small groups, students can attempt the puzzles again. They should note any differences between individual and group problem solving.
- d. Discuss the benefits of collaboration on critical thinking and problem solving. This activity could also result in a discussion on how we learn best.

Note: To combat the possibility of some students showing a strong preference to work their puzzles alone, shuffle the puzzles within the class period, and have available many different types of puzzles or brainteasers. Strive to have all students benefit from the ideas of others on at least one puzzle.

## Creativity

**Type:** Advertisement

**Topic(s):** Creativity

**Search terms:** apple think different original ad

**Video title:** Apple Think Different ad (1997)

**Time (of video):** 1:01

**Posted by:** EveryAppleAd

**Date posted:** October 18, 2012



**Video description:** How is the world changed? It is changed by creative geniuses who dare to think different. An Apple commercial features some creative thinkers who have changed our world.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** The end of this Apple commercial describes the individuals in the video as examples of genius. What are three negative terms from the video used to describe those same people? Why are people like those featured in the commercial sometimes viewed in a negative light?

**In-class activities:**

1. **Thinking Different Is Not Easy to Do** Objective: Students learn the importance of creativity.

Students will consider how we are socialized to fit in with those around us.

- a. Replay the video, and ask students to share something about an individual in their lives who encouraged them to think differently.
- b. How do students unleash their own creativity?
- c. Can students recognize how creativity, like that described in the video, is both a positive and a negative?

**Group Problem Solving** Objective: Students learn to use creativity in problem solving.

Note: This activity will take some advanced planning.

- a. Break the class into small groups. Give each group a task or a problem to solve. Each group should be working on the same task or problem.
- b. Have each group present its solution and then ask the class to decide which solution is the most creative.
- c. Discuss the importance of creativity in society.

## Chapter 6 Reading to Learn

### At-A-Glance

Topic(s)	Type	Title	Length
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Active reading</li> </ul>	Instructional	How to Read Your Textbooks More Efficiently - College Info Geek	7:30
<ul style="list-style-type: none"> <li>• Reading</li> </ul>	Television clip	SUPER WHY!   Show Opening   Theme Song   PBS KIDS	1:13
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Developing vocabulary</li> </ul>	PSA	The More You Know - Betty White: PSA on Literacy	0:48
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Active reading</li> </ul>	Instructional	5 Active Reading Strategies for Textbook Assignments - College Info Geek	7:31

## How to Read Your Textbooks

**Type:** Instructional

**Topic(s):** Reading, active reading

**Search terms:** video college info geek textbook

**Video title:** How to Read Your Textbooks More Efficiently - College Info Geek

**Time (of video):** 7:30

**Posted by:** Thomas Frank

**Date posted:** November 20, 2014

**Video description:** Tips and techniques for getting the most out of reading college textbooks.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What are the three specific tips presented in the video?

### **In-class activities:**

Show the beginning of the video until 1:00. This gives an overview of what will be presented. For all of the following activities, have students bring in a book and syllabus from another course.

1. **Understanding Class Assessments** Objective: Students learn to evaluate assessments to guide course reading.

Show the video from 1:00 to 3:00. This portion of the video is on the importance of students understanding how they will be assessed.

- a. Students should go through the syllabus they brought to class and determine how they are assessed, which is likely to be through a combination of multiple types of assessments. Therefore, students need to determine which assessment focuses on the reading.
- b. Students need to consider how they should adjust their reading.

2. **Reading College Textbooks** Objective: Students understand how to read for application.

Show the video from 3:00 to 4:01. This portion of the video focuses on how to read.

- a. Ask students to identify how to read and how not to read a college textbook according to the video. Explain what the narrator means when he discusses how college reading is reading for application rather than for getting the gist.
- b. Allow students time to practice reading using the assignment they brought to class.
- c. Students should report on how they read the textbook. Were they more engaged?

3. **Conquering Reading Assignments** Objective: Students learn to read college textbooks effectively.

Show the video from 4:01 until the end.

- a. Ask students to name the tips that are provided for conquering college reading assignments.

- b. Allow students more class time to practice reading and to take notes on what they read.
- c. Encourage students to pay special attention to their reading assignments in the coming days and to be prepared to discuss their experiences in the next class.

## Reading 1

**Type:** Television clip

**Topic(s):** Reading

**Search terms:** super why pbs theme song

**Video title:** SUPER WHY! | Show Opening | Theme Song | PBS KIDS

**Time (of video):** 1:13

**Posted by:** PBS

**Date posted:** September 25, 2008

**Video description:** The theme song of a children's show in which young superheroes solve their problems with reading.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** *Super Why!* is a show designed to get young children excited about reading and demonstrate the power of words. The show also provides an important reminder for adults about the power of reading. How do you approach reading in college? What challenges do you face in doing your college reading assignments? How can reading help you succeed?

### **In-class activity:**

1. **Super Powers, Indeed!** Objective: Students learn the importance of reading.

Reading, spelling, vocabulary, and the alphabet are presented as superpowers in *Super Why!*

- a. Show the theme song.
- b. Have students share a memory of reading as a child. Is this a positive or negative memory?
- c. Survey the class on who enjoys reading—ask for a show of hands.
- d. Discuss what leads to either a love or a dislike of reading in our society.
- e. Other than getting answers right on a test, ask students why reading is important.

## Reading 2

**Type:** PSA

**Topic(s):** Reading, developing vocabulary

**Search Terms:** the more you know Betty White

**Video title:** The More You Know - Betty White: PSA on Literacy

**Time (of video):** 0:48

**Posted by:** NBC

**Date posted:** December 19, 2014

**Video description:** Betty White encourages reading to improve your knowledge.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** How does reading improve your vocabulary? Select one word you learned from a recent textbook reading assignment and define it.

**In-class activity:**

**The More You Know!** Objective: Students understand the importance of reading.

Betty White tells us that the more we read, the more we know and the better we do.

- a. Most students are aware of the importance of reading. Ask them, how often they read and why. This can be reading assignments or pleasure reading.
- b. Ask students whether they think that the way they read assignments is effective for remembering material?
- c. Pair with the video on active reading to encourage the use of proven college reading strategies.

**Active Reading**

**Type:** Instructional

**Topic(s):** Reading, active reading

**Search terms:** Active Reading Strategies college info geek

**Video title:** 5 Active Reading Strategies for Textbook Assignments - College Info Geek

**Time (of video):** 7:31

**Posted by:** Thomas Frank

**Date posted:** December 4, 2014

**Video description:** College Info Geek goes over five active reading strategies.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What tips offered in the video do you currently use? Discuss one new strategy you can implement.

**In-class activities:**

Pair this video with the video from this chapter about reading a college textbook, and allow students time to practice in class.

1. **Own Your Reading** Objective: Students learn active reading techniques. Students should bring a textbook to class.
  - a. Show the video until 3:44. Have students write and describe the five tips that the narrator lays out.
  - b. Ask students to review the material on active reading from the reading chapter in their textbook.
  - c. Students can use these notes and the chapter from the textbook to practice reading the book they brought to class.
2. **All Textbooks Are Not Created Equal** Objective: Students learn to adjust their reading based on the nature of the material.

Show the video from 3:44 to the end. This will provide examples of how to read different types of textbooks.

- a. Students should adjust how they were reading to match the examples.
- b. Students should review material in their textbook on reading strategies.

For both activities, discuss the improvements that students notice in their reading from applying the advice in the video and in their college success textbook.

## Chapter 7 Getting the Most From Class

### At-A-Glance

Topic(s)	Type	Title	Length
<ul style="list-style-type: none"> <li>• Attending class</li> </ul>	Poetry reading	Poetry Corner   "Did I Miss Anything?" by Tom Wayman	1:21
<ul style="list-style-type: none"> <li>• Note taking</li> </ul>	Instructional	How to Take Notes in Class: The 5 Best Methods - College Info Geek	6:40
<ul style="list-style-type: none"> <li>• Note taking</li> <li>• Using technology to take notes</li> </ul>	Instructional	Should You Take Notes on Paper or on a Computer? - College Info Geek	4:12
<ul style="list-style-type: none"> <li>• Speaking up in class</li> <li>• Participating in class</li> </ul>	Television clip	<i>The Office</i> Season 9 Episode 7; Teaching Dwight active listening	1:20
<ul style="list-style-type: none"> <li>• Active learning</li> <li>• Active teaching</li> <li>• Student engagement</li> </ul>	Instructional	Teaching and Learning Experiences in Active Learning Classrooms: Highlights	5:51

### Attending Class

**Type:** Poetry reading

**Topic(s):** Attending class

**Search terms:** did I miss anything poetry corner

**Video title:** Poetry Corner | "Did I Miss Anything?" by Tom Wayman

**Time (of video):** 1:21

**Posted by:** bicoastaLP

**Date posted:** May 13, 2014

**Video description:** This poem answers the question that many students ask after missing class: "Did I miss anything?"

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Skipping class may be tempting, but you do miss out. Other than hurting your final grade, what are some consequences of missing class?

**In-class activity:**

Objective: Students gain a new perspective on missing class.

Show the reading of the poem. The class may need to watch it more than once. Have a serious discussion about the benefits—other than getting better grades—of attending class.

**Note Taking**

**Type:** Instructional

**Topic(s):** Note taking

**Search terms:** video college info geek note taking

**Video title:** How to Take Notes in Class: The 5 Best Methods - College Info Geek

**Time (of video):** 6:40

**Posted by:** Thomas Frank

**Date posted:** October 9, 2014

**Video description:** Learn about five different note taking methods.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Which note-taking method is best for your learning style?

**In-class activities:**

Objective: Students become familiar and get practice with different note-taking methods.

1. **The Outline Method** Show the video from the beginning to 1:38. Show a lecture or give a lecture, and have students practice the outline method.
2. **The Cornell Method** Show the video from 1:38 to 2:28. Show a lecture or give a lecture, and have students practice the Cornell method.
3. **The Mind Map Method** Show the video from 2:28 to 3:25. Show a lecture or give a lecture, and have students practice the mind map method.
4. **The Flow Method** Show the video from 3:25 to 4:33. Show a lecture or give a lecture, and have students practice the flow method.
5. **The Write-on-the-Slides Method** Show the video from 4:33 to the end. Show a lecture or give a lecture, and have students practice the write-on-the-slides method.
6. **Looking at All the Methods** Ask students to review the material in their textbooks on different note-taking formats. Have a discussion about how the formats presented in the textbook compare to the five systems shown in the video.

## Note Taking and Technology

**Type:** Instructional

**Topic(s):** Note taking, using technology to take notes

**Search terms:** video should you take notes on paper

**Video title:** **Should You Take Notes on Paper or on a Computer? - College Info Geek**

**Time (of video):** 4:12

**Posted by:** Thomas Frank

**Date posted:** October 16, 2014

**Video description:** Watch a comparison between taking notes on a computer and on paper.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** List a benefit of each note-taking method.

### In-class activities:

1. **Note-Taking Tools** Objective: Students evaluate advantages and disadvantages of different note-taking tools.

The video briefly demonstrates Evernote as a note-taking tool. Have students research and report on other note-taking tools.

- a. Write students' findings on the board.
- b. Evaluate the costs and benefits of each program together with the class.

2. **On Paper vs. On a Device** Objective: Students reflect on potential pitfalls of taking notes on a device.

Show the video from 0:47 until 1:20 and discuss the following:

- a. Students who take notes on a computer write more words than those who take notes on paper. Ask students if they think this means that taking notes on a computer is better.
- b. Ask students who take notes on a computer or other device how they avoid typing verbatim what the instructor says.

### Active Listening

**Type:** Television clip

**Topic(s):** Speaking up in class, participating in class, listening critically

**Search terms:** teaching Dwight active listening

**Video title:** **The Office Season 9 Episode 7; Teaching Dwight active listening**

**Time (of video):** 1:20

**Posted by:** Kevin Taylor

**Date posted:** November 1, 2013

**Video description:** Being an active, critical listener takes practice. Watch Dwight's attempt at active listening.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Have you ever caught yourself pretending to listen? Did the other party notice? How did you recover and engage again?

**In-class activity:**

**Learning from Dwight's Failure** Objective: Students understand the importance of critical listening.

Show the video. Dwight's attempt at critical listening is humorous; however, he may be missing important information because he is not listening to what is being said. Ask students:

- Why do you think he is failing in his attempt?
- How can you avoid being Dwight and instead become a good critical listener?

## **Student Engagement**

**Type:** Instructional

**Topic(s):** Active teaching, active learning, student engagement

**Search terms:** video mcgill teaching active learning

**Video title:** Teaching and Learning Experiences in Active Learning Classrooms: Highlights

**Time (of video):** 5:51

**Posted by:** McGill University

**Date posted:** March 15, 2011

**Video description:** McGill University uses active learning and teaching in classrooms designed for collaboration. Watch highlights from several active learning classrooms.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What advantages of an active learning classroom can you identify? What are possible disadvantages?

**In-class activities:**

1. **Creating an Active Learning Classroom** Objective: Students experience how classroom arrangement can affect learning.
  - a. If your room allows it, rearrange the desks before students arrive so there is no back of the room.
  - b. Teach class.
  - c. Have students write a reaction to the new seating arrangement. Ask for students to volunteer to read their reactions.
  - d. Show the video from the beginning to 1:10.
  - e. Ask students if any of the comments reflect their personal reactions.



2. **Interaction in Active Learning Classrooms** Objective: Students learn how active learning classrooms can affect interaction.

Show the video from 1:12 to 2:20.

- a. Have students describe the interaction they see in the active classroom.
- b. Based on the segment, ask students if they think all classrooms should be set up for active learning.
- c. Ask students what subjects they think are best suited for active learning classrooms.

3. **Speak Up!** Objective: Students understand why engaging in class encourages learning.

Show the video from 2:20 to 3:55.

- a. In a traditional classroom, many students will not answer questions for fear of being wrong, but in the video, the instructor comments that being wrong actually helps the class. Ask students why wrong answers are beneficial.
- b. After watching the clip, have students discuss the importance of speaking up in class.

## Chapter 8 Studying

### At-A-Glance

Topic(s)	Type	Title	Length
<ul style="list-style-type: none"> <li>• Improving your memory</li> <li>• Mnemonics</li> </ul>	Television clip	Scrubs - remembering names (Mnemonic devices)	2:29
<ul style="list-style-type: none"> <li>• How memory works</li> <li>• Types of memory</li> </ul>	Instructional	Psychology of Human Memory	5:53
<ul style="list-style-type: none"> <li>• Studying to learn</li> <li>• Memory myths</li> </ul>	Instructional	Study Less Study Smart: A 6-Minute Summary of Marty Lobdell's Lecture - College Info Geek	6:42

### Mnemonics

**Type:** Television clip

**Topic(s):** Improving your memory, mnemonics

**Search terms:** video scrubs mnemonics

**Video title:** Scrubs - remembering names (Mnemonic devices)

**Time (of video):** 2:29 (begin at 0:44)

**Posted by:** RAWSDdeano

**Date posted:** May 13, 2013

**Video description:** Dr. Cox teaches JD about mnemonic devices to remember names of hospital interns and co-workers.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What type of mnemonic is Dr. Cox using?

**In-class activities:**

1. **Remembering How to Remember** Objective: Students learn memory techniques.

Show the video from 0:44 to 2:15. Have students identify memory techniques from the textbook that they could suggest to help JD remember interns' names.

2. **What's in a Name?** Objective: Students learn and practice mnemonic devices.

Show the video from 0:44 to 2:15. Develop mnemonics for remembering the name of everyone in class. At this point in the term students may already know their classmates' names; if they do, let them make suggestions for another set of items for which they can develop mnemonics, drawing their ideas from another course. Lists might include chemical elements from the periodic table, authors from an English class; or eras and periods from the geologic time scale.

## Types of Memory

**Type:** Instructional

**Topic(s):** How memory works, types of memory

**Search terms:** video psychology of human memory leiosos

**Video title:** Psychology of Human Memory

**Time (of video):** 5:53

**Posted by:** LeiosOS

**Date posted:** July 15, 2014

**Video description:** Brief video about the different types of human memory.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Choose one component of human memory presented in the video and define it.

**In-class activities:**

1. **Humans vs. Computers** Objective: Students learn about the complexity of human memory.

Show the video from 0:37 to 1:20.

- a. Ask students to explain how computer memory works.
- b. Ask students to compare computer memory to human memory.

2. **Remembering the Past** Objective: Students understand that memory is shaped by context.

Ask students to recall a powerful memory.

- a. Ask them why this particular memory sticks out.
- b. Show the video from 1:23 to 2:15.
- c. Have students think about the selected memory again. After watching the entire video, have students discuss what may have shaped that memory (e.g., seeing photographs related to the memory or hearing family members discuss topics related to it).

## Study Tips

**Type:** Instructional

**Topic(s):** Studying to learn, memory myths

**Search terms:** video study less study smart

**Video title:** Study Less Study Smart: A 6-Minute Summary of Marty Lobdell's Lecture - College Info Geek

**Time (of video):** 6:42

**Posted by:** Thomas Frank

**Date posted:** January 29, 2015

**Video description:** A brief video about studying more effectively.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Describe one tip offered in the video.

### In-class activities:

1. **Chunking** Objective: Students explore a studying technique.

Show the video from 0:39 to 1:04. Ask the following questions:

- Why is it important to break study sessions into chunks?
- How long should the chunks be?
- What should you do when a chunk is over?

2. **Where to Study** Objective: Students learn the importance of environment on studying.

Show the video from 1:23 to 1:53. Ask students these questions:

- Why shouldn't you study in your bed or on the couch in front of the TV?
- Where should you study?
- What role does conditioning play in studying?

## Chapter 9 Test Taking

### At-A-Glance

Topic(s)	Type	Title	Length
• Test anxiety	Testimonial/Instructional	Test Anxiety	5:16
• Cheating	News clip	Underground world of college cheating	4:39
• Test taking • Test anxiety	Comedy	Failing a Test	2:40
• Test taking	Comedy	Carol of Final Exams - UMD Libraries Holiday Greeting!	0:59
• Cheating • Plagiarism	Instructional	Plagiarism: How to avoid it	2:51

### Test Anxiety

**Type:** Testimonial/Instructional

**Topic(s):** Test anxiety

**Search terms:** video test anxiety Penn State

**Video title:** Test Anxiety

**Time (of video):** 5:16

**Posted by:** Penn State World Campus

**Date posted:** May 14, 2013

**Video description:** How two students experience and deal with test anxiety.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What are the different types of effects of test anxiety?

#### In-class activities:

1. **Alleviating Test Anxiety** Objective: Students learn beneficial ways to alleviate test anxiety.

Show the video from 2:41 to 4:00.

- a. Ask students to describe the techniques used in the video for alleviating test anxiety.
- b. Ask students to share techniques that work for them. What techniques can they find in their textbook?
- c. The techniques used in the video are “healthy” techniques. Discuss unhealthy ways that college students try to alleviate test anxiety.

2. **Benefits of Test Anxiety** Objective: Students explore positive effects of test anxiety.

Show the video from 4:00 to 4:15. Ask students the following questions:

- Why is some anxiety normal and even beneficial?

- How can experiencing test anxiety work in your favor?

3. **College Resources** Objective: Students learn about campus resources.

Explore what resources are available at your college or university to help students deal with test anxiety. Students can search on their mobile devices or you can invite a staff member from the academic support center to come in to speak to the class.

## Cheating

**Type:** News clip

**Topic(s):** Cheating

**Search terms:** underground world of college cheating

**Video title:** **Underground world of college cheating**

**Time (of video):** 4:39

**Posted by:** JessicaLatestNews

**Date posted:** May 30, 2013

**Video description:** Cheating takes many forms, including hiring individuals to write custom papers for you. Watch as Rossen Reports goes undercover to expose this brand of cheating.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** According to the video, how has cheating in college changed?

### In-class activities:

1. **Cheating?** Objective: Students consider the ethics involved in maintaining academic integrity.

Show the video from 3:01 to 3:34. Alex (the ghost writer) says he advises students to use the paper as a *guide*. Ask students if they think that this makes the practice (Alex getting paid to do someone else's work) less unethical.

- a. In small groups, have students discuss the ethical issues involved.
  - b. Then, as a class, have a debate.
2. **Worth It?** Objective: Students explore a different side of cheating.

Show the video. Ask students the following questions:

- Do you think that the costs—the real cost and the potential cost—are worth the results?
- What do you think motivates someone to go into this line of work?
- Do you think that the monetary compensation is worth the time these writers put into their work?

## Failing a Test

**Type:** Comedy

**Topic(s):** Test taking, test anxiety

**Search terms:** video failing a test

**Video title:** Failing a Test

**Time (of video):** 2:40 (watch from beginning until 1:50)

**Posted by:** CollegeHumor

**Date posted:** October 20, 2008

**Video description:** A humorous look at how test anxiety feels for someone who has not prepared for an exam.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Name and describe one thought the student has during the test that you have also experienced.

**In-class activities:**

1. **Test-Taking Tips** Objective: Students apply test-taking tips.

Show the video from the beginning to 1:50.

- a. Direct students to their textbook to find test-taking tips.
- b. Ask how they could help the anxious and underprepared student in the video prepare for his exam using these tips.

2. **Bouncing Back** Objective: Students learn what to do after performing poorly on an assessment.

Show the video from the beginning to 1:50. Ask students the following questions:

- Have you ever felt like this student?
- What do you do to recover from doing poorly (or worse than you expected) on an exam or paper?
- How does a poor grade affect you next time you have to take a test or write a paper?

## **Test-Taking Humor**

**Type:** Comedy

**Topic(s):** Test taking

**Search terms:** video carol of final exams

**Video title:** Carol of Final Exams - UMD Libraries Holiday Greeting!

**Time (of video):** 0:59

**Posted by:** UMDLibraries1

**Date posted:** December 11, 2013

**Video description:** A catchy finals tune that will resonate with many students.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What fears do finals bring out in you? What do you do to overcome such fears?

**In-class activity:**

**Making up a Song** Objective: Students learn about overcoming test anxiety.

Show the video.

- a. Ask students to approach the activity with creativity.
- b. Using the text, have small groups create original songs about overcoming test anxiety. They can use any melody, but they must incorporate material from the textbook.

## Plagiarism

**Type:** Instructional

**Topic(s):** Cheating, plagiarism

**Search terms:** video plagiarism how to avoid

**Video title:** **Plagiarism: How to avoid it**

**Time (of video):** 2:51

**Posted by:** Bainbridge State College

**Date posted:** January 5, 2010

**Video description:** Definitions and tips on how to avoid plagiarism.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What is the only time when you do not need to cite your sources?

### In-class activities:

1. **Serious Overview** Objective: Students begin to get an accurate sense of plagiarism.

Show the video, and stress the importance of the topic at hand.

- a. Spend time going over the video and ask students to comment on it.
- b. Refer to the textbook's coverage of plagiarism and academic honesty. Select a student volunteer to read the content out loud. Ask students to react to what they hear.
- c. Students often assume that they understand plagiarism when they do not have a complete grasp on it. Ask students if this describes them—that they thought they understood plagiarism but had not.

2. **Scenarios** Objective: Students learn to recognize plagiarism.

Present different scenarios pulled from your or colleagues' teaching experiences. Ask students to decide whether plagiarism is involved.

3. **How to Cite Sources** Objective: Students explore resources for citing sources.

Review how to cite sources.

- a. Consider bringing in a staff member from the campus writing center.
- b. Direct students to online resources like Purdue University's Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/584/02>.

- c. Pass around English handbooks or style guides (APA, MLA, CMS) so that students become familiar with and less intimidated by these resources.

4. **Q&A Objective:** Students learn to ask for help to avoid plagiarism.

Allow students time to ask questions. As this can be a sensitive subject, ask them to write questions anonymously on cards that you can answer in class.

## Chapter 10 Information Literacy and Communication

### At-A-Glance

Topic(s)	Type	Title	Length
• Library	Instructional	Eastfield College Library Virtual Tour	1:32
• Information literacy • Library	Instructional	Viva la Library (The Information Literacy Song)	3:48
• Public speaking	Television clip	The Big Bang Theory—everyone offers Sheldon help with his fear of public speaking	2:08
• Public speaking	Speech	The Speech that Made Obama President	6:13

### Library

**Type:** Instructional

**Topic(s):** Library

**Search terms:** Eastfield College library tour

**Video title:** Eastfield College Library Virtual Tour

**Time (of video):** 2:32

**Posted by:** Eastfield College Library

**Date posted:** August 20, 2013

**Video description:** The college library contains more than just books. Watch the virtual tour and explore the resources your library has to offer.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** How do you envision yourself using the resources available through your campus library?

#### In-class activity:

**Explore Library Resources Objective:** Students learn about the library.

Have students explore resources available through their campus library either through a guided tour or at the library’s Web site. Students should report on aspects like library



location, Web site, hours, print resources, online resources, databases, and how librarians can be of service.

## **Information Literacy**

**Type:** Instructional

**Topic(s):** Information literacy, library sources

**Search terms:** video viva la library

**Video title:** Viva la Library (The Information Literacy Song)

**Time (of video):** 3:48

**Posted by:** James McGrath

**Date posted:** May 28, 2013

**Video description:** A humorous, yet pertinent, song about information literacy.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Why is a simple Google search insufficient for a research paper?

### **In-class activities:**

The following activities prepare students to do research by exploring online sources of information.

1. **Compare Online Sources** Objective: Students learn the differences among sources for research.
  - a. Have students click around on sites like JSTOR [www.jstor.org](http://www.jstor.org), EBSCO <http://www.ebscohost.com/> and Wikipedia [https://en.wikipedia.org/wiki/Main\\_Page](https://en.wikipedia.org/wiki/Main_Page).
  - b. Ask them to share what they notice about the different sites.
2. **Online Resources** Objective: Students learn about online resources.
  - a. Discuss the value of databases and digital libraries like JSTOR and EBSCO.
  - b. Invite a librarian to speak to the class (perhaps during your guided tour) to discuss databases and to get students comfortable with using them.
3. **Evaluating Sources** Objective: Students learn about evaluating sources.
  - a. Refer to information in the textbook on evaluating sources.
  - b. Discuss topics like relevance, authority, and bias.

## **Public Speaking**

**Type:** Television clip

**Topic(s):** Public speaking

**Search terms:** big bang theory public speaking

**Video title:** The Big Bang Theory—everyone offers Sheldon help with his fear of public speaking

**Time (of video):** 2:08 (watch until 1:37)

**Posted by:** Aleksandra Krcanovic

**Date posted:** March 4, 2012

**Video description:** Sheldon's friends offer to help him overcome his fear of public speaking.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Choose one tip offered in the clip, and discuss why it would help Sheldon overcome his fear of public speaking.

**In-class activities:**

1. **A Real Fear** Objective: Students share experiences with public speaking and get comfortable with each other.
  - a. While the video shows a humorous discussion of how to overcome the fear of public speaking, assure students that the anxiety that people feel when giving a presentation is real.
  - b. Present the information on public speaking from the textbook.
  - c. Ask students who are taking or have taken a public speaking class to add their thoughts.
  
2. **Two-Minute Presentation** Objective: Students gain practice speaking in public.
  - a. Ask students to choose a topic on which they could give a two-minute presentation.
  - b. Give them 10 minutes to prepare a short and simple presentation.

## **Obama Speech**

**Type:** Speech

**Topic(s):** Public speaking

**Search terms:** the speech that made Obama president

**Video title:** **The Speech that Made Obama President**

**Time (of video):** 6:13

**Posted by:** THNKR

**Date posted:** August 30, 2012

**Video description:** Great public speakers can motivate their audiences. Watch the speech from the 2004 Democratic National Convention, and listen to experts talk about what made it great.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What made President Obama's speech so memorable?

**In-class activity:**

**A Powerful Speech** Objective: Students explore why a speech is motivational.

Discuss the power of this speech. The experts discuss the power of this speech throughout the video and why it was so motivational.

- a. First, walk students through the political atmosphere in 2004. (The video briefly describes this at 1:31.)
- b. Show the speech, stopping at various points to discuss with students why it was so effective at uniting a party and, ultimately, getting Obama to the White House:
  - 1:31 – 2:59. “Finding common ground.” How did this portion of the speech pull people together?
  - 3:00 – 4:10. What is it about Obama’s technique that makes this speech so effective?
  - 4:10 – 4:30. What role do Obama’s gestures play in this speech? Why doesn’t he use them as much in the speeches he gives as President?
  - 5:22 – end. What was the effect of this speech?

## Chapter 11 Relationships

### At-A-Glance

Topic(s)	Type	Title	Length
• Roommates	Television clip	Hashtags: #MyRoommateIsWeird	2:31
• Online communication • Communicating in a digital age	Talk show	Ellen's on Your Facebook!	3:04
• Greek social organizations	Promotional video	Arkansas Tech University Greek Life Promotional Video	2:55
• Relationships with instructors	Television clip	When Ross dates a student	0:55

### Roommates

**Type:** Television clip

**Topic(s):** Roommates

**Search terms:** hashtags myroommateisweird

**Video title:** Hashtags: #MyRoommateIsWeird

**Time (of video):** 2:31

**Posted by:** The Tonight Show Starring Jimmy Fallon

**Date posted:** August 22, 2014

**Video description:** Jimmy Fallon reads funny tweets about roommates.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Even if you and your roommate get along, living with a person in close quarters is an adjustment. Discuss how you and your roommate adjusted. What adjustments might be necessary if your roommate is a parent, a spouse, or children (or some/all of these)?

### **In-class activities:**

1. **Roommate Relationships** Objective: Students explore the roommate relationship.

This video clip focuses on how roommates might be weird. Students can discuss how they themselves might seem weird to their roommates.

2. **Problems with Roommates** Objective: Students learn about resources to help with roommate issues.

Roommate problems, while humorous in this clip, can interfere with success in college. Ask students what they would do if they had a problem with a roommate. Direct them to people who can help, should a problem arise.

3. **Why Can't We All Get Along?** Objective: Students learn real-life tips for living with others.

Sharing living space with parents, a spouse, or children presents challenges for college students of all ages. Ask students to share relevant stories.

### **Online Communication**

**Type:** Talk show

**Topic(s):** Online communication, communicating in a digital age

**Search terms:** Ellen's on your facebook

**Video title:** Ellen's on Your Facebook!

**Time (of video):** 3:04

**Posted by:** TheEllenShow

**Date posted:** March 1, 2012

**Video description:** Ellen digs into her audience members' Facebook pages and reveals embarrassing pictures on air.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What have you put online that you wouldn't want revealed on national television?

### **In-class activities:**

1. **You Posted That?** Objective: Students experience the lack of privacy on social media.

Increase awareness of what is on students' social media sites and who can see it.

- a. Look up a few students' social media accounts in class, as Ellen did in this video clip. (Check with them ahead of time to make sure they are comfortable with you using them as examples for this exercise.) Show them what their parents, instructors, and current and future employers can see.
- b. Discuss the privacy (or lack of privacy) on social media accounts.
- c. Ask students if they plan to make changes to their privacy settings and to what they post.

2. **Communicating Online** Objective: Students learn how to communicate online.

Encourage students to develop “best practices” for online communication and social media.

- a. List all modes of online communication (including texting). You might be surprised by the modes of communication your students are using that you have never heard of before.
- b. Provide examples of what should and should not be communicated through each medium. Invite students to share their personal views on this.

## **Greek Life**

**Type:** Promotional video

**Topic(s):** Greek social organizations

**Search terms:** video Greek life promotional video

**Video title:** Arkansas Tech University Greek Life Promotional Video

**Time (of video):** 2:55

**Posted by:** Arkansas Tech University

**Date posted:** May 11, 2012

**Video description:** A promotional video with messages from members and scenes of the fun and benefits of Greek life on campus.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Despite the stereotypes of sororities and fraternities, these organizations offer many benefits. List three of the benefits of joining.

### **In-class activities:**

1. **Going Greek** Objective: Students learn about some benefits of Greek life.

If your campus has Greek life, ask students for examples of the positive impact that fraternities and sororities offer.

2. **Controversies of Greek Life** Objective: Students explore some negative realities of the Greek system.

Fraternities and sororities sometimes make the news for less than positive reasons. Ask students to Google “controversies and the Greek system” and read from some of the articles that come up. Lead a discussion on the dark side of the Greek system.

## **Students Dating Professors**

**Type:** Television clip

**Topic(s):** Relationships with instructors

**Search terms:** video when Ross dates student

**Video title:** When Ross dates a student

**Time (of video):** 0:55

**Posted by:** doqui24

**Date posted:** September 26, 2010

**Video description:** Elizabeth asks Ross out on a date, entering the forbidden world of romantic student/instructor relationships.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** While portrayed comically on television, student/instructor relationships can lead to real problems. List some of these problems.

**In-class activities:**

Objective: Students take a hard look at potential consequences of poor relationship decisions in an effort to help them think rationally if and when they face them.

1. **You want an “A”?** Discuss what students should do if approached by an instructor to begin a relationship.
2. **Instructors are Here to Teach** Discuss why students should not initiate a romantic relationship with an instructor.
3. **Relationships with Coworkers** While relationships with coworkers do not usually have power differentials, have students discuss why dating a coworker can still be problematic.

## Chapter 12 Diversity

### At-A-Glance

Topic(s)	Type	Title	Length
• Diversity	Instructional	Why is it important that students learn about diversity and difference?	2:37
• Voting • Youth voting	Advertising	Rock The Vote Presents: #TURNOUTFORWHAT	3:27
• Inclusive curriculum	Instructional	The Power of a Liberal Arts Education	5:46

### Diversity

**Type:** Instructional

**Topic(s):** Diversity

**Search terms:** video why it is important that students learn about diversity

**Video title:** Why is it important that students learn about diversity and difference?

**Time (of video):** 2:37

**Posted by:** DiffDiff01

**Date posted:** June 21, 2010

**Video description:** Teachers, administrators, and students from an Australian institution discuss the importance of learning in a diverse environment.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Describe a benefit of learning in a diverse environment mentioned in the video.

**In-class activities:**

Objective: Students explore the importance of diversity for learning.

1. **Campus Diversity** Most campuses have a diversity coordinator. Invite this person to class to discuss diversity in general and specifically on your campus.
2. **Perception of Diversity** Ask students to discuss the diversity present or lacking in their current learning environment.
3. **Learning in a Diverse Environment** Ask students what they think the benefits are of learning in a diverse environment.

**Voting**

**Type:** Advertising

**Topic(s):** Voting, youth voting

**Search terms:** video #turnoutforwhat

**Video title: Rock The Vote Presents: #TURNOUTFORWHAT**

**Time (of video):** 3:27

**Posted by:** rockthevote

**Date posted:** October 7, 2014

**Video description:** Rock the Vote is a non-profit organization whose mission is to engage young people in politics. #turnoutforwhat is a new campaign to encourage voters to turn out to vote for what they believe in.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Why would you vote? Finish the tweet: #turnoutforwhat

**In-class activities:**

1. **Civic Awareness** Objective: Students research relevant political issues.

Most students know when major elections are happening in their state, but are they aware of local elections?

- a. Have students do research on upcoming elections and hot issues in the community in which they are registered to vote (assuming they are registered—if they are not registered, use this opportunity to encourage all students to register).
- b. Students should bring their findings to class.
- c. As a class, examine the issues on general election ballots vs. local elections.

2. **Rock the Vote** Objective: Students learn why young voters are so valuable to politicians.

Have students research the history of the Rock the Vote campaign in order to answer the following questions:

- Why did Rock the Vote form?
- Who is the target audience for Rock the Vote?
- What impact has Rock the Vote had on mobilizing young people to vote?

## **Liberal Arts Education**

**Type:** Instructional

**Topic(s):** Inclusive curriculum

**Search terms:** video the power of a liberal arts education

**Video title:** **The Power of a Liberal Arts Education**

**Time (of video):** 5:46

**Posted by:** AICUM Massachusetts

**Date posted:** January 8, 2014

**Video description:** A liberal arts education is an inclusive curriculum. Watch as graduates discuss how the value of the broad curriculum they received in college is reflected in their current careers.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Think of the courses you are taking “to fulfill a requirement,” and discuss how these courses will benefit you in a future career.

### **In-class activities:**

1. **The Value of Liberal Arts Courses** Objective: Students begin to think strategically about choosing electives.

Show the video and have students discuss the value of courses outside their major.

- a. Ask how these courses benefit students in the short- and long-term.
- b. When taking courses outside their major, students often have some choice. Have students describe strategies to choose these electives wisely to maximize their education.

2. **What Do Employers Really Want?** Objective: Students get insight into how to best demonstrate that they are what employers want.

Show the video from 2:27 to 3:32, and as a group, discuss the qualities that these CEOs/presidents are looking for in employees.

- a. Ask students to discuss whether they are developing these qualities and to describe how they are doing this.
- b. Ask students how they can communicate these assets to potential employers.



## Chapter 13 Wellness

### At-A-Glance

Topic(s)	Type	Title	Length
<ul style="list-style-type: none"><li>Emotional health</li><li>Depression</li></ul>	PSA	Mental Illness: What You See / What You Don't See	2:18
<ul style="list-style-type: none"><li>Wellness</li><li>Nutrition</li></ul>	Comedy	The Freshman 15	3:28
<ul style="list-style-type: none"><li>Sexually transmitted infections</li></ul>	Instructional/comedy	The STD Song	4:04

### Mental Illness

**Type:** PSA

**Topic(s):** Emotional health, depression

**Search terms:** video mental illness what you see

**Video title:** Mental Illness: What You See / What You Don't See

**Time (of video):** 2:18

**Posted by:** neinsteinassociates

**Date posted:** December 14, 2012

**Video description:** Mental illness is not something you can see and it is more than a mood change. Watch as a diverse group talks briefly about the struggle with depression.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** After watching the video, define depression.

#### **In-class activity:**

**Guest Speaker Objective:** Students learn from and engage an expert in mental illness.

Bring in a specialist from the campus Counseling Center to talk to students about depression and other mental illnesses.

### Wellness

**Type:** Comedy

**Topic(s):** Wellness, nutrition, exercise

**Search terms:** video the freshman 15 college humor

**Video title:** The Freshman 15

**Time (of video):** 3:28

**Posted by:** CollegeHumor

**Date posted:** October 8, 2009

**Video description:** A humorous song about the weight gain referred to as the “freshman 15.”

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What steps have you taken to be healthy while in college?

**In-class activities:**

1. **Guest Speaker** Objective: Students learn about health and wellness.

Invite someone from the wellness center to talk about nutrition and exercise in college.

2. **Journaling** Objective: Students evaluate their own nutrition and exercise.

Have students keep a journal for a week noting everything they eat and drink and tracking their physical activity.

- a. Students bring their journals to class and share what they found to be noteworthy.
- b. Students brainstorm ways to make positive behavior changes for wellness.

## **Sexually Transmitted Infections**

**Type:** Instructional/comedy

**Topic(s):** Sexually transmitted infections

**Search terms:** video the std song

**Video title:** The STD Song

**Time (of video):** 4:04

**Posted by:** UMDHealthCenter

**Date posted:** January 30, 2012

**Video description:** A catchy tune about how to avoid transmitting or contracting STIs. Note to instructors: This video goes into more detail than you may be comfortable with.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** When so much information is available to people of every age about practicing safe sex, why should colleges and universities still educate students about STIs?

**In-class activity:**

**Guest speaker** Objective: Students learn the importance of sexual health.

Invite a speaker from the campus health center to talk about STIs and other sexual health issues.

## Chapter 14 Money

### At-A-Glance

Topic(s)	Type	Title	Length
• Financial aid	Instructional	Federal Student Aid -- Myths About Financial Aid	2:56
• Budgeting	Instructional	Budgeting	2:01
• Credit card • Credit score	Instructional	How to Build Credit as a College Student	3:46

### Financial Aid

**Type:** Instructional

**Topic(s):** Financial aid

**Search terms:** video federal student aid myths

**Video title:** Federal Student Aid -- Myths About Financial Aid

**Time (of video):** 2:56

**Posted by:** FederalStudentAid

**Date posted:** April 3, 2013

**Video description:** Five myths about financial aid are debunked.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Choose one of the myths presented, and describe why it has evolved as a myth that many people believe.

#### In-class activities:

1. **Review of Common Myths** Objective: Students learn to distinguish between myths and facts about federal student aid.

Go over each myth in class, and ask students to share what they have heard about federal aid.

2. **Guest speaker** Objective: Students explore financial aid with an expert.

Invite a representative from the financial aid office to class to answer students' questions and address their concerns about getting and/or keeping financial aid.

### Budgeting

**Type:** Instructional

**Topic(s):** Budgeting

**Search terms:** video federal student aid budgeting

**Video title:** Budgeting

**Time (of video):** 2:01

**Posted by:** FederalStudentAid

**Date posted:** May 28, 2014

**Video description:** Brief overview of how to create and use a budget.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Do you use a budget, or do you just hope to have money left in your account by the end of the month? Briefly discuss your money management strategy.

**In-class activities:**

1. **Trying Out a Budgeting Tool** Objective: Students experience building and following a budget.

From the many budgeting templates and tools you can find online, choose one that is appropriate for most of the students in your class and that breaks the month into weeks.

- a. Have students complete the budget in class.
- b. Students should note questions or concerns that can be addressed in class.
- c. Tell students to follow the budget for a week.

2. **Budget Follow-up** Objective: Students evaluate their budgeting successes and failures.

Revisit budgeting later in the term.

- a. What have students found difficult about budgeting?
- b. Did students find themselves without money at some point because they did not make a budget or follow their budget?

**Credit**

**Type:** Instructional

**Topic(s):** Credit cards, credit score

**Search terms:** video how to build credit as a college student

**Video title:** How to Build Credit as a College Student

**Time (of video):** 3:46

**Posted by:** Young Finances

**Date posted:** August 5, 2014

**Video description:** Tips on how to build your credit while in college.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Why, according to the video, do you need to build your credit while in college?

**In-class activities:**

1. **Terms and Conditions** Objective: Students learn about the complexity of having a credit card.

Building credit is good, but, when misused, credit cards can get students into financial

trouble.

- a. Bring in a set of terms and conditions from a credit card application to share with students in class.
- b. See how much students truly understand about this complex information.

2. **Practice with Interest Rates** Objective: Students calculate payoff and interest accumulation on credit cards.

Give students sample figures to work with: a balance, minimum payment, and interest rate.

- a. Have students do sample calculations:
  - Accumulated interest each month.
  - Length of time to pay off balance with a minimum payment.
- b. Students calculate payoff and interest accumulation on credit cards.

3. **Savings Accounts** Objective: Students appreciate the value of delaying purchases.

Discuss the benefits of saving over time versus paying for a specific item with a credit card.

## Chapter 15 Majors and Careers

### At-A-Glance

Topic(s)	Type	Title	Length
• Résumé building	Instructional	How to Write a Great Résumé and Cover Letter	2:45
• Job market	News	Here's What To Expect From The Job Market in 2015   MONEY	2:06

### Résumés

**Type:** Instructional

**Topic(s):** Résumé building

**Search terms:** how to write a great résumé and cover letter

**Video title:** How to Write a Great Résumé and Cover Letter

**Time (of video):** 2:45

**Posted by:** Harvard Extension School

**Date posted:** September 21, 2012

**Video description:** Tips on how to create an effective résumé and cover letter that will attract the interest of potential employers.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** Research how much time the average employer will likely spend looking at your résumé. React to that statistic.

**In-class activities:**

1. **Using the Résumé Tips** Objective: Students apply the tips provided to improve their résumés.

Show the video from the beginning to 1:45.

- a. Have students highlight the important résumé tips provided.
- b. Have students work on their résumé in class using the tips they listed.
- c. Students critique their own résumés.

2. **Cover Letters and Networking** Objective: Students learn the importance of networking on the job market.

Show the video from 1:45 to the end.

- a. What important tips about cover letters are offered at the end of the video?
- b. How do you network? Have the class brainstorm networking strategies.

**2015 Job Market**

**Type:** News

**Topic(s):** Job market

**Search terms:** video here's what to expect market 2015

**Video title:** Here's What To Expect From The Job Market in 2015 | MONEY

**Time (of video):** 2:06

**Posted by:** TIME

**Date posted:** January 3, 2015

**Video description:** A brief look at the 2015 job market and how employees can take advantage of it.

**Question/writing prompt to discuss or paste into discussion board/Video Tools:** What pieces of advice can you use now if you are currently employed or in the future to prepare yourself to enter the job market?

**In-class activity:**

**Job Market** Objective: Students practice doing effective job market research.

Show the video about the 2015 job market.

- a. Have students do some additional research about the job market and about industries that interest them. Refer them to resources in the textbook.
- b. Ask students to share what they found about the current job market.

## **Teaching with the Features in *Your College Experience***

The features available in *Your College Experience*, Twelfth Edition, have been developed to engage students, provide ample opportunities for reflection and application, and focus your students on their long-term and short-term goals so that they are able to take the steps they need to succeed in college and beyond. Below, we've outlined the pedagogical advantages of several features and provided suggestions on how to integrate them into your course.

### **High-Impact Practices**

Throughout each chapter, a high-impact practice icon is used to identify high-impact practices, which are activities that research shows have significant positive impact on students' learning and overall success. The high-impact practice designation is new to the Twelfth Edition.

### **Student Profiles**

Sometimes it helps students to hear from someone who has already been through an experience they are about to begin. Each chapter of the text opens with a story of a first-year college student who has used the strategies in the chapter to succeed. The profiled students come from diverse backgrounds and attend all kinds of colleges around the country. You can use these stories to initiate group discussions or writing reflections. These profiles can be powerful tools to show students how the book's topics affect all of us.

### **Assess Your Strengths**

Each chapter includes a brief Assess Your Strengths feature that asks students to think about a skill related to the chapter's content and determine how much additional focus they should place on developing the particular ability in order to be successful in college.

### **Set Goals**

The Set Goals activity at the beginning of each chapter encourages students to develop strategies and goals related to the chapter's content and actively strive to improve the abilities that will help them succeed in college.

### **Your Turn Collaborative Learning Activities**

Several Your Turn activities can be found in all chapters. These foster peer-to-peer connections and collaboration, encourage self-assessment, and build critical thinking and organization skills, asking students to reflect on or apply content introduced in the chapter and strengthening the bond between students and their college communities. Each activity has a clear purpose, and they are organized into four types based on what students are asked to do: Work Together, Write and Reflect, Make Good Choices, and Stay Motivated. These activities help students think about issues that are important as they begin their college careers. Use these topics to get to know your students and their individual needs. Your Turn activities can be integrated into your syllabus as in-class activities,

discussion prompts, or out-of-class assignments.

## **Is This You?**

These boxes speak directly to students who are in first-year experience courses. Look for these special messages to first-generation college students, returning students, veterans, students with children, and student athletes—as well as students encountering common first-year issues such as the temptation to cheat, weight gain, financial problems, and the clash of new ideas with old beliefs. This feature points to specific content in the chapter that these students should focus on.

## **Checklist for Success**

Before each chapter review is a Checklist for Success that restates the main takeaways from the chapter as action items.

## **Build Your Experience**

The Build Your Experience chapter review section has three components: Reflect on Choices asks students to reflect on what they have learned about the main topic of the chapter and how they will use this information, and provides a writing assignment such as a brief paper or journal entry. Apply What You've Learned provides writing prompts designed to help students apply what they have learned in the chapter to their academic and personal lives. Use Your Resources provides a list and description of resources that students can utilize when they need help with issues related to topics discussed in the chapter. Students should be reminded about the importance of finding help and making the most of these resources.

## **Models**

Models located throughout the book let students see the principles in action. Because many students learn best by example, full-size models show realistic examples of annotating a textbook, creating a mind map, multiple styles of note taking, and other strategies for academic success. This edition includes digital models to reflect the tools students will be using in their everyday lives.

## **Active Learning Strategies**

The Active Learning Strategies are available as a sixteen-page insert at the beginning of the Instructor's Annotated Edition. This includes chapter-specific exercises and activities designed as retention strategies to support writing, critical thinking, working in groups, planning, reflecting, and taking action. These exercises and activities offer best practices from the authors to help students persist in the first year.

## **Tech Tips**

A Tech Tip page in each chapter discusses one technology-related topic or current technology tool or resource related to the chapter. Students are asked to apply in an academic setting many of the



technology skills they likely already use in their personal lives. For some readers, the Tech Tips will teach new skills. This application-based feature appears toward the end of the chapter so as not to disturb the flow of the main narrative. Refer to the Tech Tip activities throughout this Instructor’s Manual for suggestions on how to use this feature in your class.

### ***LearningCurve for College Success 2.0***

*LearningCurve for College Success 2.0* is an adaptive quizzing program available with your text that helps students focus on the material they need the most help with. When students get a question wrong, they are provided with immediate feedback and links back to online instruction before getting the chance to try again. This low-stakes quizzing environment allows students to receive as much practice as they need to master a given concept. Assign *LearningCurve for College Success 2.0* to motivate students to engage with key concepts before they come to class so that they are ready to participate.

As the instructor, you are able to select and assign specific LearningCurve activities and to monitor the class performance as a whole, as well as individual student performance. This enables you to discover which topics students are struggling with and adapt your lessons accordingly.

This updated version of LearningCurve features a larger question pool with new multiple-choice questions. You may find that with some topics, *LearningCurve for College Success 2.0* uses slightly different terminology than *Your College Experience*, Twelfth Edition, or covers a topic in more detail. At any time, your students can click in the upper right-hand corner of the LearningCurve screen to read up on the topic. Use this correlation guide as a tool to help plan your LearningCurve assignments as you teach with *Your College Experience*, Twelfth Edition.

<b><i>Your College Experience Chapter</i></b>	<b>LearningCurve 2.0 Activity</b>
1. Welcome to Your College Experience	Why Go to College?
2. Time Management	Time Management
3. Emotional Intelligence	Emotional Intelligence
4. How You Learn	Learning Styles
5. Thinking in College	Critical Thinking
6. Reading to Learn	Reading
7. Getting the Most From Class	Getting the Most Out of Class
8. Studying	Studying
9. Test Taking	Test Taking
10. Information Literacy and Communication	Information Literacy and Communication
11. Relationships	Relationships
12. Diversity	Diversity
13. Wellness	Wellness
14. Money	Money
15. Majors and Careers	Majors and Careers

## **LaunchPad for *Your College Experience*, Twelfth Edition**

LaunchPad for *Your College Experience*, Twelfth Edition, is an online course space which combines an interactive e-book with high-quality multimedia content and ready-made assessment options. When you package LaunchPad with the print text, you'll have access to interactive digital assets such as LearningCurve 2.0 adaptive quizzing, self-assessment exercises, video activities, case studies with quizzing, and instructor's resources. New Video Tools functionality allows you to easily create video assignments. Publisher-provided activities offer several YouTube video search terms, discussion questions, and in-class activities to use in your course. Prebuilt units are easy to assign or adapt with your own material, such as readings, videos, quizzes, discussion groups, and more. LaunchPad also provides access to a grade book that provides a clear window on performance for your whole class, for individual students, and for individual assignments.

# 1 Welcome to Your College Experience

## Chapter Teaching Objectives

1. Explain the value of a college education and the college success course.
2. Describe the outcomes of the college experience and what college is all about.
3. Help students to begin thinking about their purpose and setting their own goals for attending college.
4. Help guide students to consider different majors and to understand the importance of academic planning.

## Timing of Chapter Coverage

This chapter should be assigned and discussed at the beginning of the course. It not only introduces students to their purpose and goals for being in college, but also establishes why it is so important to get off on the right foot. It is crucial that students become motivated early to aim for success. The chapters that follow provide the strategies students should use to succeed during their college career and after they graduate.

## About This Chapter

This first chapter sets the tone for what college is all about. It addresses the meaning of the college experience, why college is important in our society today, the different experiences it brings to a student, and the variety of outcomes it can lead to. The primary reason most students attend college is to prepare for careers that will increase their economic security throughout their lives. The chapter explores some additional reasons. However, while it is important to make students aware of the value of a college education, traditional-age students may not fully understand the significance of these abstractions this early in their college careers. They'll understand the words, but will the words have the necessary impact? If applicable, try to use nontraditional students' experiences to show the importance of college. Otherwise, be prepared to use experiences from your own life.

The authors stress that the first-year student needs to have a purpose and to be motivated and committed toward goals. Students need to recognize early that it is important to make adjustments and establish a deliberate, rational plan to guide their academic and extracurricular lives. Emphasizing the differences between *high school and college* is one way to do this; you can also offer suggestions to help students adjust to college life. When you present this material, encourage

students to use the chapter as a guide to understanding the changes they should expect in their first year and to think more deeply about these issues. Finally, at the end of the term, you can return to the discussion and ask students to reflect on how they have actually changed.

All the students in your class have at least one thing in common—coming to college. Their reasons for being here may vary, but they should all have the goal to succeed. Help them to clarify their purpose for being here and to set goals. The chapters that follow provide the strategies for college success. You can help students incorporate these skills into their college lives. While introducing this textbook and this beginning chapter, you can also use this time to establish rapport, get to know your students, and connect the students as a class. Identify their commonalities as well as their differences, and use this knowledge as you approach the chapters that follow.

## **Suggested Outline for Addressing Topics in Chapter 1**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**

## **Expanded Lesson Plan**

### **Step 1 Lecture Launchers and Icebreakers**

- Since this is the first chapter and the first week of the term, a good introduction is to have students participate in a variation of the Name Game. In this exercise, students introduce

themselves by adding an adjective in front of their name beginning with the same letter or sound (“I’m Awesome Amy,” “I’m Cool Kristina”). The trick is that each subsequent student must begin by listing all of the other students who were introduced before (similar to the game I’m Going on a Picnic). The instructor should be the first and last to participate. This aids in name recognition for both the students and the instructor.

- Another icebreaker that’s helpful is to have students interview each other. One way to approach this is to have students line up across the back of the room by their birthdays, with January on one end and December on the other. Then ask them to pair with someone next to them (this almost always ensures they will pair up with a stranger). Have them interview one another (name, hometown, major, future goals, etc.). Give them 5 minutes, and then ask students to introduce their partners to the rest of the class.
- As a follow-up game after the students have already introduced themselves, have the class try to put themselves in alphabetical order by first name (in complete silence with no hand signals). They won’t remember all the names but will have some placement reference for the names they do recall. After the students have finished their silent line-up, start at the front of the line and have them call out their first name one by one. Where there is clearly an error in the order, allow them to reorder themselves. You will notice other students adjusting their positions as they gain more information on others’ names.
- Generate a class discussion about some of the changes students have had to make to adapt to university life.

## Step 2 Classroom Activities

### a. *Lecture*

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. The Value of a College Education
2. The Value of Your College Success Course
3. The Value of Your College Success Textbook
4. The College Experience
5. Why College is Important for You
6. Getting the Most Out of College: High-Impact Practices
7. Traditional Students: Making the Transition
8. Challenges and Opportunities for Nontraditional Students
9. Communicating with Your Instructors
10. Exploring Purpose and Setting Goals
11. Getting Started with Goal Setting

11. Setting SMART Goals
12. Academic Planning
13. Choosing a Major
14. Working with an Academic Adviser

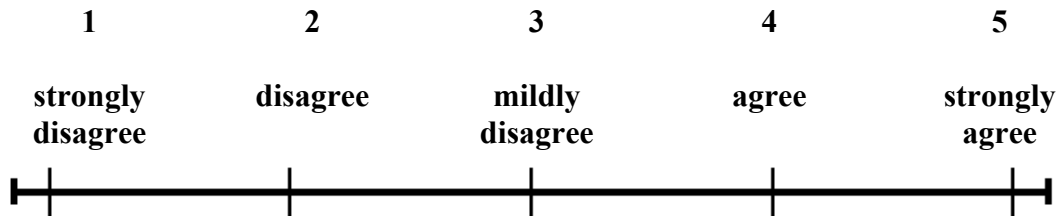
***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 1

### Welcome to Your College Experience Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



\_\_\_\_\_ I know how to manage my time.

\_\_\_\_\_ I understand the value of my college success course and what I am supposed to get out of it.

\_\_\_\_\_ I set goals regularly.

\_\_\_\_\_ I usually achieve my goals.

\_\_\_\_\_ I think it's important to connect with my college instructors outside of class.

\_\_\_\_\_ I understand the purpose of a course syllabus.

\_\_\_\_\_ College is the next step in achieving my professional goals.

\_\_\_\_\_ I am motivated to stay focused and put in the time and effort that college requires.

\_\_\_\_\_ I possess the necessary skills to be a successful college student.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the section of the chapter that pertains to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in this area. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Discuss the purpose for taking this course and provide each student with a copy of your syllabus. Explain the syllabus and answer any questions students may have. The more your students understand the syllabus, the better they will understand the course. Introduce the required *assignments* and *expectations* for the semester. Introduce the course *calendar*, highlighting *due dates*. Make sure that students understand how to read the course calendar if you have one. Highlight the components of each chapter in the book. This will help students become familiar with the text and make it a user-friendly book.
- Explain the purpose of a syllabus and its importance for every class a student takes. Discuss how each syllabus is different and that this is why students need to know what information they should look for when reviewing the syllabi for all their classes. Consider brainstorming with students on what information would be important to know after the first day of class in their other courses. As an in-class activity, have students bring in all of their syllabi for their courses and look for this information. Remind them that it is okay to politely ask instructors if they can't find that information or if it isn't clear.



- If your class is willing to open up, this might be a good time to have a question-and-answer session regarding their concerns. Many students are probably beginning to have questions and fears about life in college. You might have better luck if you invite the students to write their questions, fears, or concerns on an index card. Make sure you let them know that they are not required to identify themselves. Collect all of the cards and answer accordingly. Consider creating an FAQ sheet that responds to all the anonymous questions and passing it out to students during the next class or e-mailing or posting it to a course Web site. Chances are that if one student has the concern, there is at least one more student in the class with the same concern.

#### *d. Group Activities*

- Have students review the student profile of Rontavius Jamal Snipes at the beginning of this chapter. Divide the class into groups and have them discuss why they decided to come to college and what they hope to get out of their college experience. By having them discuss this topic in small groups rather than in front of the entire class, this activity will provide an opportunity for students to start opening up.
- Another option is to create permanent peer groups within the course. Assign students to different “teams,” either randomly or with certain criteria in mind (i.e., consider factors such as gender or major to help divide the students into a diverse mix). Give the students time to get to know one another, either over an activity (such as the ones listed above) or perhaps through the interviewing icebreaker suggested earlier. Before you end the class session, have each group choose a name for their team.
- **Goal-setting activity:** Have students pick a partner in the class and discuss each other’s goals applying the SMART acronym: Specific, Measurable, Attainable, Relevant, and achievable within a given Time period. Students should exchange lists of what they plan to do on a weekly basis to move toward accomplishing their goal by the end of the term. Advise them to make plans to meet once or twice a month to discuss how they are progressing; the point is for each student to encourage and help motivate his or her partner to achieve his or her goal. Make plans for an end-of-term celebration if students meet their goals or to discuss and further motivate each other not to give up.
- **Tech Tip activity:** Students can work with their goal-setting activity partner to brainstorm issues that might come up during the term about which they might have to communicate outside of class with you or another instructor. Ask them to work together to draft e-mails that are appropriate and contain all the appropriate components.

#### *e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Distribute index cards. Ask students to share some information about themselves: telephone number, e-mail address, birthday, campus box number, and so on (if they choose to do so). Compile a list with the names, numbers, and addresses of the students, and give a copy to each student. Do not forget to include your own information. Create a Facebook group for the class and ask students to join. Encourage students to connect with each other through this page, and check in with students during their first week of college.
- Give a testimonial endorsing the benefit of having a clear purpose for attending college, how and why you succeeded in the college setting, or why you chose to attend college.
- Give a testimonial on your academic career at your university. Be sure to include the qualities and ingredients that helped to make you a successful student. Share with the class some of the changes you have had to make to adapt to university life. Describe the faculty member at your university whom you considered to be your mentor. Conclude with the role that person has played in your success as a student and as an individual.
- As a follow-up to this initial session, consider giving students a call during their first week of college. Find out if they have any questions about the course, the syllabus, or the text. (This would be a good time to use that “extra” information you requested on the index cards.)

#### *f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor’s Annotated Twelfth Edition at the front of the book (p. IAE-5). Additional information is provided below.

- **Working Together: The Many Reasons for College** This exercise can easily be done in small groups during class. Be sure to bring the entire class together to share what was discussed and learned in the small groups. The exercise will help students get to know each other better and their reasons for being in college. You will also learn how focused they are and about their current expectations of college.
- **Exercise 1.1: Solving a Problem** This exercise should not be graded; tell your students this before they complete it. Ask your students to answer the questions on paper or by e-mail. Read each student’s answer and respond by providing suggestions to move closer to a resolution.
- **Exercise 1.2: With or Without** You might have students complete this exercise at the beginning of a class session. Consider placing them in small groups to discuss the lists they’ve generated. This will not only prompt discussion but will also facilitate group bonding.

- **Exercise 1.3: Focusing on Your Concerns** Ask your students to do this exercise either in class or outside of class. You may choose to take a poll on which chapters were picked most. This could be done openly or anonymously.
- **Exercise 1.4: What Are Your Life Goals?** Show students the list of life goals to get them thinking about their own. Students should mark those goals they want to achieve, review them, and circle and then rank the five they want most. This topic lends itself to a good in-class discussion.

**g. Retention Exercise**

These exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor’s Annotated Edition of the textbook.

**Smart Goal Setting**

Ask students to pick a goal—either short-term or long-term—and to use the SMART template below to make their goal even more attainable. Students who are skilled at setting and attaining goals are more likely to persist in college.

Give the following instructions: *Write a short-term or long-term personal goal that is related to your college experience. Use the SMART method to further develop your goal.*

- S** How can you make this goal more **S**pecific?
- M** How will you **M**easure whether you have attained this goal at a high level?
- A** How do you know that there is a reasonable chance you can **A**ttain this goal?
- R** How is this goal **R**elevant to your interests and broader sense of life purpose?
- T** What is your **T**ime period for achieving this goal?

**h. Case Studies**

**Alicia**

Alicia is going to school and working a full-time job. Her employer generally supports her decision to be in college, but Alicia thinks her boss is asking her to take on more responsibilities than her schedule allows. Alicia decides to arrange a meeting in which she hopes they can both talk frankly about the problem, but she worries that her boss will think she’s being a “complainer.”

*Discussion Questions*

1. What should Alicia do to prepare for her meeting with her boss?
2. List some possible ways that Alicia’s boss might respond to the issues she plans to raise in their meeting. For example, her boss might be angry or resentful that Alicia is asking to have some of her responsibilities reassigned. How can Alicia “plead her case” without sounding like a “complainer”?
3. If Alicia’s boss refuses to reduce her workload, what should Alicia do?

## **Carlos**

Carlos thinks his mother has some unrealistic expectations. She likes to tell him that the reason she never finished college was so she could work and give her children the chance to go. Now she expects Carlos to come through his first year with A's in all his courses. Carlos doesn't do all that well on his initial round of exams, and when his mother hears the results, she expresses her disappointment and lectures him about whether he's serious about the education she's paying for.

### *Discussion Questions*

1. What are some possible reasons for Carlos's lackluster performance?
2. How do you think Carlos responded to his mother's lecture? How would you have responded?
3. What are some strategies for success that Carlos can employ to help improve his grades on future exams?

### *i. Video*

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

## **Step 3 Review**

### *a. Wrap Up*

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback for any areas that need additional clarification.

### *b. Check for Understanding*

Did your students meet the objectives? If so, they should be able to answer the following:

1. Explain why obtaining a college education and attending this course are important.
2. List at least four outcomes of the college experience and describe what college is all about.
3. Describe your purpose for going to college and your goals.
4. Explain the value of academic planning and discuss why it is important to work with an academic adviser to choose a major and build a program of study.

### *c. Address Common Questions and Concerns about the Topic*

- ***Why do I have to worry about setting goals? I like to go with the flow.***  
*Answer:* Setting goals is the first step toward achievement. It helps students to combat negative self-fulfilling prophecies and allows them to form positive ones.

- ***Commitment issues? I had no trouble getting through high school!***  
*Answer:* Forty percent of all students who enroll in four-year schools never finish their degrees, but by applying certain learned strategies, students can set themselves up for success.
- ***As a commuter, can I live at home and still be successful?***  
*Answer:* Commuter students should try to make the most of their commuting time by reviewing notes (if taking public transportation), discussing course material (if commuting with a classmate), or even listening to taped lectures or notes they've recorded (especially useful for long car rides).
- ***After being out of school for so many years, can I make it?***  
*Answer:* Of course you can make it. Sometimes returning students are the most diligent ones in the class. Of course, they do face special challenges.
- ***Why do "they" want to change me? I like the way I am!***  
*Answer:* College will naturally change a person. Benefits of college include a lower divorce rate, a better appreciation of the arts, and greater self-esteem.
- ***Why are "they" asking me to take courses that raise issues about politics and other cultures? I just want to take courses that relate to my major and career.***  
*Answer:* A liberal arts education is very important to your future; courses that initially may not seem applicable to your major and career can be highly beneficial in the long run.

#### **d. Writing Reflection**

- At the start or at the end of class, assign your students a 10-minute freewrite. Let them know even before you give them the topic that this assignment will not be graded. Then pose a writing prompt—perhaps one of the topics or exercises featured in the text, such as Assess Your Strengths and Set Goals near the beginning of the chapter, a Your Turn prompt, or a Build Your Experience exercise at the end. These are great opportunities for them to express themselves through writing and to discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.
- Ask your students to write what they think their biggest challenge will be in starting college. This not only gives you a taste of their writing ability but also lets you know where their perceived weaknesses lie. If several students are concerned about the same thing, you will then know to focus extra attention on that topic. After the writing exercise, ask your students if any of them care to share what they've written. You can then use this to either help generate a class discussion or to summarize the session.

- Ask your students to keep a journal that they turn in weekly, either in notebooks or online. This is a wonderful opportunity to establish a dialogue between you and the student and to keep up on how they are doing outside of your class. Be sure to read these weekly journals immediately. Students may share some very personal issues that may require prompt guidance.
- Set up individual appointments to discuss their goals and strategies. Obviously, this is a time-consuming suggestion, but conferencing is one of the most effective ways to reach a student. It is particularly appropriate if you are your students' adviser.

**e. Web Resources**

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**College vs. High School**

Search Terms: Transitioning to College Kent State

This site provides links to helpful articles and videos which guide students in the many issues they may face in the transition from high school to college, specifically what to expect, using college libraries as academic support, and best practices for research.

**Personal Goal Setting**

Search Term: Personal Goal Setting Mind Tools

This comprehensive site offers a wealth of information about personal goal setting and how students can turn those goals into action plans.

**Transitioning to College**

Search Term: Transition Year

Transition Year is an online resource focused on helping parents and students overcome any emotional health issues before, during, and after the transition to college.

**f. For More Information**

Bronson, P. *What Should I Do with My Life? The True Story of People Who Answered the Ultimate Question*. New York: Random House, 2002.

Chopra, D. *The Seven Spiritual Laws of Success: A Practical Guide to the Fulfillment of Your Dreams*. San Rafael, CA: Publishers Group West, 1994.

Combs, P., and J. Canfield. *Major in Success: Make College Easier, Fire up Your Dreams, and Get a Very Cool Job* (4th ed.). Berkeley, CA: Ten Speed Press, 2003.

Covey, Stephen R. *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Simon and Schuster, 2013.

Lore, Nicholas. *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*. New York: Fireside, 2012.

MacHado, Julio (Ed.). *Fishing for a Major*. New York: Natavi Guides, Inc., 2002.

**g. Prepare for Testing**

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 1 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**

**Chapter 2: Time Management**

- Tell students the next class will be about managing their time. If you choose to have your students create a schedule of all their term assignments and exams, ask them to bring all their class syllabi to the next class. Tell them that this information will be needed for a class activity.
- If you choose to have them complete the Retention Exercise, Tracking “Actual Time,” in Chapter 2, ask students to record how they spend their time over a week or, if that seems too daunting, over a handful of days. Ask them to bring the results to the next class. Tell them that this information will be needed for a class activity.

# 2 Time Management

## Chapter Teaching Objectives

1. Discuss the importance of managing time effectively while attending college.
2. Describe strategies and tools for getting organized, such as planners, weekly timetables, and to-do lists.
3. Discuss common time-management problems in college such as procrastination and distractions.
4. Explain the importance of setting priorities and goals and the role time management plays in doing so.
5. Demonstrate how students can allocate their time wisely and make sure their college schedule works for them.

## Timing of Chapter Coverage

It is critical that students actively engage in organizing their time from the outset of the academic term. Although some students may not appreciate the importance of developing skills in time management—at least not until they experience a sense of losing control over their time—it is important to link early information about time management to some of the differences between high school and college. For students who tend to ignore time-management techniques, assigning tasks that require them to plan will assist them in the long run. Procrastinators will get a better idea of why they behave as they do when they explore learning styles and personality types later in the text.

## About This Chapter

This chapter focuses on how time management is a strategy to achieve success in college and in life. The text shares various methods to stay focused by spending your time wisely. The main goal of this chapter is to instill in students a sense of the value of managing time. Students often do not want to “waste” time on planning and managing their time. They may think these activities take more time than they are worth. They may also resist exercises they perceive to be “busy work.” One way to motivate students and to involve them in the activities in this chapter is to focus on time management as a life skill rather than as a study skill. For those who did not get into the habit of maintaining a planner in high school and do not necessarily intend to do so now, discuss how



professionals use these tools in the world of work. Keep in mind that today's students find more usefulness in maintaining a planner than in filling out a schedule form. Also focus on how organizing one's time can assist in reducing stress.

Whereas good time managers usually know they are good at managing their time, poor managers may not be aware of how and when they waste time. This is especially true for students who were able to survive in high school without devoting a lot of time to schoolwork or without developing organizational strategies. Asking students to assess their attitudes toward time before they actually begin to keep a record of how they spend their time sensitizes them to their individual strengths and weaknesses. **Note:** If you are using peer leaders to coteach this course, let these peers take the lead when presenting this topic, because students are more apt to listen to their peers than to their instructor.

## **Suggested Outline for Addressing Topics in Chapter 2**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**

## Expanded Lesson Plan

### Step 1 Lecture Launchers and Icebreakers

- For this exercise, you will need a package of mini Dixie cups and toothpicks. Follow the steps for this exercise and follow up with a discussion of the experience. Students will find it not only amusing but also eye opening as they discover where their priorities lie.
  1. Pass out one Dixie cup and one toothpick per student.
  2. Tell the students that you are going to read them some questions. They are not to speak. If their answer to a question is “yes,” then they are to do nothing. If their answer to a question is “no,” then they are to poke a hole in the bottom of the Dixie cup.
  3. Read each question, providing enough time for those students to poke their cups as needed. (Students may begin to laugh as they hear the sounds of multiple pokes throughout the classroom.) Make sure it is quiet before moving on to the next question. Consider adding more questions regarding additional topics that have been addressed in class.

#### *Questions for Paper Cup Activity*

- Have you gone to all your classes so far?
  - Have you arrived to all your classes on time or early?
  - Have you bought all your required textbooks for all your classes?
  - Are you keeping track of all your activities? (for example, keeping a planner)
  - Have you completed all your reading assignments on time?
  - Have you completed all your writing assignments on time?
  - Have you stayed awake in all your classes?
  - Have you paid attention in all your classes?
  - Have you taken notes in your lecture classes?
  - Have you tried to participate and ask questions in your small classes?
  - Have you come prepared to all your classes? (paper, pen, book, assignments)
  - Are you managing your stress well?
  - Have you made at least one friend on campus so far?
  - If you are working a part-time job, are you working no more than 15–20 hours a week?
4. After you have finished reading all the questions, tell students to look at their cups.
  5. For fun, consider asking them to place the cups above their heads and pretend that you are about to go around and pour water in their cups.
  6. Ask them to imagine: If their cup represented their college life and the water that filled it represented their success, how are things looking right now for them? Are they successful so far? Are their priorities focused on college? If they have a bunch of holes already, what is the likelihood of having more holes later? Remind them to

make sure they start out their college careers on the right foot. There will always be bumps in the road or more holes in the “cup of college life,” so it is important to prevent too many holes. Discuss how they might change their priorities.

7. You might consider repeating this activity again later in the term as a “check” on how things are going.
- College students, especially new students who may be away from home for the first time, may spend excessive amounts of time online. It’s not inconceivable that students will spend more time on e-mail, instant messaging, social networking, and general Internet surfing than they do on their studies. After generating a discussion on how much of their time your students are spending online, you can segue into a dialogue about daily planning (e.g., building more structured Internet time into their schedule) or even procrastination (e.g., making sure that the Internet doesn’t become a time-sucking distraction from their schoolwork).

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were told that the next class would be about managing their time. If you asked them to bring all of their class syllabi, have them create a schedule of all their term assignments and exams. (See Figure 2.1, Monthly Calendar.) If you have a peer leader, you may consider having him or her lead this activity. If you asked students to record how they spent their time over a week or a handful of days, have them use the results to complete the Retention Exercise, Tracking “Actual Time.”

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. Managing Your Time
2. Taking Control of Your Time
3. Your Memory Cannot Be Your Only Planner
4. Using Time-Management Tools
5. Procrastination
6. Overcoming Procrastination
7. Dealing with Distractions
8. Setting Priorities
9. Find a Balance
10. Don’t Overextend Yourself
11. Stay Focused

12. Appreciating the Value of Time
13. Creating a Workable Class Schedule
14. Scheduling Your Classes in Blocks

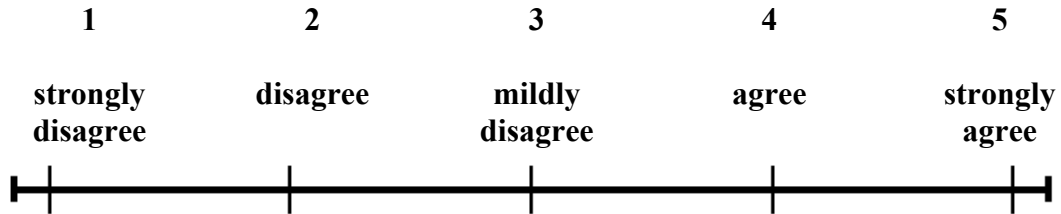
***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 2

### Time Management Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



\_\_\_\_\_ I plan ahead using a planner or calendar app.

\_\_\_\_\_ I hand my work in on time.

\_\_\_\_\_ I am an independent person who needs little to no direction.

\_\_\_\_\_ School is always my first priority; everything else I do is based on my school schedule.

\_\_\_\_\_ I am not a procrastinator.

\_\_\_\_\_ I have strong organizational skills.

\_\_\_\_\_ I have a to-do list that I update on a regular basis.

\_\_\_\_\_ I am good at avoiding distractions.

\_\_\_\_\_ I am good at balancing my time among college, work, family, and social activities.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” as this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- This activity gives students a visual perspective of where and how well they are managing their time.
  1. Have students list twenty tasks they need to complete in the next two weeks. They should number the tasks 1–20 in no particular order.
  2. Then provide a short introduction to the author Stephen Covey and his book *The 7 Habits of Highly Effective People*. In his book, he talks about how the activities we do can be categorized into one of four quadrants: I. Urgent and Important; II. Not Urgent and Important; III. Urgent and Not Important; and IV. Not Urgent and Not Important. Covey's theory is that we should be spending our time where it counts (QII) and where there is limited stress (not in QI and QIII) and avoid where time is wasted (QIII and QIV). Although sometimes these other quadrants can't be avoided, you can use your time more efficiently if you reduce the number of activities that fall under these categories.

- After explaining Covey’s time-management matrix, pass out handouts of the grid or simply have students draw it themselves. Have your students place the numbers 1–20 (representing each of the tasks they wrote on their numbered list) in the appropriate quadrant based on urgency and importance.

	<b>Urgent</b>	<b>Not Urgent</b>
<b>Important</b>	<b>I</b>	<b>II</b>
<b>Not Important</b>	<b>III</b>	<b>IV</b>

- Facilitate a brainstorming session on ways to readjust how they manage their time.
  - What are ways to reduce time spent in QI (urgent/important)?
  - What are ways to stay in QII (not urgent/important) most of the time?
  - What are ways to reduce time spent in QIII (urgent/not important)?
  - What are ways to stay out of QIV (not urgent/not important)?
- This may be an appropriate time to discuss the “two-for-one” rule: Students should plan to study 2 hours outside of class for every hour spent in class. Obviously, the true amount of time needed for each class can depend on the teacher’s expectations and the student’s previous knowledge, organization, and ability, and can vary considerably from week to week. But it is important early in the term for students to understand differences in expectations between high school and college and to understand that teachers who assign the equivalent of 6 hours of reading and homework per week for a three-credit-hour class are not overloading them. In high school, students spend 6 or 7 hours per day in class; in college they may spend as few as 2 or 3 hours per day in class. It is important that as students plan their time, they acknowledge that they bear more responsibility for their own learning in college than they did in high school. Use the Retention Exercise, Tracking “Actual Time,” to emphasize this point.
- Tech Tip activity:** Ask students to download a free electronic calendar or phone app. Students should draw up a plan for the term and enter their weekly commitments into the calendar, highlighting their most important deadlines and activities. They should also transfer the information into Outlook, iCal, or a similar ShareWare program. Encourage students to try out the to-do list functions as well.
- Goal-setting activity:** Have students choose one course this term as their “nonprocrastination” course. Explain that for this one course, they need to do

everything on time or ahead of time. In other words, this one course will be their test course to get rid of bad habits and to practice good habits like using a calendar or planner. In class, ask students to compare their “nonprocrastination” course with their other courses, considering factors like preparedness, stress level, attendance, how it affects their grades, and ultimately how much they got out of the course.

#### **d. Group Activities**

- Divide students into small groups of three or four. Within each group, assign roles. One will play the role of a student trying to study. The others should provide potential distractions—a roommate who wants to chat, a floor mate who stops by and invites the student out for a pizza, an old friend calling on the phone, and so on. As a group, these students should work together to create a skit illustrating how the beleaguered student could gracefully (but firmly!) remove themselves from potentially distracting situations. Have each group perform their skit for the entire class. Then ask the class to critique each group’s skit.
- As an alternative to the previous activity, have students perform improvised skits (i.e., performed as soon as the roles are assigned). Emphasize that those playing the role of the distraction need to be persistent, as this will test the student’s ability to say “no.”
- Divide the class into small groups of two to four students. In the small groups, have each student share his or her current class schedule with the other student(s). The students should exchange ideas on how to handle time-management problems effectively and discuss the challenges they see in each other’s schedules. Students should discuss how they would arrange their schedules differently for the next term.

#### **e. Peer Leader Assistance**

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Using their syllabi from *all* of the courses they are taking this term, have students schedule their exams and assignment due dates in their personal student planner. This will be a nice resource for them to keep, since it will allow them to see what papers and tests they have during any given week for the entire term. You may give extra points for this exercise.
- Be prepared to discuss how you make time for different things in your own life, including setting time aside to study. Give a testimonial on how good time management is a major reason for your success as a student.
- Show students your method of time management (app, planner, daily schedule, etc.), and explain how these methods have been beneficial to you.



- Share with the class your strategies for coping when “the going gets tough.” Be honest; explain how some stress-related situations could have been avoided. This would be a good time to remind students about the numerous support services that are available on campus.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor’s Annotated Twelfth Edition at the front of the book (page IAE-6). Additional information is provided below.

- **Working Together: Comparing Class Schedules** This exercise may work best if you list some criteria that students can use to assess one another’s schedules. Examples of such criteria would be planning to get to class on time; finding time to eat and exercise; using time between classes wisely; scheduling time for studying; avoiding distractions; and so on.
- **Exercise 2.1: Goal Setting** Ask students to list five goals they would like to set for themselves in the coming decade. Then have them identify two measurable objectives for achieving each of the goals they have set. It may be helpful to identify an example to present in class.
- **Exercise 2.2: Your Daily Plan** If the assignment is to be graded, specify what you want included (e.g., classes, appointments, obligations, items from their “to-do” list). It can also be helpful to ask students to write an evaluation of the usefulness of their planner as they currently use it and to brainstorm other ways that maintaining a planner can assist them in organizing and controlling their time.

If students already maintain a planner (many have developed this habit in high school), consider giving them the option of photocopying a week from their planner, adding any required information that is missing, and turning it in as an assignment.

*g. Retention Exercise*

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor’s Annotated Edition of the textbook.

**Tracking “Actual Time”**

Some students will drop out of college because they are unable to manage the multiple commitments on their time. Help students become more aware of how they manage their time by using a weekly timetable (see example in Figure 2.2 in the text), a planner, or a calendar or app on their computer or phone to keep track of how they spend their time every hour for an entire week. Tell them to fill in every time slot. At the end of this week, ask students to count how many hours they spent on various activities. How many hours did they spend studying? With family? Socializing? By themselves during personal time?

Exercising? Relaxing? Working? Sleeping? Doing household chores such as laundry or dishes? Watching television? Eating? Shopping? Reading for pleasure? Talking on the phone? Texting? What activities merit more time? Which activities should take less time? In what ways did students waste time?

## ***h. Case Studies***

### **Tina**

Tina's daily planner is filled in completely from 6:00 A.M. to 1:30 or 2:00 A.M. every day. And this schedule is not an exaggeration. Tina commutes 75 minutes each way to attend classes. She is a single mother; her son and daughter are both in elementary school and are active in athletics, scouts, and church activities. Tina works full-time to support her family and pay for school. She is taking 15 credit hours, including a laboratory science. Tina says she is so stressed that she is afraid she will never make it to final exams.

#### *Discussion Questions*

1. How might you respond to Tina's concern that she won't make it to final exams?
2. What are some of the things that Tina can do to keep from feeling overwhelmed?
3. Are there any campus resources that Tina can use to help ease her load?

### **Charlie**

Charlie has always been a C student. Before coming to college, however, he decided that he was going to work harder and reach for higher grades. At first, his mission was successful. He studied mainly in the library, on a regular schedule, and used his planner to chart out and prioritize his "to-do" list. Before long, Charlie was making A's and B's. But at a Halloween party, Charlie met Vanessa. The two hit it off, and soon they were practically inseparable. Charlie watched his grades decline. He knew he needed to get his studying back on track, but whenever he blocked off study time, Vanessa would either suggest that they study together (in which case, Charlie accomplished much less than when he studied alone) or go off and pout. Charlie isn't sure what to do. He really likes Vanessa and doesn't want to lose her, but he also doesn't want to have to sacrifice his GPA for a girlfriend.

#### *Discussion Questions*

1. What are some things Charlie could say to Vanessa to help her understand his situation?
2. How should Charlie handle Vanessa's pouting and suggestions that they study together instead of alone?
3. Should Charlie break up with Vanessa?

### **Sarah**

It's Friday, and Sarah just got a weekend extension on the history essay that was due today. Friday evening her boyfriend calls and says he wants to drive up and spend the weekend with her. She knows why he wants to come: It's because he's still nervous about them being in different cities. She doesn't think she can afford to socialize all weekend. She wonders if he understands how worried she is about her courses.

### *Discussion Questions*

1. Should Sarah agree to the impromptu visit with from boyfriend?
2. What factors do you think led to Sarah's need for an extension in the first place?
3. How might Sarah better manage her time so that she can complete her assignments by the due date *and* still spend time with her boyfriend?

#### ***i. Video***

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

### **Step 3 Review**

#### ***a. Wrap Up***

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to students on any areas that need additional clarification.

#### ***b. Check for Understanding***

Did your students meet the objectives? If so, they should be able to do the following:

1. Discuss strategies for managing their time.
2. Describe strategies and tools for getting organized, such as planners, weekly timetables, and to-do lists.
3. Discuss common time-management problems in college, such as procrastination and distractions, and strategies for overcoming these.
4. Explain the importance of setting priorities and goals and the role time management plays in doing so.
5. Discuss the importance of allocating time effectively, and create a day, week, and school term plan that works for them.

#### ***c. Address Common Questions and Concerns about the Topic***

- ***Why should I keep a written list of the things I need to do? I can remember everything in my head.***

*Answer:* By creating a "to-do" list, you can prioritize the tasks you need to accomplish. You can also create a system of differentiating between academic assignments and personal errands, such as denoting each type of task or deadline in a different color. And of course, every time you complete a task, you are rewarded with the satisfaction of being able to physically cross it off the list.

- ***I know I am a procrastinator. Why should I do things any differently in college than I did in high school? I work best under pressure.***

*Answer:* As the text explains, recent research indicates that procrastinators are more likely to develop unhealthy habits like consuming excess alcohol, smoking, having insomnia, eating a poor diet, and failing to get enough exercise. Procrastination can also seep into other areas of a student's life, creating a pattern of avoidance. It is best to get these tendencies under control earlier rather than later, or else you can begin to feel overwhelmed by your commitments.

- ***How can I manage my time when my roommate is completely disorganized and keeps me up all night?***

*Answer:* Try to create a plan for your living space. You could work with your roommate to set “quiet hours” for studying or sleeping. If you are not on good terms with your roommate, or the roommate refuses to comply, you could ask the resident assistant or hall director to intervene. As a last resort, you could apply for a room reassignment.

- ***How am I supposed to find enough time to study when I have to work to pay my way through school (or play a collegiate sport, or create time for my family . . .)?***

*Answer:* Time management is key to juggling multiple commitments. Studying doesn't mean that you have to give up all nonacademic pursuits. On the contrary, students who work or participate in sports often achieve higher grades than their less active counterparts—partly because of the important role that time management plays in their lives. However, if you are truly overloaded with commitments and cannot reduce your load of responsibility, you may need to reassess whether now is the right time to pursue your education.

#### ***d. Writing Reflection***

- Have students review the student profile of Abby York at the beginning of the chapter. Ask them to describe how they have prioritized school, work, and extracurricular activities in the past, and whether their priorities are likely to change in college, and why. Which aspects of their life will become higher priorities? Which will become lower priorities?
- Have students pretend they are personal consultants and write papers evaluating their current lifestyles and assessing how well they spend their time. The paper should include suggestions on ways to improve how they manage their lives. Remember, personal consultants try to find positive ways to motivate their clients to be better people, so the papers should be written from a positive angle but still include a helpful critique.
- Have students make personal contracts with themselves on how they wish to run their lives. The contracts should include steps for organizing their lives and identifying short-term goals to accomplish. Students may choose to include more in their contracts, such as long-term goals.

- Use the discussion and writing features, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on topics discussed in the chapter. Students get to express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. *Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Digital Distractions**

Search Terms: Stanford Digital Distractions in the Classroom

This blog post presents the issue of digital distractions in the classroom from the perspective of both students and professors.

**Mind Tools for Time Management**

Search Terms: Time Management Mind Tools

This Web site contains an index of articles on how to improve time-management skills.

**Overcoming Procrastination**

Search Term: Unstuck

Unstuck is a free app and blog which serves as a digital coach to overcome procrastination and roadblocks, and to achieve goals. The site also includes a blog which provides a wealth of advice and tips on how to get unstuck.

**Printable Checklists**

Search Terms: Printable Checklists

Direct your students to sites online where they can print out free “to-do” lists. Several sites also offer free, printable checklists for other activities, such as grocery shopping.

**f. *For More Information***

Covey, Stephen. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Simon and Schuster, 2013.

Davidson, J. *The Complete Idiot’s Guide to Time Management* (3rd ed.). New York: Alpha Books, 2003.

DeGraaf, J., ed. *Take Back Your Time: Fighting Overwork and Time Poverty in America*. San Francisco: Berrett-Koehler Publishers, 2003.

Merrill, A., and R. Merrill. *Life Matters: Creating a Dynamic Balance of Work, Family, Time, and Money*. New York: McGraw-Hill, 2003.

Moore, M., and P. Hammerness. *Organize Your Mind, Organize Your Life*. Don Mills, Ontario, Canada: Harlequin Press, 2011.

Pychyl, Timothy. *Solving the Procrastination Puzzle*. New York: Jeremy P. Tarcher/Penguin, 2013.

***g. Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 2 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**  
**Chapter 3: Emotional Intelligence**

Tell students the next class will be about emotional intelligence. If you choose to have students complete the Emotional Intelligence Questionnaire in advance, remind them to bring their results to the next class.

# 3 Emotional Intelligence

## Chapter Teaching Objectives

1. Introduce the concept of emotional intelligence.
2. Help students assess their emotional intelligence in everyday life.
3. Describe the different categories of emotional intelligence.
4. Explain ways in which specific skills are connected to emotional intelligence.
5. Demonstrate how emotions affect success.
6. Discuss strategies for improving emotional intelligence.

## Timing of Chapter Coverage

Students may be able to relate to the material covered in this chapter around the middle of the term. First-year students often have high expectations of the college experience, and after a few weeks they may find they are not as prepared (academically and emotionally) for the demands of college life. This might be a good time for students to examine their habits and make a plan for improving their own emotional intelligence.

## About This Chapter

Emotional intelligence (EI) is the ability to identify, use, understand, and manage emotions. While there are many EI assessment tools and theories, this chapter introduces the idea of EI by describing two general abilities, understanding and managing emotions. This is a good place to start a dialogue with students about their observations of their own feelings, reactions, and social behaviors. If this chapter is covered after Chapter 1, you can tie in the high-school-to-college transition issues as well as personal motivation and commitment.

There are multiple, sometimes competing, theories regarding EI, but the bottom line is that emotions and reactions are important and that, with effort, they can be changed. Students may question why they should try to change such an intimate part of themselves. Explain that understanding emotions includes being able to monitor and label their feelings correctly and to recognize the reasons for those feelings. Help students think through the value of knowing when to learn from an emotional reaction so they can act accordingly in the future.

Assessing EI can be hard work! It requires that you are honest with yourself about your feelings and thoughts. Several professional questionnaires might be available to your students through your campus counseling center, but this chapter provides a simple five-question EI Questionnaire that will help students begin to assess their feelings. Students can also use the Bar-On Model of Emotional Intelligence to identify capabilities and skills that influence their ability to cope with daily life.

This chapter offers solid evidence that strong emotional intelligence skills are linked to college success, such as higher grades. There is also mention of a study that found that students who participated in a first-year seminar and demonstrated good EI skills were likely to do better in college than students who did not exhibit those strong EI skills.

Help students remember that these types of changes don't happen overnight. Working on personal competencies may be difficult at first, but the rewards will be well worth their efforts.

## **Suggested Outline for Addressing Topics in Chapter 3**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

#### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

#### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

#### **Step 4 Preview for next class**



## Expanded Lesson Plan

### Step 1 Lecture Launchers and Icebreakers

Begin the conversation by asking one student to describe a stressful situation in which new college students might find themselves—for example, receiving their first poor test grade. Have another student describe a potential reaction to the stressful situation. Ask another student to describe a different reaction. Have other students in the class identify the types of emotions associated with each reaction. Introduce the concept of emotional intelligence and ask students to think of ways in which EI could be improved for each reaction to the stressful situation.

### Step 2 Classroom Activities

#### a. *Lecture*

##### **Review from Last Class**

Students were told that the next class would be about emotional intelligence. Use the chapter activities, if you chose to have students complete them in advance, to prompt discussion as you move through the lecture.

##### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

##### **Focus on Key Lesson Themes**

1. What Is Emotional Intelligence?
2. Emotional Intelligence in Everyday Life
3. Motivation
4. Resilience
5. Balance and Priority Management
6. Anger Management
7. Developing Emotional Intelligence
8. Identifying Competencies: Looking at the Research
9. How Emotions Influence Success
10. Healthy EI and the First-Year Seminar
11. How to Improve Your Emotional Intelligence

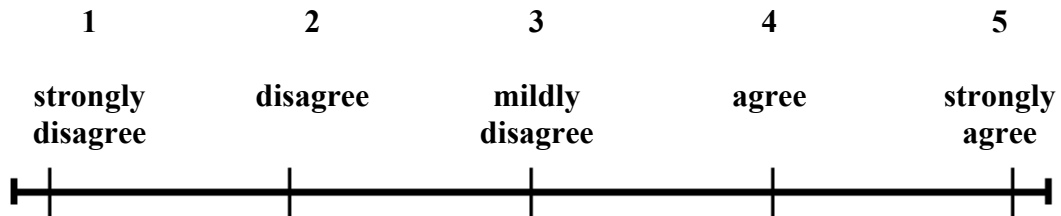
#### b. *Self-Assessment*

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 3

### Emotional Intelligence Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



\_\_\_\_\_ I rarely have mood swings.

\_\_\_\_\_ I am in touch with my own feelings.

\_\_\_\_\_ I am sensitive to other people’s feelings.

\_\_\_\_\_ I rarely get angry.

\_\_\_\_\_ I am not much of a worrier.

\_\_\_\_\_ I am an assertive person—I know what I want and what I need to do to get what I want.

\_\_\_\_\_ I tend to solve problems on my own.

\_\_\_\_\_ I make an effort to understand how others are feeling and look at things from their point of view too.

\_\_\_\_\_ I am a flexible person—I adapt well to new situations.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***  
This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn’t predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you’ll stay engaged as a reader and be prepared to share specific details from the chapter with your class.
- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***  
This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.
- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***  
This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

After completing the Emotional Intelligence Questionnaire and discussing the Bar-On Model, have students give concrete examples of how EI and success are related. Have students think of specific situations in class, at home, online (using social networks), and at work where managing stress, time, and behaviors is really important.

To help students apply this information to their own lives, have them use the model found on pages 53–55 in the textbook to address a personal competency they feel needs improvement. They should identify a competency, set a goal for improvement, and create a plan for addressing the issue. In a follow-up discussion, ask students to report their successes or the challenges they met in trying to improve their EI.

### d. Group Activities

- Divide the class into four groups. Assign each group one of the Bar-On Model categories (Intrapersonal, Interpersonal, Adaptability, Stress Management). Have each group define the category and provide examples of how it relates to being successful in college.

- Divide the class into four groups. Assign each group a career, such as sales agent, paralegal, school counselor, or computer support specialist, and one of the Bar-On Model categories (Intrapersonal, Interpersonal, Adaptability, Stress Management). Have each group define the category and provide examples of how it relates to success in the career they were assigned.
- **Tech Tip activity:** Twitter and blogs have many professional or educational purposes. In small groups or as a class, ask students to brainstorm a short list of careers and areas of study they are interested in, and then Google leaders in these fields whose Twitter feeds or blogs they can follow. Discuss the value in these kinds of feeds, and brainstorm others related to long-term goals that can help keep students motivated.
- **Goal-setting activity:** Have students find the classmate whom they know best and feel comfortable talking to. For the next three weeks, each pair will be “stress” partners. Whenever the students find themselves in a situation that is causing stress, they need to contact each other and help each other out. Simply sending a text from their phones can do the trick.

For example, before a major exam, encourage students to meet their partner outside the classroom to offer some words of encouragement; or suggest they meet afterwards to decompress, get something to eat, or grab a cup of coffee.

Before a weekend that will be spent studying and writing papers, encourage students to plan ahead for a shared work break to work out, take a yoga class, or see a movie. Remind students that another new college student is often the best person to rely on during stressful times because you share the same experience.

#### *e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- As a more experienced college student, share a personal experience or situation that relates to the learning objectives in this chapter. Lead students in a discussion of why it is important to be aware of (and in control of) your emotions, feelings, and reactions.
- After students complete the Emotional Intelligence Questionnaire, lead a discussion about how they scored. Ask students if they have ever given these kinds of questions any thought. Were they honest in their responses?

**f. Chapter Exercises**

The instructions for this exercise are listed in the Instructor’s Annotated Eleventh Edition at the front of the book (pages IAE-6 to IAE-7). Additional information is provided below.

- **Working Together: What Would You Have Done?** Have students read the scenario. Divide the class into groups to answer the questions, or use the questions for classroom discussion prompts.

**g. Retention Exercise**

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor’s Annotated Edition of the textbook.

**Matching Behaviors with EI Competencies**

Using the following table, have students match the unsuccessful student behaviors in the first column with the related EI competencies in the second column that would help the students change or overcome the behavior. (Sometimes more than one competency relates to a single behavior.)

<b>Unsuccessful Student Behavior</b>	<b>Related EI Competency</b>
1.Experience stress and do not handle it well 2.Frequently feel overwhelmed 3.Don’t get along with others 4.Give up easily 5.Engage in destructive behaviors such as binge drinking and drugs 6.Act very impulsively 7.Are not able to solve problems 8.Am dependent on others 9.Show unethical behavior such as stealing or cheating 10. Have trouble working in teams 11. Have very stereotypical views of others and are unaware of their biases and unwilling to change 12. Are often sad 13. Are not optimistic 14. Have an “I can’t” attitude 15. Blame others for their problems 16. Think I will get a 4.0 GPA but have missed many classes 17. Have a hard time making decisions without input from others	A. Emotional self-awareness B. Self-regard C. Assertiveness D. Independence E. Self-actualization F. Reality testing G. Flexibility H. Problem solving I. Stress tolerance J. Impulse control K. Empathy L. Social responsibility M. Interpersonal relationships N. Optimism O. Happiness

**Suggested Answer Key:**

Answers will vary.

1. I
2. I
3. K, M
4. C, G, H
5. A, B, J
6. J
7. H
8. D
9. J
10. K, L, M
11. A, G, K
12. A, E, O
13. H, N
14. G, H, N
15. D, E
16. F
17. D

**h. Case Studies****Aurora**

Aurora was excited about living in a residence hall, but she had never shared a room with anyone. On move-in day, Aurora met her new roommate, Liz. It was immediately obvious that the two new students did not share a common idea of how their room would look. Liz put her furniture and belongings all over the room and ignored Aurora's unhappy comments and disgruntled looks. Aurora blew up at Liz and broke a picture frame. She called her mother and begged her to call the director of residence life.

*Discussion Questions*

1. What kinds of emotions is Aurora experiencing in this case study?
2. How could Aurora have responded differently?
3. Which EI competencies does Aurora need to work on?
4. Identify two ways Aurora could improve her relationship with her new roommate.

**Ben**

Ben and Amy have been dating since their junior year in high school, but Amy decided to attend a different college. Lately, Amy hasn't been returning Ben's phone calls or text messages. Since they've been apart, Ben has started to worry that Amy might be interested in someone else. He's started to feel that there is no way he can save the relationship. With each passing day without contact, Ben feels worse and worse. He's been short with his friends and has started skipping his morning classes because he is having a hard time sleeping.

### *Discussion Questions*

1. How is Ben adjusting to being separated from his girlfriend?
2. What steps could Ben take to better understand his situation?
3. Which EI competencies does Ben need to work on?
4. How might his response to this situation affect his success in college?

#### ***i. Video***

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See “Using YouTube to Teach with *Your College Experience*” and “Video Tool Activities for *Your College Experience*” in this instructor’s manual for suggested search terms and activities.

### **Step 3 Review**

#### ***a. Wrap Up***

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to any areas that need additional clarification.

#### ***b. Check for Understanding***

Did your students meet the objectives? If so, they should be able to do the following:

1. Define emotional intelligence.
2. Understand how to assess their emotional intelligence in everyday life.
3. Identify the different categories of emotional intelligence.
4. Explain ways in which specific skills are connected to emotional intelligence.
5. Explain how emotions affect success.
6. Describe strategies for improving emotional intelligence.

#### ***c. Address Common Questions and Concerns about the Topic***

- ***This seems really personal. Why are we talking about it in class?***

*Answer:* Often we go through our day without giving any thought to why we feel a certain way or why we react to certain triggers. It is important in college (and in daily life) to reflect on our behaviors and feelings in order to be successful and happy.

- ***I don’t have time to think about this kind of thing. Why should I bother?***

*Answer:* Improving EI is not something that happens quickly, nor do you have to spend a lot of time thinking about it. However, you may find that every now and then you reflect on a situation and sincerely wish you’d handled things differently. Take

advantage of those moments to assess your EI and develop a personal improvement strategy.

- ***I have a friend who seems to need help with this issue, and I don't know how to talk to him or her about it.***

*Answer:* Try starting the conversation by describing what you have learned from reading this chapter and participating in our classroom discussions. Give examples from your own life and ways you want to try to improve your EI. And make sure your friend knows about the campus resources available, such as the counseling and wellness centers.

- ***What is the most important point in this chapter?***

*Answer:* It is all up to you! You have the ability to improve your EI, which can help you take full advantage of your college education.

#### ***d. Writing Reflection***

- Have students review the student profile of Gustavo Mejia at the beginning of the chapter. Ask them to journal about Gustavo's story. What can they learn from how he overcame the challenges facing him?
- Use the discussion and writing questions featured throughout this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students get to express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

#### ***e. Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

##### **Daniel Goleman**

Search Term: Daniel Goleman Emotional Intelligence

This Web site contains information about Dr. Daniel Goleman's EI publications and provides a forum for discussing topics related to EI.

##### **General EI Information**

Search Term: EI Consortium

The Consortium for Research on Emotional Intelligence in Organizations was created to study EI in the workplace, but it provides a wealth of general information and resources.

##### **"Ruler" Model of EI**

Search Term: Ruler model EI Skills Group



This Web site provides detailed information about one model used to assess EI.

**f. For More Information**

Bar-On, R., J. G. Maree, and M. J. Elias, eds. *Educating People to be Emotionally Intelligent*. Westport, CT: Praeger, 2007.

Ciarrochi, J., J. P. Forgas, and J. D. Mayer, eds. *Emotional Intelligence in Everyday Life*. New York: Psychology Press, 2001.

Goleman, D. *Working with Emotional Intelligence*. New York: Bantam, 1998.

**g. Prepare for Testing**

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 3 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**

**Chapter 4: How You Learn**

Tell students that the next class will be about different learning styles. Remind them to review the chapter before the next class. If you choose to have them complete an inventory (e.g., the Myers-Briggs Type Indicator, the Multiple Intelligences Inventory, the VARK Learning Styles Inventory) ask them to do so before they come to class.

# 4 How You Learn

## Chapter Teaching Objectives

1. Introduce students to the tools for discovering their learning styles, and encourage them to use these tools to get a sense of their own learning styles.
2. Teach students strategies that they can use to handle a mismatch between how they best learn and how they are being taught.
3. Help students understand and recognize a learning disability.

## Timing of Chapter Coverage

For the sake of concentration of effort and continuity, teach this chapter soon after you have taught Chapter 2 on time management.

## About This Chapter

This chapter can be valuable in showing students that study skills can be linked to an awareness of how they learn. If students know their strengths, they can develop study skills to help them compensate for their weaknesses. Simply having students read this chapter without doing the exercises will not really help them understand learning styles or broaden their own learning style. Some first-year students believe that a mystery surrounds the success of some students and the failure of others—that there’s a kind of magic that successful students have. You know this isn’t true. By teaching study skills in general and addressing learning styles, you can help

- demystify success and failure;
- provide a series of methods that will encourage students to become more deliberate and organized;
- facilitate the students’ self-development.

### Demystification

Many first-year students may have already stereotyped themselves according to their academic success. Some students may already see themselves as “straight A” students for whom studying comes easily, while other students may see themselves as “average C” students who have to study a lot more to get good grades. It is likely that the A students have had classes that match their learning styles, making the classes less of a struggle, or they have figured out how to adjust their study habits

according to the instructor's teaching methods. On the other hand, C students often just don't know how to adapt to classes that don't match their learning styles, and sometimes they just study for a longer time rather than studying differently.

It is important that all students understand how to compensate for the differences between their learning style and an instructor's teaching style. Adapting to these differences can have a great effect on a student's success. First-year students will soon discover that their classes will be taught by different instructors with different instructional approaches. One student may do well in a course that is primarily done in lecture mode and therefore might think classroom discussions are a waste of time. His roommate may think just the opposite and possibly struggle through the class. But what happens when the situation is reversed and the course is based completely on discussion?

### **Deliberateness**

Because learning styles and teaching styles may not always match up, students need to take charge of their learning strategies. If your students know that classes are not simply chaotic but rather taught with certain instructional styles, they should be able to approach learning more deliberately. Teaching learning styles is another way you can reinforce one of the basic premises of *Your College Experience*—that college success depends largely on careful planning.

### **Self-Development**

The sections on learning styles and personality types suggest that as first-year students develop, they will need to expand their learning styles. This is just another way of adding to their “bag of tricks.” As a writing instructor used to respond to her students' complaints that she was trying to destroy their writing styles, “I'm not trying to destroy your styles at all; I'm trying to help you develop a variety of styles.” As students learn more about how they think and learn, they can strengthen their approaches to processing information in and out of the classroom. As students discover that taking control of their academic life brings success, they will be able to build upon these strengths in other parts of their life.

## **Suggested Outline for Addressing Topics in Chapter 4**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up

- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

## Step 4 Preview for next class

## Expanded Lesson Plan

### Step 1 Lecture Launchers and Icebreakers

- Ask students to jot down on a scrap of paper their answer to this question: “A meeting scheduled for 10:30 has been moved up 30 minutes. What time does the meeting start?” Pause for a moment and then repeat, “Moved up 30 minutes. What time does the meeting start?” Count the answers for both 10:00 and 11:00. Discuss the differences with your students. Have the differing “sides” defend their answers. Tell them it all hinges on the word *up*. Encourage students to analyze why “up” in time means that to them. Don’t accept “That’s just what it means.” Emphasize the importance of vocabulary and of asking teachers for clarification when necessary.

- Use these instructions to present an exercise that focuses on the different ways people acquire information. Follow the script and directions with the class:  
*“I am going to ask you as a class to all do one action and then freeze. Are you ready? Do this and then freeze. Look at your fingernails. Leave your hands frozen and look up at me. Now raise one of your hands to respond to these questions.*

*“How many held out your hands, palm down, fingers pointed away, looking at your nails and the back of your hand?” (Draw on the board a rough figure of a hand and fingers extended. Draw in the nails.) “Raise your hand if you did this.” (Demonstrate. Count the number and write it on the board by the figure.) “Thank you. Hands down.”*

*“Now, how many curled your fingers back over your palm and looked at your nails?” (Draw this figure.) “Raise your hand if you did this.” (Demonstrate. Count this number and write it on the board.) “Thank you. Hands down.”*

*“Finally, how many of you just looked at your fingernails without moving your hands at all?” (Count again and write this number on the board.) “Okay, unfreeze.”*

*“Here I am, your instructor. I asked my class to do a simple task, and I got different responses. What suggestions can you give me?” From here, the discussion can follow in many directions, such as how we all differ, how you might differ from your*

*instructor, and how personality types differ. A student may ask, “What is the right answer?” This opens up a discussion of the fact that many questions in college classes may not have only one answer. You can explain to the students that faculty may be more interested in how a student arrived at the answer, no matter what it is.*

## **Step 2 Classroom Activities**

### **a. Lecture**

#### **Review from Last Class**

Students were told that the next class would be about how we learn. If students were asked to complete the Myers-Briggs Type Indicator, the Multiple Intelligences Inventory, and/or the VARK Learning Styles Inventory before this class, confirm that they have done so. The information from these inventories may affect the quality of some of the class discussion and exercises.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. Learning Styles and the Tools Used for Measuring Them
2. The VARK Learning-Styles Inventory
3. Using VARK Results to Study More Effectively
4. The Kolb Inventory of Learning Styles
5. The Myers-Briggs Type Indicator
6. Multiple Intelligences
7. When Learning Styles and Teaching Styles Conflict
8. Learning Disabilities
9. Attention Disorders
10. Cognitive Learning Disabilities

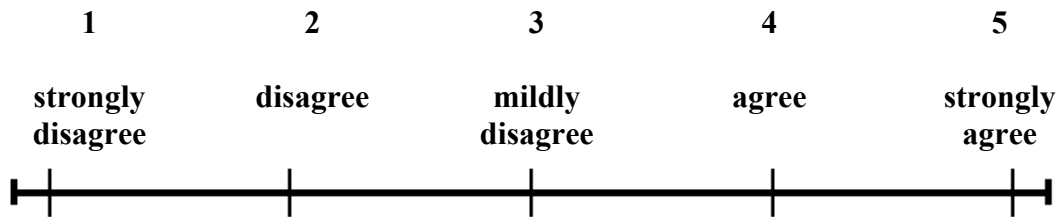
### **b. Self-Assessment**

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 4

### How You Learn Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I know my learning style.
- \_\_\_\_\_ I understand that the way I use my senses has an impact on how I learn.
- \_\_\_\_\_ I know my MBTI personality type.
- \_\_\_\_\_ I understand how my personality characteristics are related to how I learn.
- \_\_\_\_\_ I know how to adapt my learning style to my instructor’s teaching style.
- \_\_\_\_\_ I know a lot about learning disabilities and how they can challenge college students.
- \_\_\_\_\_ I have taken a learning style inventory, and it has helped me with my studies.
- \_\_\_\_\_ I am able to adapt to the different teaching styles of my instructors.
- \_\_\_\_\_ I know how to take advantage of my college’s LMS.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Provide a short explanation of each model of a learning style inventory. After each explanation, allow students to express their understanding of the model. Have students complete the inventories in the textbook and discuss. Topics you might address:
  - a. Take a poll to see the variety of learning styles among the class. What does this mean for the dynamics of the class?
  - b. Ask students if they were surprised by how each inventory describes them.
  - c. Ask students if they will do things differently with this new knowledge.
- Lead a brainstorming session by using the board to make connections between teaching styles and learning styles. Draw three columns on the board as shown below:

Teaching style

Learning styles that conflict

Strategies to adapt

Ask students to name different teaching styles that they are experiencing in their classes or have experienced in the past. Write them in the first column. In the second column, ask students to list characteristics of learning styles that would conflict with each teaching style. In the third column, have students brainstorm strategies to adjust for the differences between the two styles and adopt a more appropriate study method.

- **Tech Tip activity:** Once students have determined what type of learners they are, devote a portion of a class period to the topic of learning management systems (LMSs) and how they boost students' abilities to connect with the material they are studying. Log in to your institution's LMS and show students what it offers. Encourage them to comment on what appeals to them about the LMS. If you use an LMS to teach this or other courses, share your insights about the advantages of the LMS.

#### *d. Group Activities*

- This activity does not require taking the Myers-Briggs Type Indicator (MBTI). Divide the classroom in half and label each side of the room. For example, the left side of the room can be for students who are "Extravert (E)," and the other side of the room can be for students who are "Introvert (I)." Begin reading the characteristics of Extraverts and Introverts (see the following list of "Dichotomy Characteristics"). Ask the students to choose which characteristic best describes them and to stand on that side of the room. Allow those students who cannot decide to place themselves either in the middle of the room or closer to one side, depending on where they think they fall on the spectrum.

After the students have positioned themselves around the room, have a short discussion by asking each group what they think of the group on the other side of the room. Give each group a chance to speak before moving on to each dichotomy. Here are some questions you might ask:

- a. What do you like least (or find annoying) about the other trait?
- b. What do you like most (or admire) about the other trait?
- c. What possible sources of conflict could occur in a work setting when dealing with people who have the other trait?

Be sure to involve the students who chose the middle of the room in the discussion. You may want to ask them to explain why they think they fall in the middle of the spectrum.

Do the same for the other pairs of traits. Consider asking the students to write down which MBTI letter they chose for each dichotomy. When finished, they can add up the four letters and determine their "perceived" MBTI. If the students do the actual MBTI later, they can compare the results to their perceptions and discuss if they are the same.



## Dichotomy Characteristics

<i>Extraverts</i>	<i>Introverts</i>
Outgoing, gregarious, talkative (may talk too much)	Shy, reflective, careful listeners
People of action (may act before they think)	Consider actions deeply (may think too long before acting or neglect to act at all)
Energized by people and activity	Refreshed by quiet and privacy
Good communicators and leaders	Less likely to voice their opinions; often viewed as unaware of people and situations around them

<i>Sensing Types</i>	<i>Intuitive Types</i>
Interested above all in the facts, what they can be sure of; dislike unnecessary complication; prefer practicing skills they already know	Fascinated by concepts and big ideas; prefer learning new skills over those already mastered
Relatively traditional and conventional	Original, creative, and nontraditional
Practical, factual, realistic, and down-to-earth	Innovative but sometimes impractical; need inspiration and meaning; prefer to look to the future rather than at the present
Accurate, precise, and effective with routine and details; sometimes miss the “forest” for the “trees”	May exaggerate facts unknowingly; dislike routine and details; work in bursts of energy

<i>Thinking Types</i>	<i>Feeling Types</i>
Logical, rational, analytical, and critical	Warm, empathetic, and sympathetic
Relatively impersonal and objective in making decisions; less swayed by feelings and emotions; sometimes surprised and puzzled by others’ feelings	Need and value harmony; often distressed or distracted by argument and conflict; reluctant to tackle unpleasant interpersonal tasks
Need and value fairness; can deal with interpersonal disharmony	Need and value kindness and harmony
Fair, logical, and just; firm and assertive	Facilitate cooperation and goodwill in others; sometimes unable to be assertive when appropriate
May seem cold, insensitive, and overly blunt and hurtful in their criticisms	Occasionally illogical, emotionally demanding, and unaffected by objective reason and evidence

<i>Judging Types</i>	<i>Perceiving Types</i>
Orderly, organized, punctual, and tidy	Spontaneous and flexible
In control of their own world and sphere of influence	Adapt to their world rather than try to control it; comfortable dealing with changes and unexpected developments
Quick decision makers; like to make and follow plans	Slow to make decisions; prefer a wait-and-see approach
Sometimes judgmental and prone to jump to conclusions or make decisions without enough information; have trouble changing plans	Tendency toward serious procrastination and juggling too many things at once without finishing anything; sometimes messy and disorganized

- To participate in this exercise, your students must have already done the MBTI and know the four letters of their learning style—for example, INTP, INFJ. At the beginning of the exercise, ask students to write their four-letter type on an index card that you provide and tape it to their shirts. Group students into pairs representing opposites: S/I (sensing/intuition) types together and T/F (thinking/feeling) types together. Present an out-of-class assignment to be completed for the next class period. This assignment should involve information gathering rather than personal experience: for example, a short analysis of the current struggles in Afghanistan. When the students come to the next class, they should be prepared to discuss the answers to the assigned questions. You need to be prepared to keep the discussion focused on learning styles.
- **Goal-setting activity:** Help students find other students in the class who share their learning style and form groups. Students should meet once or twice a month in these groups to exchange ideas for studying and preparing for class. Encourage students to share strategies that work for them, especially with students who are struggling, and to discuss whether their learning style has changed. Guide students to discuss how they can tell when their learning style conflicts with their instructors' teaching styles and how to handle this mismatch.

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

The following tasks will help students analyze and adjust to the different teaching styles of their instructors. Students can develop learning styles other than their own dominant learning style and can increase the flexibility of the way they study:

- Discuss your learning style and how you have adapted to professors who teach in different styles.

- Offer strategies for how students could adapt to a professor whose teaching style does not match their learning style.
- List the preferred learning style of each student. Keep this list for further classroom assignments.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (pages IAE-7 to IAE-8). Additional information is provided below.

- **Working Together: Multiple Intelligences** Students must complete the Multiple Intelligences Inventory before doing this group exercise. After dividing the class into groups according to their scores, have students in each group discuss their majors, the types of classes they are taking, and the types of activities they are involved in. Have them determine the differences and similarities between their interests and studies. Do they think the Multiple Intelligences Inventory scores correlate with common interests and studies? Each group should describe their conversation to the whole class.
- **Exercise 4.1: Learning Styles Models** This group exercise will not only promote good discussion but also help students reinforce what they learned from each of the learning style models.
- **Exercise 4.2 Using Your Five Senses to Learn** This exercise is important in getting students to learn how to help themselves. Learning how to adapt is a key skill for college and in life. Students who can successfully use their preferred ways of learning to master information presented in lectures will become confident students.
- **Exercise 4.3: Learning More about Learning Disabilities** This research exercise should be done outside of class with findings shared in class.

*g. Retention Exercise*

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Multiple Intelligences and Success**

After students take the short Multiple Intelligences Inventory, divide them into eight groups (one for each intelligence) and ask each group to think of ways that each intelligence (according to Howard Gardner) supports student success and the likelihood that someone will remain in college and graduate. Conversely, ask them to decide whether and why a specific intelligence makes it difficult for someone to be successful in college.

## ***h. Case Studies***

### **Keisha**

Keisha is a first-year student taking 15 credits. She has found that there is a lot of work required for each class. She also sees that instructors seem to have different ways of teaching their classes and emphasizing the material. Keisha seems to be having the most trouble with her philosophy class and is finding the lecture hard to follow. She got a D on the first test and is worried because she was a good student in high school. The professor discusses many aspects of the different philosophers' theories during the lecture. Keisha is having difficulty tying them together and is more in tune with the names of key figures, dates, and major points. Her next test is in two weeks.

#### *Discussion Questions*

1. Why is Keisha having this difficulty?
2. What can she do to improve her situation?
3. What can Keisha do to better understand each lecture?
4. How can Keisha best prepare for her next exam?

### **Howie**

Howie's lab partner, Kai, has a particular way of completing each assignment. She is thorough and methodical, and she seems to have an immediate grasp of all new material they are learning in class. Howie, however, needs more time to digest the concepts they're studying. Kai becomes very critical and impatient with Howie whenever he asks her a question. Clearly, Kai prefers working by herself rather than with another person. As a result, Kai often completes the assignments with little input from Howie. Howie feels that Kai's independence keeps him from fully learning the material covered by each lab assignment. His mother has suggested he speak to his professor about this problem, but Howie doesn't want to sound like a complainer.

#### *Discussion Questions*

1. What psychological types are Howie and Kai?
2. How could Howie work with his learning style to improve his relationship with Kai?
3. If you were Howie, what would you do? Go to your professor or work things out with Kai on your own?

## ***i. Video***

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

### Step 3 Review

#### a. *Wrap Up*

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

#### b. *Check for Understanding*

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe the tools that they can use to discover their learning styles, and use these tools to get a sense of their own learning styles.
2. Be ready with strategies to handle mismatches between how they best learn and how they are being taught.
3. Name at least two learning disabilities and describe their attributes.

#### c. *Address Common Questions and Concerns about the Topic*

- ***How can you put people in these little boxes?***

*Answer:* Understanding psychological types does not put you in a box; it simply helps you understand your tendencies. The self-assessment at the beginning of the chapter should show you where you stand.

- ***I'm eighteen years old. How can I change my learning style now?***

*Answer:* You can change by working on your strengths while exploring other learning styles.

- ***Is one learning style better than another?***

*Answer:* The book does not try to endorse any one style over another. However, you should be aware of the preferred learning styles for acquiring information to be a doctor, lawyer, or teacher.

- ***Why do I really need to develop a wider range of learning styles?***

*Answer:* Because college presents a variety of learning challenges, you need a great variety of skills to make it work. Sensory, analytical, auditory, and other learning styles are all useful.

- ***Will my learning style really be relevant to anything after I graduate from college?***

*Answer:* There is no question that you are developing lifelong skills in college.

- ***What difference do learning styles make in job situations?***

*Answer:* Just as classroom groups can be enhanced with people who have different learning styles, so can the workplace.

**d. Writing Reflection**

- Have students review the student profile of Daniel Graham at the beginning of the chapter. Ask them to describe their learning style and how it affects their college studies. Have them expand further by describing how they plan to approach class time, homework, and tests based on their learning style strengths and challenges.
- Use the discussion and writing questions in this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students get to express themselves in writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. Web Resources**

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Myers Briggs Personality Inventory**

Search Term: Similar Minds

You can direct your students to this site, which offers free personality tests, called “Jung tests,” which are similar to the MBTI test.

**Temperament Sorter**

Search Term: Temperament Sorter

This version of the Keirsey Temperament Sorter—a widely used, seventy-question personality instrument—is a fairly accurate online tool.

**Index of Learning Styles Questionnaire**

Search Term: Index of Learning Styles Questionnaire

The ILS offered on this page was authored by Barbara A. Solomon and Richard M. Felder. It is free and is accompanied by pages explaining the different styles assessed by the questionnaire.

**Learning Styles and Relationships**

Search Term: Using your learning style in relationships

For students interested in knowing more about their relationships, this site offers bulleted lists of qualities common among types, as well as strengths and challenges for each individual.

**On Learning Styles**

Search Term: Georgia State learning styles

Georgia State University’s master teaching program offers this extensive document, which offers several strategies for teaching each different type of student.

### **Virginia Tech's Cook Counseling Center**

Search Term: Virginia Tech's Cook Counseling Center Academic Support

This site offers a wealth of study skills, tips, and techniques that will promote various aspects of learning and study skills. Whether students have problems with concentration or just need to reassess their study environment, this site has resources to help.

#### ***f. For More Information***

Keirse, David. *Please Understand Me II: Temperament, Character, and Intelligence*. Del Mar, CA: Prometheus Nemesis, 1998.

Myers, Isabel Briggs, and Peter Myers. *Gifts Differing: Understanding Personality Type*. Palo Alto, CA: Consulting Psychologists Press, 1993.

Tieger, Paul D., and Barbara Barron-Tieger. *Do What You Are: Discover the Perfect Career for You through the Secrets of Personality Type* (3rd ed.). New York: Little, Brown and Company, 2001.

#### ***g. Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 4 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

## **Step 4 Preview for Next Class**

### **Chapter 5: Thinking in College**

Tell students the next class will be about using critical thinking in college. If you choose to have the class critically discuss a social issue as a Lecture Launcher, make copies of a newspaper or magazine article on a social issue and distribute it to the class. Ask your students to read the article before they come to the next class. In addition, they should look critically at the content. Is there a bias? Did the author approach the subject with an open mind? Are there assumptions or conclusions that do not seem accurate? At the next class, bring in an opinion piece to show students the difference between a work that reflects critical thinking and one that does not.

# 5 Thinking in College

## Chapter Teaching Objectives

1. Explain what college-level thinking involves and how it differs from high school-level thinking.
2. Discuss what students need to do to become critical thinkers.
3. Explain what Bloom's taxonomy is and describe how it relates to critical thinking.

## Timing of Chapter Coverage

You should spend time early in the term helping students understand the importance of critical thinking in college. Help them understand that college success depends on the ability to work through ideas as opposed to memorizing a series of facts as they might have done in high school. If we want college graduates to be effective and experienced thinkers, the habit of critical thinking need to be established in the first year so that it can be repeatedly practiced, refined, and developed throughout the remaining college years.

The first-year seminar can help students develop critical thinking from the very beginning of college. Give students permission to voice their most absurd ideas without fear of criticism. Show how any idea must first be weighed against evidence before it is discarded. Stress the relationship of critical thinking, not only to writing and speaking, but also to most things that crop up in their daily lives: choosing what to do on a weekend, deciding on a field of study, planning a vacation, or repairing a car.

## About This Chapter

Scholars differ in their definitions of critical thinking. The authors of this text define critical thinking as the thoughtful consideration of the information, ideas, and arguments that one encounters. When students think critically, they not only know the facts, but they also go beyond the facts and think about them in a different way from how those facts have been presented to them in class or in the text. Critical thinking involves reflecting on the information received, moving from "surface learning" toward "deep learning," and moving from learning by *transmission* of knowledge by the teacher or text to learning by *transformation* of knowledge by the learner.

Critical thinking begins with active learning, but it goes further. For instance, writing out accurate and comprehensive notes on information presented in class and from reading assignments



is active learning; critical thinking occurs when the student transforms these notes by (a) applying them to personal life experiences, (b) integrating them with previously learned concepts, (c) evaluating their validity, or (d) creating new ideas or possibilities with them.

The following information will help build upon your personal understanding of critical thinking supported by research. It will also help you introduce your students to the practice of critical thinking, making sure that they have a strong grasp of critical thinking as a concept. Consider using one or more of these methods to teach this chapter. The instructional strategies may be used to teach a particular course unit on critical thinking, or they may be used throughout the term across different course topics. For maximum effect, these strategies should be introduced within the context of an instructional unit devoted exclusively to critical thinking. Then students can use them to practice and reinforce critical-thinking skills with respect to different course topics.

### **Methods of Teaching Critical-Thinking Skills**

Explicitly define critical thinking for students in terms of specific actions and attitudes that can be put into practice. Our broad definition of critical thinking includes a wide variety of specific mental activities. The following list can be shared with students to help them understand what critical thinking actually is. Students can use this list to determine whether they are actually engaging in critical thinking:

- **Application:** Applying theoretical principles or abstract concepts to practical, real-life situations and concrete problems (e.g., applying learned principles of critical thinking to class discussions and course exams)
- **Analysis:** Breaking down information into its parts to see the relationships among those parts or the relationship between the parts and the whole (e.g., identifying the root causes of disagreements during class discussions; distinguishing relevant from irrelevant information; identifying and disclosing hidden assumptions or biases)
- **Synthesis:** Building up, combining, or integrating separate pieces of information to create a new pattern or alternative structure (e.g., combining related ideas discussed in separate sections of the course to form a single, unified product, such as a written paper or concept map)
- **Evaluation:** Judging the truth or value of ideas, data, or products (e.g., judging the quality of a logical argument using established standards or learned criteria for critical thinking)
- **Deduction:** Drawing specific conclusions about particular examples that are logically consistent with, or necessarily follow from, general principles and premises (e.g., deducing what particular enforcement practices or disciplinary actions would follow if the college were to adopt a general “zero tolerance” drug policy on campus)
- **Induction:** Making well-reasoned generalizations or deriving principles from specific examples (e.g., identifying recurrent themes or categories among a variety of ideas generated during a group discussion)

- **Adduction:** Making a case for an argument or position by accumulating supporting evidence in the form of logical arguments, factual information, or empirical research
- **Refutation:** Making a case against an argument or position by accumulating contradictory evidence in the form of logical arguments, factual information, or empirical research
- **Extrapolation:** Extending, expanding, or projecting beyond information given and identifying its implications for other areas (e.g., extrapolating from present trends to construct an image of the future)
- **Hypothetical reasoning:** Creating tentative ideas or explanations for purposes of testing their validity or predicting their accuracy (e.g., developing a survey or questionnaire designed to test the hypothesis that students are dissatisfied with the social climate on campus)
- **Perspective taking:** Viewing an issue from different viewpoints or positions to gain a more complete understanding (e.g., viewing an issue from the perspective of someone of a different gender, age, or race)
- **Divergent thinking:** Wide-focus thinking, which generates many different ideas (e.g., brainstorming multiple potential solutions to a problem)
- **Convergent thinking:** Focused thinking, which eliminates multiple ideas to decide on one particular option or alternative (e.g., identifying the best solution to a problem from a list of different solution strategies)

## **Suggested Outline for Addressing Topics in Chapter 5**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- Present a lecture
- Assign a self-assessment
- Lead a discussion
- Involve students in a group activity
- Involve peer leaders
- Assign chapter exercises
- Assign a retention exercise
- Engage students through case studies
- Present a video

### **Step 3 Review**

- Wrap up

- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

## Step 4 Preview for next class

# Expanded Lesson Plan

## Step 1 Lecture Launchers and Icebreakers

- If you can project the Internet in your classroom, consider evaluating Web sites to illustrate the process of critical thinking. A controversial issue—say, creationism versus evolution—will yield several sites that present each side as the only “truth.” For instance, you could visit the Institute for Creation Research, [www.icr.org](http://www.icr.org). Ask your students which critical-thinking skills they use to deduce whether a site is an objective, valid source. You may also discuss the ethics of presentation (i.e., when is it fair for a site to present itself as a scholarly work?).
- Give students a newspaper or magazine article on a social issue. Distribute it prior to class for them to read outside of class and review critically. In class, ask them if they saw a bias. Did the author approach the subject with an open mind? Are there assumptions or conclusions that do not seem accurate? Then present an opinion piece to show students the difference. Discuss the differences. Use this as a lead-in to defining critical thinking.

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were told that the next class would be about critical thinking. If you passed out copies of an article on a social issue and asked your students to review it critically, present the class with an opinion piece to show students the difference between a work that reflects critical thinking and one that does not. Use this as a lead-in to defining critical thinking.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. College-Level Thinking: Higher and Deeper
2. Problem Solving in and out of Class
3. Making a Choice between Slow and Fast Thinking
4. Collaboration
5. Creativity
6. Becoming a Critical Thinker
7. Asking Questions
8. Considering Multiple Points of View and Drawing Conclusions
9. Making Arguments
10. Challenging Assumptions and Beliefs
11. Examining Evidence
12. Recognizing and Avoiding Faulty Reasoning
13. Applying Bloom's Taxonomy
14. Bloom's Six Levels of Learning
15. Bloom's Taxonomy and the First Year of College

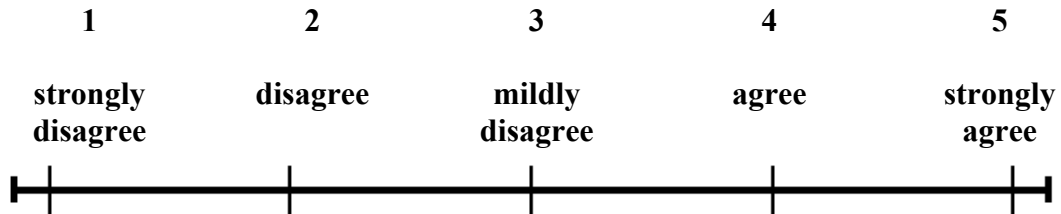
***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 5

### Thinking in College Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



\_\_\_\_\_ I am a curious person.

\_\_\_\_\_ I like to argue a point and to make sure my position is heard and considered among the other points made.

\_\_\_\_\_ I can handle confrontation.

\_\_\_\_\_ I want to hear what others have to say on a subject before I form an opinion.

\_\_\_\_\_ I evaluate the evidence used to support a claim.

\_\_\_\_\_ I do not always believe what I read on the Internet.

\_\_\_\_\_ I always try to verify any information before I repeat it.

\_\_\_\_\_ I ask questions in class.

\_\_\_\_\_ I can agree to disagree with someone on a subject and still be friends.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Ask students how college-level thinking differs from high-school level thinking and have them offer examples of how a topic would be addressed and examined differently in the two settings.
- Ask students what it means to be a critical thinker and incorporate the concept of slow thinking versus fast thinking into the conversation. Ask for examples of how slow thinkers might address a problem differently than fast thinkers, and discuss how each method of thinking might affect the outcome or resolution.
- Ask students why it is important to think critically. Brainstorm ways that critical thinking is used in everyday life.
- Ask students to think of an example where lack of critical thinking might cause them to make the wrong decision. Provide an example, like picking a career or writing a research paper. Discuss why these kinds of decisions shouldn't be made off the cuff. Consider writing on the board an outcome of using critical thinking and then not using critical thinking to make a decision. For example, when picking a career, if you

decide to be a teacher without researching the career, you might find out later that you don't enjoy it or it doesn't meet your financial expectations.

- Have students review the student profile of Alyssa Manning at the beginning of this chapter. Ask students what they think of Alyssa's views on the importance of higher and deeper thinking.
- **Goal-setting activity:** Students should select a topic or issue of great interest to them—any topic or issue as long as they have strong opinions on it. Then ask them to do the following:
  - a. Write a brief description of the topic/issue.
  - b. List three reasons why they support this issue.
  - c. List three reasons why others do not support the issue.
  - d. Research the opposing reasons.

Ask students to come to class prepared to discuss how their views on their issue have changed, whether they can appreciate the opposing points of view, and whether they are inspired to explore this topic further.

#### **d. Group Activities**

- Do the following exercise to examine four aspects of critical thinking through practical application:
  1. Form groups of four students. Each student in each group should be placed in charge of one of the following four critical-thinking stages: forming abstractions, creative thinking, systematic thinking, and communication. He or she will list examples of his or her particular stage based on the classroom experiences of all four students, adding how each particular experience helps make learning more meaningful.
  2. Issue the following instructions to each group: *“Consider several courses you are taking now. In a group, compare your classroom experiences with different instructors in terms of the following:”*
    - **Forming abstractions.** Do instructors expect or encourage students to raise questions? Do they present evidence and challenge you to interpret it? Do they challenge class members to restate or paraphrase the main idea of a lecture?
    - **Creative thinking.** Do instructors help you practice looking at several sides of an issue? Do they ask for your ideas on an issue? Do they ask you to keep an open mind on a question that at first you think has an obvious right answer? Do they use brainstorming strategies in which ideas can be generated without being prejudged?
    - **Systematic thinking.** Do instructors give you practice in following a careful line of reasoning? Do they ask you to fill in the missing steps in

an argument? Do they ask you to judge whether an idea is adequately supported by logic or data?

- **Communication.** Do instructors have a process for encouraging students to speak—even shy students? Do they ask a member of the class to clarify a point for the benefit of other students? Have you volunteered an idea? Have you made an effort to keep an open mind about something about which you already had a strong opinion? Have you participated in a group or classroom brainstorming effort? Have you talked with the instructor before or after class or during office hours? Have you discussed ideas from the course or asked questions of other students in the class?
  - 3. Bring groups together after 20 minutes and put the final lists on the board. Have each group describe the experiences they identified and ask how such experiences facilitated their learning.
  - 4. Explore with students how their classes require or encourage them to develop the four aspects of critical thinking. Explain to them that the answer will vary with the teaching styles of their instructors and with how much preparation they bring to class. It may also vary according to the size and format of the class. Tell them that even in a lecture with many students, a talented teacher can stimulate their ability to form abstractions, think creatively, think systematically, and communicate well.
- **Tech Tip activity:** This chapter’s Tech Tip reminds students not to assume that information they find on the Internet is necessarily accurate or unbiased. Divide the class into two groups. As the term progresses, have students bring to class examples of misinformation they have found while doing schoolwork or while consuming news from sources like the Internet, blogs, newspapers, magazines, or television (e.g., conflicting information, exaggerations, or information taken out of context). Sites like Factcheck.org will come in handy to check the accuracy of information about major news events, especially statements made by politicians and other major figures in the news. Keep a tally of the examples that students bring to class by group. At the end of the term, reward the group that has found the most misinformation during the term. This is a fun way for students to understand that information needs to be verified and that it’s up to them to figure out whether what they read online is valuable, objective, and up-to-date. They will be surprised at the amount of inaccurate information that we consume on a daily basis.

#### *e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Use the following exercise to find links between students’ learning style preferences and their critical-thinking skills; to apply the critical-thinking process to a topic about which students have strong feelings; and to overcome the



tendency to use emotional arguments without first applying reason. This exercise attempts to answer the question “Can your learning style (see Chapter 4) affect the ease or difficulty with which you complete the four stages of critical thinking?” It may be easier for intuitive (N) learners to find abstractions amid details and to brainstorm possibilities (Steps 1 and 2), whereas sensing (S) learners may do well in Step 3, where they can list ideas in some logical order. Thinking (T) learners may also find that Step 3 comes naturally to them, whereas feeling (F) learners may complete Step 3 by prioritizing their values rather than being logical in the situation.

1. Present your students with the following scenario: To cut costs and accommodate students who wish to complete their education faster, the administration is considering dividing the year into four equal terms of thirteen weeks each. One term would run January through March, a second term would run April through June, a third July through September, and a fourth October through December. Any holidays such as Christmas and Thanksgiving would be shortened to no more than two days to accommodate the schedule. Faculty would teach only three terms a year, on a rotating basis, meaning that some courses might not be available year round. Although most students would attend classes only three out of four terms, students would have the option of graduating early if they attended all four terms. Due to a slightly shorter schedule, class length would increase by roughly 10 minutes per period. The average student course load would be four courses per term. The highly popular president of your student government, who is in favor of the proposal, has asked you to take a stand on this issue at a campus-wide meeting. Divide your students into groups of four or five (preferably by opposite N/S and T/F styles).
2. Ask them to list the broad abstract ideas inherent in this proposal to change the school term. What are the truths or arguments here? What are the key ideas? What larger concepts do the details suggest? What is the administration really trying to accomplish? Next, ask them to brainstorm some new possibilities. What questions do the large ideas suggest? What new questions can be asked about the value of adjusting the schedule? What other possibilities might there be besides dividing the year into four equal parts? What are some possible effects of such a change on students? On faculty? Avoid making immediate decisions. Put off closure. Reject nothing at first.
3. Finally, have them organize new ideas and possibilities in a logical order. In what direction do the facts really point? What are the best solutions? To leave the schedule alone? To offer options? Is there some important additional information that needs to be gathered and evaluated before it is possible to reach a conclusion? Ultimately, what new abstractions and new conclusions have resulted from the group’s thinking?
4. For the final step, have your students use the results of the group thinking process to write a paper that precisely communicates their ideas to others. Are their conclusions well supported? Make certain their conclusions take

all parties (the majority of students, faculty, and others) into account. At the end of the paper, ask them to state whether they believe their learning style made any of these steps easy or difficult to follow and why.

**f. Chapter Exercises**

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (page IAE-8). Additional information is provided below.

- **Working Together: Gathering Information for Decision Making** This activity requires doing some research outside of class, as well as group time in class to work through a solution.
- **Exercise 5.1: Reflecting on Arguments** Because this exercise takes more than a week to complete, have students do the exercise and then discuss the results in class.

**g. Retention Exercise**

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Learning about a Liberal Education**

Students who are enrolled in required general education or liberal arts courses often fail to see the relevance of those courses to their career or life plans. Such students might lose their motivation for academic work and decide to leave college. Discuss with students how a liberal college education is relevant because it teaches them to investigate all sides of an issue and all possible solutions to a problem before they reach a conclusion or decide on a plan of action. Make sure your students understand that the word *liberal* (from the Latin *libero*, meaning "to free") has no political connotation in this context but represents the purpose of a college education: to liberate the mind from biases, superstitions, prejudices, and lack of knowledge so that students are in a better position to seek answers to difficult questions. Have students choose one of their instructors whose field is in the humanities (art, literature, languages, history, government, etc.), mathematics, or the sciences (social, biological, or physical). Students should make an appointment to interview the instructor about how a liberal education and the instructor's particular field of study contribute to a fuller life, no matter what a student's major is.

**h. Case Studies**

**Michel**

Michel crashed through the doorway of his residence hall room and slammed the door. "I hate women!" he yelled to his roommate, Karl. Karl asked him what was wrong. Michel sneered. "I just don't understand them. Women. Toni just broke our date for Friday night just because she found out I was drunk out of my mind at the ballgame. Don't I have a right to have fun sometimes? And why should what I do when I'm out with the boys have

anything to do with what goes on between Toni and me?” Karl opened his mouth to say something but Michel raised his right hand. “Shut it, Karl. Nothing you say is gonna change my mind about this.”

#### *Discussion Questions*

1. How is Michel responding? What is the basis for his arguments?
2. What kind of critical-thinking errors is Michel making?
3. What are the implications of what Karl might say?
4. What is another way to look at Michel’s situation?

#### **Susannah**

Susannah has to write an argument essay for her first-year composition class. She chooses underage drinking as her topic. Initially, Susannah plans to argue that the drinking age should be raised to twenty-five. In high school, Susannah’s friend Tia was killed when an eighteen-year-old drunk driver flipped his car and sent Tia’s car over a guardrail. But as Susannah researches her topic, she finds information about alcohol abuse and incidents of drunk driving in other countries where the drinking age is even lower than it is in the United States. She starts to wonder if it is Americans’ attitudes toward alcohol that is the problem, and not the drinking age itself. Writing the paper becomes frustrating, as Susannah no longer knows what thesis she is trying to prove.

#### *Discussion Questions*

1. Which general thinking skills is Susannah employing in her research?
2. Which skills could she use to clarify her stance on the issue?
3. What kind of thesis statement could Susannah write that would incorporate both sides of the issue and yet still make a strong argument for or against something?

#### **i. Video**

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See “Using YouTube to Teach with *Your College Experience*” and “Video Tool Activities for *Your College Experience*” in this instructor’s manual for suggested search terms and activities.

### **Step 3 Review**

#### **a. Wrap Up**

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback for any areas that need additional clarification.

#### **b. Check for Understanding**

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe how college-level thinking differs from high school-level thinking.

2. Discuss what they can do to become critical thinkers.
3. Explain what Bloom's taxonomy is and describe how it relates to critical thinking.

**c. Address Common Questions and Concerns about the Topic**

- ***The professor says this might be right or that might be right. Why doesn't he just tell us which one?***

*Answer:* Many professors are more concerned about how students arrive at an answer than if it is right or not. As you will see, sometimes there is more than one correct answer.

- ***I came to college to learn from the experts. Why do I have to listen to other students discuss a topic in class? It's such a waste of my time!***

*Answer:* Participating in class discussion is a good way to gather information and listen to others' opinions. It is also a good way to develop critical-thinking and active learning skills.

- ***I don't see why I have to check so many sources to write a paper on one topic. Isn't one person's opinion enough?***

*Answer:* Checking sources helps you to develop not only critical-thinking skills but also research skills. There is often more than one theory or opinion about a topic, and knowing these opinions is a good way to learn about a topic as a whole. This gives you a chance to gather evidence and consider alternatives.

- ***Why do I have to explain why I think something is right? Isn't just saying it's right enough?***

*Answer:* Explaining information and supporting evidence are not only important in college but will also prove to be important life tools. Class is a good time to practice how to precisely communicate your ideas to others. Whether in school, at work, or at home, you will be asked to do this over and over again.

**d. Writing Reflection**

- Have students review the student profile of Alyssa Manning at the beginning of this chapter and then review their own ideas about the importance of critical thinking inside and outside the classroom.
- Use the discussion and writing questions in this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students get to express themselves in writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. Web Resources**

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Collaborative Learning**

Search Term: Collaborative Learning Journal of Technology Education

This study, originally published in the *Journal of Technology Education*, focuses on how collaborative learning enhances critical thinking. It's a fascinating read.

**Critical-Thinking Guidelines**

Search Term: University of Victoria Critical Thinking

Hosted by the University of Victoria, this page provided by the Distance Education Services offers an explanation of critical thinking and links to related resources.

**Education Is Not Found in a Book**

Search Term: Education Is Not Found in a Book

This essay, written by a student at the University of South Carolina, talks about how college provides opportunities to develop critical-thinking skills—and how these opportunities mean very little if students aren't willing to put in the work.

**Evaluating Information Found on the Internet**

Search Term: Evaluating Information Found on the Internet Library Guides

Because the Internet is often the first place students turn for a source-based paper, it's crucial that they learn how to apply their critical-thinking skills to evaluating the value and reliability of Web pages. Try to work at least one Internet-based exercise into your lesson plan while teaching this chapter.

**Introduction to Creative Thinking**

Search Term: Robert Harris Creative Thinking

This extensive article, written by Robert Harris, author of *Creative Problem Solving: A Step-by-Step Approach*, covers everything from myths about creative thinking to positive attitudes for creativity.

**f. For More Information**

Bartholomew, Robert E., and Benjamin Radford. *Hoaxes, Myths, and Mania: Why We Need Critical Thinking*. New York: Prometheus Books, 2003.

Glasser, Edward M. *An Experiment in the Development of Critical Thinking*. New York: AMS Press, 1941.

Moore, B., and R. Parker. *Critical Thinking*. New York: McGraw Hill, 2011.

Toulmin, Stephen E. *The Uses of Argument*. New York: Cambridge University Press, 2003.

*g. Prepare for Testing*

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 5 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**

**Chapter 6: Reading to Learn**

Tell students that the next class will be about reading strategies. Remind students to bring their textbook to class because they will need it for the next lesson on reading strategies.

# 6 Reading to Learn

## Chapter Teaching Objectives

1. Walk students through the four steps in active reading—previewing, marking, reading with concentration, and reviewing.
2. Explain how to apply strategies for reading textbooks across different subject areas.
3. Describe ways students can improve and monitor their reading and develop their vocabulary.

## Timing of Chapter Coverage

Students will be given reading assignments during the first week of class. Many of these assignments will involve textbook reading because many of their first-term classes will be introductory courses. Your students may start to become intimidated by the amount of textbook reading that is expected of them. It is particularly important that this chapter be covered in time to provide students with the reading methods needed to begin reading required textbook material for their courses and adequately prepare for their first college exams.

## About This Chapter

One of the most difficult aspects of the transition from learning in high school to mastering coursework in college is developing strategies for reading and learning from textbooks. In the beginning, first-year students tend to allocate too little time to their reading to adequately comprehend and retain textbook material. They may also be overly dependent on highlighting or underlining without understanding the role of other strategies that are used when reviewing for exams. Whatever method students choose, they should keep in mind that their ultimate purpose is to be able to read actively and critically, determine what is important, and create a system for review. If this is done successfully, there should be no need for students to reread entire chapters of the text prior to exams.

Because reading in college is challenging to students, help them focus on the strategies in this chapter that will improve their reading and learning skills. Explain that the amount and type of reading may differ from what they have been used to, and they will have to change their approach to textbook reading. For example, a textbook may be used in a course as the main body of information that will be included on exams. Let's face it: Students will have to be able to actively read, learn, and remember this material if they are going to be successful.

This chapter offers solid strategies for working with textbook material. Encourage students to develop a reading strategy and use the many skills included in the text, such as mapping and monitoring comprehension. It is a good idea to help students practice these skills through class exercises and out-of-class assignments. Depending on your students' needs, work with them to practice the strategies, identify their difficulties, and determine techniques that will help them improve their ability to read to learn. The emphasis you give to the topics in the chapter will depend on the makeup of the class. In addition, the chapter presents an opportunity to give students a cooperative learning experience that is quite different from the discussions and exercises that flow from the other chapters. Reading and learning are critical to success in college. When you help your students develop these important reading strategies, they will begin to master textbook reading.

## **Suggested Outline for Addressing Topics in Chapter 6**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**



# Expanded Lesson Plan

## Step 1 Lecture Launchers and Icebreakers

Demonstrating the practice of previewing is a good way to begin a discussion of the material in this chapter. Ask students to take out this textbook and look at the first page of a chapter they haven't yet been assigned (perhaps the next chapter you plan to teach). Have one student read aloud the title of the chapter. Ask your students what they already know about this subject. Next, ask them to read through the introductory paragraphs, as well as the chapter headings and subheadings. Remind them to note any study exercises at the end of the chapter. Now ask your students why taking these steps is important to their reading comprehension. Have students discuss how they normally read a chapter and whether they can see any differences between their usual method and the previewing one.

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were told that the next class would be about reading and learning strategies. If you asked your students to bring their textbook to class, use it for the activities that require it, such as the Lecture Launcher on previewing, the Group Activity on reading text material, or one of the exercises.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. A Plan for Active Reading
2. Previewing
3. Strategies for Marking Your Textbook
4. Reading with Concentration
5. Reviewing
6. Strategies for Reading Textbooks
7. All Textbooks Are Not Created Equal
8. Math Texts
9. Science Texts
10. Social Science and Humanities Texts
11. Supplementary Material
12. Improving Your Reading
13. Monitoring Your Reading
14. Developing Your Vocabulary
15. What to Do When You Fall Behind on Your Reading

## 16. If English Is Not Your First Language

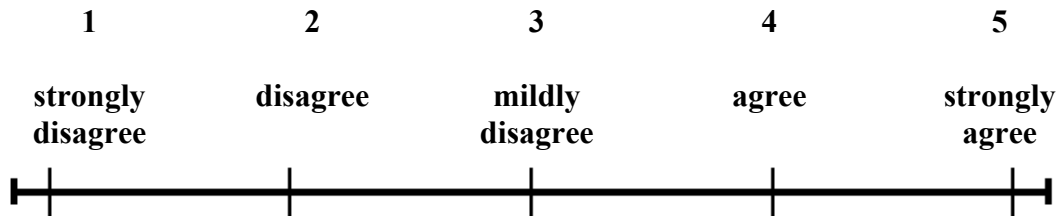
### ***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 6

### Reading to Learn Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



\_\_\_\_\_ I am able to understand the information in my textbooks using different strategies to learn the information.

\_\_\_\_\_ I know how to highlight only important concepts in my textbook.

\_\_\_\_\_ I am able to concentrate when I am in class and when I read.

\_\_\_\_\_ I keep up with all my reading.

\_\_\_\_\_ I look for connections between what is happening in my courses and in my own life.

\_\_\_\_\_ I stop often while reading to make sure I have understood what I just read.

\_\_\_\_\_ I have an organized desk or study area.

\_\_\_\_\_ I take time to preview a chapter before I begin to read it and take notes.

\_\_\_\_\_ I usually read the supplemental reading that my instructors recommend and assign.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” as this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- As a class, brainstorm different ways to improve reading and learning. Then broaden the focus by asking students how they might improve their reading and comprehension if they were reading online. Do they know of any electronic tools that help improve reading and learning? When the class is finished brainstorming, be sure to review the ideas and discuss how they might be used.
- Have students share their own reading strategies. How do they read textbook materials? Do they just read, or do they highlight text as they go? Do they take notes? Or are they struggling to find the time to read at all? Ask them also to identify the most important lesson they learned from this chapter, whether they plan to change their reading behaviors, and if so, how.
- **Tech Tip activity:** Poll students on who has joined the electronic reading and listening community and who is “holding out.” Ask students to share their views on printed books, e-books, e-readers, podcasts, and so forth. Are they using e-readers for personal and school reading? How does usage by traditional students compare with that of returning students? Encourage students to explore new ways of acquiring

information that are more compatible with their learning styles. In the process, they will help save a few trees!

- Urge students to do one of the following this term:
  - Try buying an electronic version of a required textbook, which students are increasingly doing. If they have already purchased all their textbooks for the term, they should try reading other required course material online. For example, if they have a course that requires them to read a newspaper on a daily basis, they can get the app or an online subscription.
  - For students who are aural learners, encourage them to get at least one required book on tape, as a CD-ROM, or as an audio file and try listening to the required reading.

#### ***d. Group Activities***

- Divide the class into small groups, assigning each a section of text either from this chapter or another. Have each group work through the four steps involved in reading textbook material. Conclude the exercise by having each group present to the class what procedures they went through and any materials they developed. The object is for students not only to work through the process but also to teach the rest of the class what they learned from the content of their textbook material.
- Have the class pair up and collaborate on developing strategies for reading textbooks for a different class. Students need to develop their own strategies but share them with their partner for input. The strategies should address the subject and organization of the textbook, the student's familiarity with the material, and the time students expect to have and need to complete readings.
- **Goal-setting activity:** Have students choose a partner and exchange a textbook. Then post the following instructions for the pairs to follow:
  1. Have your partner read *only* the highlighted portions of a chapter you have already read and have been tested on.
  2. Have your partner try to explain to you based only on the highlighted portions what the chapter was about.

Explain that the students who have been tested on the textbook material are in a better position to judge if their partner understood the material based only on what he or she read. Ask students to discuss what they found. Each student should have basic understanding of the chapter based solely on what was highlighted. Discuss whether this is the case. Pose these questions to them: Did they learn that they need to do a better job of highlighting? Did they highlight so much that it became confusing? Did they highlight so little that there was not enough to gain a basic understanding of the material?

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- In American culture we often talk about whether or not someone likes to read. A good way to start this chapter might be to have a brief discussion with your students about their reading interests. Ask them to share if they like to read, what they like to read (novels, magazines, newspapers, etc.), and when they read. This will give you some insight into their thoughts about reading. You should also let the students know your own reading material style and preferences.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (pages IAE-8 to IAE-9). Additional information is provided below.

- **Working Together: Thinking Back to High School** This activity can be done in class or in small groups to discuss the differences between high school and college when it comes to reading. This exercise could also be done independently as a writing assignment.
- **Exercise 6.1: Doing What It Takes to Understand** Assign this exercise for homework, and as an additional assignment, ask them to evaluate the success of the exercise. You may also consider allotting class time for this exercise and asking students to work in pairs.
- **Exercise 6.2: Preparing to Read, Think, and Mark** This exercise provides good practice for students. If time permits in class, give students a brief reading assignment from the class textbook. Then ask them to process this exercise in pairs or small groups. Have them compare how they did, as well as whether or not their notes contain the same main ideas. Processing this exercise with the class and pointing out the main ideas will be useful for many students.

*g. Retention Exercise*

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Plan for Active Reading**

Students who are poor readers will have great difficulty in college and, unless they improve their skills, are likely to drop out or flunk out. Ask students to bring a textbook from another course to your next class. During class, ask them to consider the four-step "Plan for Active Reading" on page 107. Ask them which step is the hardest and which is

the easiest. The easiest may be “marking.” Ask students to check their textbooks to see if any have too much highlighting or too many marks. The hardest stage may be “reading with concentration.” Ask students to get in small groups and develop a list of ideas for “concentrating while reading.” Do any of the steps seem unnecessary to your students? Discuss the importance of each step.

#### ***h. Case Studies***

##### **Shondra**

Shondra tells you that whenever she sits down to read her biology text, she loses concentration or falls asleep. To her, it is *so boring*. Even when she does get through an entire chapter, she has no idea what she read. There is a lot of material included in each chapter, and there are twenty-five chapters in the textbook that will be covered during the term. The professor expects the class to read the textbook as well as take lecture notes. Both sets of information will be included on five tests that they will have to take during the term. Shondra has no idea how she will read all of the chapters, let alone how she will learn all the material. This class is a degree requirement for Shondra and one of four classes she is taking.

##### *Discussion Questions*

1. What are Shondra’s major issues concerning this class and her reading?
2. What are Shondra’s options?
3. What suggestions would you make to assist Shondra?
4. What kinds of strategies could help Shondra?
5. What other factors need to be considered besides how Shondra approaches her reading?

##### **Connor**

Connor is trying to adjust to the demands of his college classes. He doesn’t remember having to read this much material when he was in high school. It is only the second week of the term, and he is already behind on his reading in all five of his classes. Connor wonders if he will be able to catch up, let alone keep up for the rest of the term. He thinks about picking the two hardest classes and not bothering to keep up with the reading for the others.

##### *Discussion Questions*

1. What do you think of the plan that Connor is considering?
2. What might be an alternative plan?
3. What suggestions would you make to Connor to get caught up?
4. What kinds of strategies could help Connor keep up for the rest of the semester?

#### ***i. Video***

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See “Using YouTube to

Teach with *Your College Experience*” and “Video Tool Activities for *Your College Experience*” in this instructor’s manual for suggested search terms and activities.

### Step 3 Review

#### a. *Wrap Up*

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

#### b. *Check for Understanding*

Did your students meet the objectives? If so, they should be able to do the following:

1. Understand and execute the four steps in active reading—previewing, marking, reading with concentration, and reviewing.
2. Apply different strategies for reading textbooks across different subject areas.
3. Understand different ways to improve and monitor their reading and develop vocabulary.

#### c. *Address Common Questions and Concerns about the Topic*

- ***Why is there so much reading in college?***

*Answer:* College takes a different approach to learning than many high school classes. As discussed in Chapter 4, How You Learn, you will need to be actively involved in your learning. This often means a lot of self-directed learning. Some instructors expect students to read a large amount of textbook material or even a wide range of articles and other materials outside of class. You do not need to be frightened of these expectations; you can meet the challenge.

- ***How can this reading method save me time? It looks like it takes more time.***

*Answer:* Many students read their textbooks only to realize they have forgotten what they have read. Then they are still left to gather important textbook information to prepare for an exam. The method described here does take time and effort; however, its benefits outweigh the time factor. It will give you a greater understanding of the material, increase your ability to focus and concentrate, and produce materials that will help you study for tests and quizzes.

- ***Wouldn't it be easier just to take a speed-reading course?***

*Answer:* While speed-reading can be helpful to increase reading rate and comprehension, there are many other considerations for reading a textbook. Someone who speed-reads still needs to organize the material for later review and exams.

- ***Why should I read the text if the instructor is going to lecture on it?***

*Answer:* You need to evaluate how closely the lecture and textbook materials coincide. Even if the lecture seems to follow the text exactly, don't skip classes. You



will miss other learning opportunities that take place in the classroom and may become disconnected from your instructor or classmates.

- ***Why should I bother to take notes on my reading? I can always read the chapters again before the test.***

*Answer:* Many students think they can read the chapters again before a test. In reality, the time constraints of college and the large amount of material to study for a test often prohibit this practice. It is better to balance the work in one class with the work in your other classes, as well as with outside commitments and responsibilities.

#### ***d. Writing Reflection***

- Have students review the student profile of Keira Sharma at the beginning of this chapter and discuss the strategies they used when reading textbooks prior to taking this course, and how those strategies helped them learn the material. Then have them identify and discuss the reading strategies they are most likely to adopt going forward.
- This writing activity facilitates learning across the curriculum and encourages students to apply reading strategies in all their courses. It also gives them hands-on practice in trying out different reading strategies and comparing them so that they can pick what works best for their personal reading style.
  1. Ask students to make copies of one chapter of each textbook from other courses they are currently taking.
  2. Have them highlight one chapter, annotate one, and take notes on the third.
  3. Ask students to do a writing assignment in which they evaluate which method assisted them most in retaining the chapter information and preparing for exams. Have them write about the pros and cons of each method. This approach should be meaningful to students because they are in essence studying for their other courses while completing your assignment.
- Use the discussion and writing questions featured throughout this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students can express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

#### ***e. Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

### **Annotating Texts**

Search Term: Bucks County Community College Annotating Text

Most students don't know how to highlight effectively. This site suggests annotating texts instead of simply highlighting them. It explains the best way to annotate information and offers a link to an example of a well-annotated passage.

### **Reading Strategies**

Search Term: Reading Strategies Mind Tools

This article discusses strategies that will help students read more effectively. These approaches will help them get the maximum benefit from their reading with the minimum effort.

### **Mind Maps**

Search Term: Mind Maps Mind Tools

This article explains how concept mapping improves note taking and reading comprehension. It includes sample maps, tips for improving mapping skills, and a link to a list of Mind Map software tools and apps.

### **How to Read Textbooks**

Search Term: DVC Reading Skills

In the section *How to Read Textbooks*, the resources include a textbook reading inventory you can give to your students. Ask them to fill it out for one (or several) reading assignments to demonstrate how the reading methods proposed in this chapter really do increase comprehension.

### ***f. For More Information***

Elder, Janet. *Exercise Your College Reading Skills: Developing More Powerful Comprehension*. New York: McGraw-Hill Humanities, 2003.

Langan, John. *Ten Steps to Advancing College Reading Skills* (5th ed.). West Berlin, NJ: Townsend Press, 2011.

Nist, Sherrie L., and Carole Mohr. *Advancing Vocabulary Skills* (3rd ed.). West Berlin, NJ: Townsend Press, 2002.

Silvey, Deborah. *The Reader's Voice: Developing Your Understanding and Enjoyment of College Reading*. New York: Longman, 2004.

Zadina, J., et al. *College Reading: The Science and Strategy of Expert Readers*. Boston, MA: Cengage Learning, 2013.

***g. Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 6 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**

**Chapter 7: Getting the Most From Class**

Tell your students that the next class is about getting the most from class—listening, taking notes, participating in class, and being engaged in the learning process. Ask them to think about what that means to them and be prepared to discuss it at the next class. Consider asking students to generate a short list of what they do to prepare for class each day. Ask them to bring the list to the next class and use it as a starting point for discussion. This will help you determine what your students are doing now to stay engaged and help them determine how they can improve their role as active learners.

If you choose to use the Lecture Launcher on testing their memory, ask them to bring a recent set of lecture notes (preferably from the day before) to the next class.

# 7

## Getting the Most From Class

### Chapter Teaching Objectives

1. Explain how being engaged in class improves learning.
2. Help students understand how to prepare for class.
3. Explain why students should participate in class by listening critically and speaking up.
4. Show students how to assess and improve their note-taking skills and how to use their notes to be engaged in learning.

### Timing of Chapter Coverage

You may find that this chapter is best taught after Chapter 4, How You Learn. In many courses, students begin falling behind the very first day of class if they do not have an efficient method of taking lecture notes. The information in this chapter will provide students with strategies for getting involved in class, as well as ways to gather important classroom information. First-year students need to learn how to “cope” in the classroom environment and adapt to lectures as quickly as possible. This chapter’s information can help them do just that.

### About This Chapter

Students are likely to comment that in contrast to many high school classes, which are focused on a textbook, many college classes are focused on the lectures, and the textbook may be supportive rather than primary. Because of this essential difference, college students must listen attentively to lectures and write down both main ideas and supporting details in ways that are clear, comprehensive, and conducive to learning and recall later on. If they do not listen and take effective notes, there may not be a textbook to fall back on as there was in high school.

As a rule, testing is fairly frequent in high school. It is usually much less frequent in college. In fact, at some schools, instructors of first-year courses test only twice during the term and once during finals. Consequently, there are long periods of time between the delivery of the information and the demonstration of knowledge. This suggests, once again, the importance of accurate and effective note taking.

After discussing these essential differences, you might want to shift the focus to memory. As the text points out, most forgetting occurs within 24 hours of learning. This fact suggests a coping strategy: Students need to take advantage of the 24-hour period before forgetting occurs.

Having a note-taking system is crucial to a student's success in the classroom. With the chapter information and exercises, help students identify a system that will complement their learning styles. The Cornell format is a proven way for most students to take notes. However, allow them to be creative.

This chapter gives specific strategies students can use before, during, and after class, as well as strategies for class participation. Make sure students know these strategies and can determine how the strategies will improve their classroom experience and overall learning.

## **Suggested Outline for Addressing Topics in Chapter 7**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**

# Expanded Lesson Plan

## Step 1 Lecture Launchers and Icebreakers

- Begin class by having students test their memory. Ask your students to think back to a lecture they heard in another class the day before. Have them jot down as many main ideas and supporting details as they can remember. As part of a homework assignment or in class (if they have their notes handy), have them compare these lists to the notes they took in that class. Students quickly realize how incomplete their lists are. This activity demonstrates, more clearly than any lecture could, how important it is to review your notes.
- You may want to begin by asking students to discuss how college classes are structured differently than high school classes and how they are adjusting to this transition. Examining these differences may help them bridge the gaps they are experiencing as new students. Ask them to consider and discuss some of the following questions:
  - How are they adjusting to the transition in the classroom?
  - Are some college classes easier to take notes in? Why?
  - What does the instructor do to facilitate students' understanding of lectures?
  - What does the instructor do to make it easy to take notes?
  - What strategies can make note taking easier?

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were asked to think about what it means to be engaged in the learning process and to be prepared to discuss their ideas in class.

If you asked them each to generate a list of what they do each day to prepare for class, use this as a starting point for discussing how they prepare to remember before class. Use the discussion to make connections to strategies and tips covered in the text. If you asked students to bring a recent set of lecture notes (preferably from the day before) to class, use this to do the Lecture Launcher on testing their memory.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

**Focus on Key Lesson Themes**

1. Become Engaged in Learning
2. Prepare for Class
3. Participate in Class
4. Listen Critically and with an Open Mind
5. Speak Up
6. Take Effective Notes
7. Note-Taking Formats
8. Note-Taking Techniques
9. Review Your Notes
10. Compare Notes
11. Class Notes and Homework

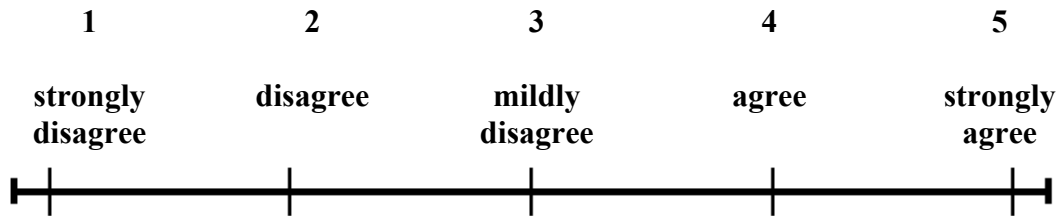
**b. *Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 7

### Getting the Most From Class Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I often discuss what we talked about in class outside the classroom setting with friends.
- \_\_\_\_\_ I consider myself a good note-taker.
- \_\_\_\_\_ When given a syllabus or handouts, I ask questions for clarification and write the answers down on the paper.
- \_\_\_\_\_ I rarely miss class.
- \_\_\_\_\_ I know how to sort, categorize, and organize only what is important in a lecture.
- \_\_\_\_\_ I usually sit up front in all my classes.
- \_\_\_\_\_ I am able to focus during lecture courses.
- \_\_\_\_\_ I raise my hand when I do not understand a concept.
- \_\_\_\_\_ I compare notes with my classmates to make sure I have not missed any important information.



## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Ask students to share any difficulties they are experiencing with lectures. From there, you can begin to discuss student experiences in the classroom with lectures, note taking, and participation. Use this discussion to cover the variety of strategies covered in the textbook.
- Have students generate a list of what they do each day to prepare for class. Ask them prior to class to bring this list with them or have them generate it in class. Use this as a starting point to begin a discussion on what to do before class to prepare to remember. Ask them to volunteer methods that are on their lists. Consider writing them on the board to see how many different ideas the class generates. Some of these methods may be on the right track. Others may be negative approaches. Make connections to these tactics, good or bad, as you explain the variety of strategies and tips covered in the text.
- Ask students how they are keeping their attention in their classes. In what types of classes are they having an easier time concentrating? Why do they think they are having difficulty concentrating in some of their classes? Brainstorm strategies to

“stay awake” and pay attention in class. Stress to students the concept of “active learning” to stay engaged.

- Discuss the benefits of keeping digitized documents, as well as the importance of keeping an organized file structure when storing electronic files. Remind students that as they progress through college, they will accumulate a number of files: lecture notes, assignments, research papers, photographs, podcasts, video clips, and so on. Discuss strategies to keep these files organized and easily accessible.

#### *d. Group Activities*

- Ask your students to take notes on your lecture, using the Cornell format. Afterward, give them an additional 10 minutes to fill in the recall column. Next, have students pair up to compare the most important ideas presented in the lecture. Have them discuss whether reading the chapter material prior to the lecture makes a difference in their note-taking abilities.
- An alternative to this activity is to first instruct your students not to take notes on the lecture. Then deliver another minilecture of equal difficulty, but this time, instruct the students to take notes. During your next class meeting, quiz them on both lectures to demonstrate that their recall of the second lecture was greater.
- **Goal-setting activity:** Use this chapter as a test. Have all the students in this course take notes on this chapter and on the class lecture. Divide the class in two. Have one side of the class choose the student who has taken the best notes based on the chapter and the other half choose the student who has taken the best notes based on the class lecture. Ask the following questions:
  1. Why did you choose these particular notes?
  2. If you could use only these notes to study for a quiz, do you think you would get an A?
  3. What was missing from most of the other notes?
  4. How can you improve your own note-taking skills?
- **Tech Tip activity:** Divide the class into four groups. Choose a chapter in this book that can be summarized and presented in the following four ways: using Word, Excel, PowerPoint, and the standard pen-and-paper notes. Write each method on a piece of paper and have each group pick one of the methods from a paper bag or a hat. Have each group present their summary to the rest of the class. Discuss which method worked best or was easiest to understand. Ask students to list the pros and cons of each method. When might they use each one? Are they all equally useful or user-friendly?

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Ask students to take out the notebook they use for this or any other class. If students are typing notes on a laptop or other device, ask them to bring in either the device or printouts of class notes. Pair them up and have them show one page of their notes to their partner. Let each partner see if he or she can “make sense” of this page of notes. The partners can give feedback on the following:
  - Can they understand the general idea of the notes?
  - Can they identify the topic of the lecture?
  - How do the notes look to them?
- Show the students a sample of how you take notes and discuss with them the strengths and weaknesses of your note-taking style.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor’s Annotated Twelfth Edition at the front of the book (pages IAE-9 to IAE-10). Additional information is provided below.

- **Working Together: Comparing Notes** This paired activity will help students stop and analyze their note-taking skills, practice identifying the most important points in the lecture, share the experience with a partner, and benefit from their partner’s feedback. Have them identify the changes they want to make based on what they learned during this exercise.
- **Exercise 7.1: Encouraging Students to Speak Up in Class** This exercise utilizes the “think, pair, share” technique with the goal of getting even the most shy students to participate in class during a single class period or successive class periods using open-ended questions that instructors think will work well among their student populations.
- **Exercise 7.2: What System of Note Taking Works for You?** This exercise requires more time to complete but provides an excellent opportunity to help students “try out” the different note-taking systems. Consider following up with a class discussion on their experiences. An alternative to this exercise would be to provide a lecture in class that you divide into sections. Stop between sections to allow time for students to change to a different system. This strategy not only ensures that students actually try each system but also provides a safe place to explore them.

- **Exercise 7.3: Using a Recall Column to Memorize** Working with partners or writing their findings on this exercise will be effective practice for students. With partners, have them test each other using the recall column and then discuss the exercise questions. Encourage students to begin to formulate a note-taking system if they don't already have one.

**g. Retention Exercise**

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Engagement**

Research finds that engagement can be linked to retention, particularly for students often considered at risk—first-generation students or historically underserved populations. Ask students working in small groups, either during class or out of class, to discuss the term *engagement* and what it means to them? Why do they think college and university educators focus so much on getting students engaged? Why do older students tend to be more engaged in learning than students just out of high school? Ask them to consider whether within their peer group it's cool to be “engaged in learning.” Have groups share their ideas with the whole class.

**h. Case Studies**

**Nate**

Nate is a first-year student. He has had difficulty concentrating during the first week of lectures in his economics class and already seems to be losing his focus in his other classes. Listening to lectures and taking notes are extremely difficult for him. He's finding that his notes do not make sense, and he seems to be lacking important lecture information. At the end of the first week, he goes to see his economics professor during office hours. He tells the professor that when he was in elementary school he was diagnosed with attention deficit hyperactivity disorder (ADHD). He confides that he has been taking medication and getting some additional assistance from teachers with note taking and studying for tests, beginning in elementary school and right up through high school.

*Discussion Questions*

1. What suggestions would you make to help Nate?
2. What strategies do you have that might help Nate in other classes?
3. What ways could instructors adjust their teaching style to assist students like Nate?
4. What other ways could the instructor help Nate?

**Rita**

Rita has recently returned to college and started taking night classes. After high school, she started working full-time in a law firm to make money, gain experience, and see if she would be interested in pursuing law school. She works full-time during the day and lives at home with her parents. Rita's night classes are long, and she is usually very tired from her

workday when she gets there. All Rita can seem to do is sit back in her lectures and take notes. She feels too tired to ask questions and participate in class activities. She knows that class participation counts for 20 percent of her grade in one class. Rita knows she can pass the class with at least a C by doing this, but it is not her best effort. She is trying to get good grades now so that when she applies to law school, she will have a competitive GPA. Rita wants to get A's in her classes.

#### *Discussion Questions*

1. What are Rita's challenges in this situation?
2. What strategies would you suggest Rita use in the classroom?
3. What strategies outside the classroom would you suggest for Rita?
4. How can Rita motivate herself to participate in class and in her learning?
5. How can Rita become a more active learner?

#### *i. Video*

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

### **Step 3 Review**

#### *a. Wrap Up*

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

#### *b. Check for Understanding*

Did your students meet the objectives? If so, they should be able to do the following:

1. Explain how being engaged in class improves learning.
2. Effectively prepare for class.
3. Understand why they should participate in class by speaking up.
4. Know how to listen critically.
5. Understand ways to assess and improve their note-taking skills.
6. Understand why it's important to review notes and textbook materials soon after class.

#### *c. Address Common Questions and Concerns about the Topic*

- ***Why do I need to take notes? I can just read the text.***

*Answer:* Just reading the text is not enough to effectively learn class material. Many times instructors present lecture material that supplements the textbook. You may miss important information if you do not take notes.

- ***Why do I have to take notes? I like to sit back and enjoy the lecture, and taking notes gets in the way.***

*Answer:* Effective learning takes place when you are actively engaged with the lecture material. There are important differences between active and passive students. Note taking enhances active listening, helps you absorb the material, and provides additional structure to test preparation.

- ***Why can't I just bring in a tape recorder?***

*Answer:* While recording a lecture may be helpful in some ways, it may not be as effective as you think. Recording a lecture often ensures that you will sit through it at least twice, which can be extremely time-consuming. It is better to find other ways to get lecture information. However, if there's a reason you need to tape the lecture (for example, if you are a commuter, you may want to listen to the taped lectures during your commute), remember to ask your instructor's permission before doing so.

- ***How can I take notes when the instructor talks too fast?***

*Answer:* Students sometimes run into this problem. First, you do not have to write down everything a professor says. Second, explore other methods of filling in your notes, such as meeting with the professor or forming a study group to compare notes.

- ***What should I do if I am unable to understand my instructor because he or she has a heavy foreign accent?***

*Answer:* This is an instance where a note-taking study group would be beneficial. Comparing lecture notes with other students will help you fill in any "holes" you may have in your own notes. If you're still feeling lost, take advantage of the instructor's office hours and ask him or her to speak more slowly when explaining concepts. If there is a teaching or lab assistant for your course, you may also be able to approach him or her for additional assistance.

- ***Should I take notes during a discussion?***

*Answer:* Discussions are a part of active learning, and you should write down the key points of discussions. You may need to correlate discussion notes with your lecture notes, as well as determine their importance to the class material. You may be responsible for the information presented during a discussion session on a later test.

- ***If an outline is presented, should I copy it all down at the beginning of the lecture?***

*Answer:* It's important to copy an outline as it's presented so you don't miss important lecture information.

#### **d. Writing Reflection**

- Have students review the student profile of Dillon Watts at the beginning of the chapter. Ask them to explain why paying attention in class and taking notes is essential to understanding college-level material.

- Use the discussion and writing questions featured throughout this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students can express themselves in writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. *Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Listening Skills**

Search Term: Speaking and Listening Skills Infoplease

This site identifies the steps required for active listening, including tips on being a good listener.

**Note Taking**

Search Term: Note Taking Dartmouth

This page includes links to handouts providing tips on recognizing important information, as well as improving listening skills.

**Participating in Class**

Search Term: Class Participation Dr. Lynn Friedman

Clinical psychologist Dr. Lynn Friedman offers her opinions about why it's important to participate in class discussion, as well as suggestions on how to prepare to participate.

**f. *For More Information***

Brown, S. and D. Smith. *Active Listening*. New York: Cambridge University Press, 2007.

DePorter, Bobbi, and Mike Hernacki. *Quantum Notes: Whole Brain Approaches to Note-Taking*. Oceanside, CA: Learning Forum, 2000.

Kesselman-Turkel, Judi, and Franklynn Peterson. *Note-Taking Made Easy*. Madison: University of Wisconsin Press, 2003.

Stanley, Christine A., and Erin M. Porter, eds. *Engaging Large Classes: Strategies and Techniques for College Faculty*. Bolton, MA: Anker Publishing Company, 2002.

Winter, Arthur, and Ruth Winter. *Brain Workout: Easy Ways to Power up Your Memory, Sensory Perception, and Intelligence*. Bloomington, IN: iUniverse, 2003.

***g. Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 7 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**  
**Chapter 8: Studying**

Ask students to bring their textbook to class for the next lesson on how we study and learn to remember information. If you choose to have them do the Group Activity on developing memory strategies for the next class, ask them to recall their VARK learning style, covered in Chapter 4, How You Learn.



# 8 Studying

## Chapter Teaching Objectives

1. Describe for students ways they can concentrate and study more effectively.
2. Explain how memory works and discuss common myths about memory.
3. Teach students skills to improve their memory.

## Timing of Chapter Coverage

In most college and university settings, the first round of exams typically occurs around the third week of the term. At this point, students often recognize the need for study strategies to improve their memory so they can do well on exams. This would be a good time to discuss some of the ideas in this chapter. Refer students to the appropriate campus resources and encourage them to use the strategies and aids outlined in this chapter.

## About This Chapter

This chapter offers solid strategies for improving your memory by developing study techniques that increase comprehension. It is important that students recognize the value of studying to understand rather than just to do well on an exam. Stress that studying must be a regular routine to help increase both memory and comprehension.

Encourage students to understand memory and its functions. It is a good idea to help students practice the study strategies and memory mnemonics through class exercises and out-of-class assignments. Depending on your students' needs, work with them to practice the strategies, identify their difficulties, and determine techniques that will help them improve their ability to memorize. The emphasis you give to the topics will depend on the makeup of the class. In addition, the chapter presents an opportunity to give students a cooperative learning experience that is quite different from the discussions and exercises that flow from the other chapters.

## Suggested Outline for Addressing Topics in Chapter 8

**Step 1 Begin with a lecture launcher or icebreaker activity**

**Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**

## **Expanded Lesson Plan**

### **Step 1 Lecture Launchers and Icebreakers**

- Before the class discusses the chapter, you might reflect on the significance of your own ability to improve your memorization as a professional, a consumer, a student, a parent, and an informed citizen. Include your challenges and frustrations as well as your success stories.
- Begin class by having students reflect on their current study habits. Ask them how well they are following the study schedules that they developed in Chapter 2, Time Management. Ask them to rate their study habits. Do they think their current study habits are sufficient, or are improvements needed? Use this as a starting point to discuss the need to develop a better plan that provides strategies for increasing comprehension.

### **Step 2 Classroom Activities**

#### ***a. Lecture***

#### **Review from Last Class**

Students were asked to remember to bring their textbook to class for the next lesson on how we study and learn to remember information. Have them use their textbook to do one

of the Group Activities or one of the Exercises. If you asked them to recall their VARK learning style from Chapter 4, How You Learn, they can use this information to do the Group Activity on developing memory strategies.

### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

### **Focus on Key Lesson Themes**

1. Studying in College: Making Choices and Concentrating
2. How Memory Works
3. Connecting Memory to Deep Learning
4. Myths about Memory
5. Improving Your Memory
6. Review Sheets
7. Mind Maps
8. Flash Cards
9. Summaries
10. Mnemonics
11. Studying to Understand and Remember

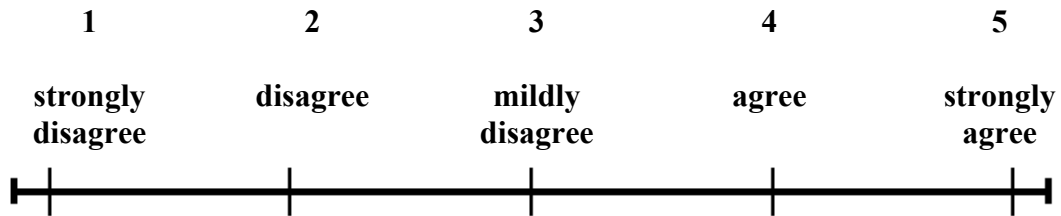
### ***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 8

### Studying Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I am able to maintain my concentration in the classroom.
- \_\_\_\_\_ I often select courses based on my life interests.
- \_\_\_\_\_ I try to reduce stress in my life with exercise, meditation, and relaxation techniques.
- \_\_\_\_\_ I often study with other students in study groups.
- \_\_\_\_\_ I know how to use a cloud storage site to save my files and collaborate with others.
- \_\_\_\_\_ I have a very good short-term memory.
- \_\_\_\_\_ I have a very good long-term memory.
- \_\_\_\_\_ I often use mnemonics to help me memorize information.
- \_\_\_\_\_ I would use a tutor to help me with a subject.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Though not the focus of the chapter, you might want to spend some time addressing the topic of how memory works or direct your students to this Web site, which offers different levels of explanation on this topic:  
[http://www.thebrain.mcgill.ca/flash/d/d\\_07/d\\_07\\_cr/d\\_07\\_cr\\_tra/d\\_07\\_cr\\_tra.html](http://www.thebrain.mcgill.ca/flash/d/d_07/d_07_cr/d_07_cr_tra/d_07_cr_tra.html)
- Begin a discussion about memory. Ask students what types of memories are the easiest to keep and what are the hardest. List the two main types of memory on the board. Ask them what they think makes these types of memories different. Explain that the memories that we find meaningful are the ones that we tend to hold deeper in our memory. We also remember things that we have the most experience with, including the use of our senses. A simple example would be our winter holiday memories. Not only do we repeat them every year, but we also find the experiences fun and meaningful, and we are exposed to multiple sensory stimuli (the smell and taste of desserts, the sight of holiday décor, the cold touch of snow, the sound of ringing bells, etc.). Discuss the significance of drawing connections with important information as an aid to memory.

- Ask students to discuss memory strategies that they have been taught or currently use. For example, many students have used acronyms for learning the colors of the rainbow (ROY G BIV). Discuss when you would use (or not use) certain techniques. For example, acronyms are good for remembering lists, but they are not good for learning new terms.
- The Internet is filled with examples of testing memory. Consider putting a PowerPoint presentation together with different memory tests. (This could also be done on paper if preferred.) Give the students short amounts of time to test their memory. After each example, take time to discuss as a class how they did. Ask students to share tips on how they tried to remember the information. Be sure to show students how to improve their memorization by stressing the different strategies from the chapter. Allow students to retest themselves after a method has been reinforced.
- Ask students whether they are currently in a study group. For those that are, ask them to share how it's going. What is working and what isn't? For those that are not involved in a study group, ask them to share why they aren't. Do they think that a study group would help them? Use this discussion to share ideas on the benefits of study groups to improve comprehension. Stress to students that study groups require studying independently first, so that you have value and input to bring to the group when you meet.
- **Tech Tip activity:** This Tech Tip provides an overview of file storage in the cloud. Most likely, many students already use the cloud storage sites that are discussed. Ask students to share their experiences using this method of file storage and to describe the sites they use most and like best. See if the students who are comfortable with the cloud can encourage more tentative students to embrace it. Observe the differences between traditional and nontraditional students (technology “natives” versus “immigrants”).

#### *d. Group Activities*

- Have students identify which VARK learning style works best for them. Divide the class into learning style groups. As a group, have them review content from another chapter and develop memory strategies to help study the content. Be sure to touch base with each group to make sure they are making the best of their learning style. If a student finds himself or herself in a group alone, work with that student to assist in the activity.
- Have students review the student profile of Joe Miranda at the beginning of the chapter. Divide the class into groups, and ask them to share ways their study habits have changed from high school to college. How do they take notes in class? How do they review their notes? How do they study vocabulary? How do they handle extensive textbook material?

- Have the class pair up and collaborate on developing a study plan. Students need to develop their own plan but share it with their partner for input. The plan should be realistic, should be part of their daily routine, and should use time wisely with built-in flexibility for unexpected distractions. They may choose to refer to the plans they developed in Chapter 2, Time Management, and improve on them based on what they know today.
- Divide the class into small groups and assign them each a study tool (review sheet, mind map, flash cards, summary, etc.) to prepare for an upcoming exam. Assign each group the same chapter or section of content. Allow time for the groups to share their study aids with the other groups. Provide an opportunity for each student to review each of the tools and decide which one he or she likes best as a study aid.
- **Goal-setting activity:** Have students pair up to create a set of flash cards one week in advance for an upcoming course quiz. In the set of flash cards, some should have a question on one side and the answer on the back; some should have an important term on one side and the definition on the back; others should use mnemonics on one side and the full explanation on the back. Students should make plans to meet with their partners twice before the scheduled quiz to go over each other's cards, paying attention to the information they are able to retain and what information requires more memorization. Discuss in class the students' findings.

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers their first-year seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Talk about your college experiences in studying for exams. Share your negative as well as positive experiences and your current goals regarding studying and remembering what you learn in your classes.
- Lead the class in completing some of the exercises in this chapter. For Exercise 8.1 on Getting the Big Picture, consider presenting an example of content from one of your courses and showing the class how you answered the questions to identify the main concepts and ideas.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (pages IAE-10 to IAE-11). Additional information is provided below.

- **Working Together: The Name Game** This activity is popular on the first day of classes to help everyone remember their classmates' names. Since students probably

already know most of their classmates' names, substitute names for their favorite foods, interests, or major.

- **Exercise 8.1: Getting the Big Picture** This exercise will work best in pairs or small groups. It will provide students practice at making sense of what they study. Encourage students to try this on their own with a small section of content from another course textbook. Practicing to “see the big picture” will help make the process more intuitive. You might even consider making it an additional out-of-class assignment.
- **Exercise 8.2: Using Memory Strategies** Have students practice the different memory strategies to find what methods work best for their learning style. Again, practice does help make these strategies easier to use. Consider having students follow up with a Writing Reflection on their experience in which they identify which methods work best for them.
- **Exercise 8.3: How Accurate Is Your Memory?** This group exercise will help students experience the importance of association in improving memory. It will also be helpful for students to discuss their personal strategies for remembering information. They are likely to gain tips from one another from the experience.

#### *g. Retention Exercise*

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

#### **Creating an Acrostic**

Memory is an essential study and test-taking skill that predicts success in college. To help students develop one memory strategy, divide the class into small groups, and have students select a list of words that someone in the group needs to remember. For instance, a group member might select the original thirteen colonies in the United States or famous composers of the Romantic period. Have each group create a sentence that everyone can remember, using the first letters of each word in the list. For instance, the composers Liszt, Chopin, Berlioz, Weber, Schumann, and Wagner could be remembered by using the sentence “Let's Call Brother While Sister Waits.”

#### *h. Case Studies*

##### **Chethen**

Chethen is required to take chemistry for his major in food science. In high school, Chethen excelled in his science classes and did not expect to be struggling in his college-level chemistry course. On his first exam, however, Chethen received a 47. Even with the curve, he did not crack a D. As his grades do not improve on each subsequent quiz and exam, Chethen realizes he has no idea how to study for a science class. He realizes that he has trouble remembering all the information, and is worried that he simply has a bad



memory, or has reached his memory's capacity. With his midterm approaching quickly, Chethen is afraid he will fail not only the test but also the course.

#### *Discussion Questions*

1. Why do you think Chethen is struggling so hard in chemistry when he did so well in his high school class?
2. If you were Chethen, how would you prepare for the upcoming midterm?
3. What are some steps Chethen could take to improve his grade?
4. What misconceptions about memory has Chethen fallen prey to, and why might he be having trouble with his memory?

#### **Alexia**

Alexia tells you that whenever she sits down to prepare for her test, she loses concentration and gets overwhelmed. There is a lot of material included in each chapter of her textbook. Twenty-five chapters in her textbook will be covered during the exam, as well as lecture material. The professor plans to give essay and multiple-choice questions. Alexia doesn't remember all the information, and has no idea how she will find time to reread all of the chapters, let alone how she will learn all the material. As the test gets nearer and nearer, Alexia feels increasingly overwhelmed by the amount of studying she has to do.

#### *Discussion Questions*

1. What suggestions would you make to assist Alexia?
2. What kind of strategies could help Alexia?
3. What other factors need to be considered besides how Alexia approaches her memorization?

#### **i. Video**

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

### **Step 3 Review**

#### **a. Wrap Up**

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

#### **b. Check for Understanding**

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe different ways they can concentrate and study more effectively.
2. Explain how memory works and discuss common myths about memory.

3. Describe skills they can use to improve their memory.

**c. Address Common Questions and Concerns about the Topic**

- ***I am having problems getting good grades in courses like calculus and chemistry. Why am I required to take these courses when my goal is to earn a degree in business administration?***

*Answer:* In today's marketplace, very few jobs *don't* require math and science. There are many real-world applications of skills in math and science.

- ***I feel totally lost in physics, and I don't know what to memorize. Should I drop the class, or maybe get a tutor?***

*Answer:* Before paying for a tutor, make sure you've exhausted all of the free resources at your disposal. Have you gone to the instructor's office during office hours? Have you discussed the problems you are having with the teacher's assistant or lab assistant? Have you joined or formed a study group? Does the school have a lab where you can get help with homework? Have you attended any review sessions offered by the instructor? Supplemental materials and online resources may also help you get a better grasp of difficult concepts.

**d. Writing Reflection**

- Have students do the Your Turn: Write and Reflect in this chapter, which asks them to journal about strategies to keep their minds from wandering while reading textbooks. Ask students to keep track of their ability to concentrate in their different courses and write about why it is more difficult in some classes than in others.
- Use the discussion and writing questions featured throughout this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter or the Build Your Experience at the end, as opportunities for students to reflect on chapter topics. Students can express themselves in writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. Web Resources**

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**How We Remember and Why We Forget**

Search Term: How We Remember and Why We Forget

This article discusses the different types of memory, how memories are made, and how memory can be improved.

### **Control of the Study Environment**

Search Term: Virginia Tech Control of the Study Environment

This article describes strategies to control your study environment.

### **Study Skills**

Search Term: Dawson College Study Skills

This site, offered by Dawson College, has wonderful resources for your students. Scroll down to the *Textbook Reading Skills* section for information relevant to reading textbooks efficiently.

### **Math.com**

Search Term: Math

This site, geared toward both students and educators, offers some basic tutorials, as well as helpful calculators and converters. While the information found here won't be of much help to higher-level math students, those who are taking a basic statistics course will be able to take advantage of these resources.

### **f. For More Information**

Koomey, Jonathan G., and Chris Calwell, *Turning Numbers into Knowledge: Mastering the Art of Problem Solving* (2<sup>nd</sup> ed.). Oakland, CA: Analytics Press, 2008.

Silvey, Deborah. *Reading from the Inside Out: Increasing Your Comprehension and Enjoyment of College Reading*. New York: Longman, 2002.

Weisman, S. *The Secrets of Top Students*. Naperville, IL: Sourcebooks, 2013.

Wintner, Gene. *Practical College Reading: Strategies for Comprehension and Vocabulary*. Burr Ridge, IL: Irwin Professional Publishing, 1995.

### **g. Prepare for Testing**

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 8 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

## **Step 4 Preview for Next Class**

### **Chapter 9: Test Taking**

Remind students that the next lesson on taking exams and tests is a very important one. They should read the chapter carefully in preparation for the next class. If you choose to have them do the Group Activity on developing study aids for this class, remind them to bring the textbook to the next class.

# 9 Test Taking

## Chapter Teaching Objectives

1. Teach students strategies to prepare themselves for exams physically, emotionally, and academically.
2. Provide students with tips for test taking.
3. Teach students strategies for taking different types of tests and handling various question types.
4. Teach students how to overcome test anxiety.
5. Discuss what cheating is, how to avoid it, and ways to maintain academic honesty.

## Timing of Chapter Coverage

Test taking is a critical skill that students will need to master. They may encounter different kinds of testing than they were used to in high school. It is suggested that this chapter be taught as soon as possible after you've addressed study skills and definitely before the first round of major exams occurs.

## About This Chapter

First-year students often have unrealistic expectations, and each student is different. Some strategies are more effective for some students than for others. There will always be some students who will be successful with what appears to be relatively little effort in some subjects. Other students will follow all the suggestions in this book and still be disappointed with their grades. These students need to learn from their test experiences to be better prepared in the future. Students who use the study methods suggested in the previous chapters are likely to be successful on exams. It is imperative that students understand that studying for exams begins on the first day of class.

If you time the coverage of this chapter carefully, you will be able to discuss test preparation at about the time your first-year students are preparing to take their first major exams. This is also a good time to talk about test anxiety; unfortunately, some students are not able to demonstrate their knowledge on exams because they fall prey to their fears about testing. Encourage those students who struggle with test anxiety to seek help. For some of them, improving their study tools and memory strategies will help with some of the anxiety. Talking with instructors, tutors, and

classmates can also be helpful. In cases like this, developing a positive relationship with faculty can be important to a student's success.

Encouraging students to form study groups can also add to their success. A well-chosen study group provides students with the opportunity to assess their understanding of the material. Group discussions confirm or challenge previous understanding. The study group also provides an opportunity to fill in any blanks that may exist through misunderstanding, oversight, or absence. Also, different students will bring different approaches to studying, which can create a desirable richness to the group. Finally, the will of the group to study can overcome individual procrastination. The key to effective study groups is their composition. Students should invite others based on their serious commitment to doing well. Every member of a study group should make a contribution, and those who do not should be asked to leave.

Today's students are fully aware that some students cheat. However, they may equate academic dishonesty with copying another student's test answers or having another student write their papers. They may not be aware of other behaviors that constitute cheating. Discussing real examples of unauthorized assistance and other situations that may be construed as academic dishonesty can aid students in avoiding potential difficulties. Students are often much more open to this type of discussion than to a lecture on ethical issues.

It will be important that you help students to see that test preparation is a culmination of their ongoing study habits. Encourage them to develop a study system with both test taking and learning as the main objectives. Through the chapter information and exercises, have your students explore their past study strategies that lead up to exams and look for ways to make improvements.

## **Suggested Outline for Addressing Topics in Chapter 9**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

#### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

#### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection

- e. Web resources
- f. For more information
- g. Prepare for testing

## **Step 4 Preview for next class**

# **Expanded Lesson Plan**

## **Step 1 Lecture Launchers and Icebreakers**

- You may find that your students perceive college tests and exams as somewhat different from tests they took in high school. Begin by asking students to discuss the differences they are encountering in college tests. They may note such things as types of exams, amount of material on each exam, and deciding on what to study for an exam. Having this discussion with students will help them to identify these differences and allow them to determine how they will make adjustments in exam preparation.
- Lead an in-class discussion on cheating. Ask your students to brainstorm, either as a group or individually, about how they would define cheating in an academic setting. Ask the students to consider different scenarios, including topics like plagiarizing from books and the Internet, using papers or homework turned in previously by other students, and cheating during exams. Try to encourage the students to think about situations in which they were unsure about the difference between cheating and “borrowing” ideas from books or other sources. Chapter 10 offers an in-depth discussion of plagiarism.

## **Step 2 Classroom Activities**

### ***a. Lecture***

#### **Review from Last Class**

Students were told that the next lesson on taking exams and tests was a very important one. They were asked to read the chapter carefully in preparation for the next class.

If you asked them to bring their textbook to class, have them use it to do the Group Activity on developing study aids.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

### **Focus on Key Lesson Themes**

1. Getting Ready . . .
2. Prepare for Test Taking
3. Prepare for Math and Science Exams
4. Prepare Physically
5. Prepare Emotionally
6. Tips for Test Taking
7. Types of Tests
8. Problem-Solving Tests
9. Machine-Scored Tests
10. Computerized Tests
11. Laboratory Tests
12. Open-Book and Open-Notes Tests
13. Take-Home Tests
14. Types of Questions
15. Essay Questions
16. Multiple-Choice Questions
17. Fill-in-the-Blank Questions
18. True/False Questions
19. Matching Questions
20. Overcoming Test Anxiety
21. Symptoms of Test Anxiety
22. Types of Test Anxiety
23. Strategies for Dealing with Test Anxiety
24. Getting the Test Back
25. Cheating
26. What Is Cheating?
27. Why Students Cheat and the Consequences of Cheating

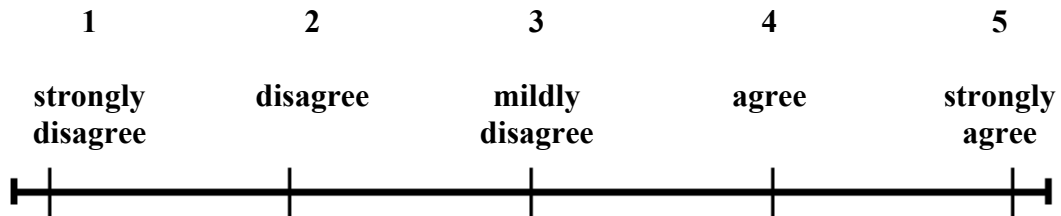
#### ***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 9

### Test Taking Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I ask my instructor questions about the exam format early in the term.
- \_\_\_\_\_ I have a set study schedule for all my exams.
- \_\_\_\_\_ I try to join study groups for most of my courses.
- \_\_\_\_\_ I make sure to eat right and get a good night's sleep before all my exams.
- \_\_\_\_\_ I am able to manage test anxiety.
- \_\_\_\_\_ I leave myself enough time to go over my test before I turn it in.
- \_\_\_\_\_ I use appropriate test-taking strategies when I take essay exams.
- \_\_\_\_\_ I prefer some types of exams to others, but I know many test-taking tips that work for all kinds of exams.
- \_\_\_\_\_ I am knowledgeable about my college's guidelines for academic honesty.



## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***  
This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn’t predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you’ll stay engaged as a reader and be prepared to share specific details from the chapter with your class.
- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***  
This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.
- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***  
This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Use this class exercise to give students practice preparing for common types of exam questions. Ask each student to construct ten objective questions for one of the chapters of this text. Then, have students test themselves using the questions they have constructed. Follow up by having them make a list of the material they had difficulty with and that requires more review. Ask the students to determine how much time they think they need to review the material better. Ask them what they thought of this process, and discuss the benefits of developing an exam plan.
- Invite a counselor or student affairs professional to share his or her expertise and provide practical ways to control or overcome test anxiety.
- **Tech Tip activity:** Identifying issues around online exams and finding solutions for them before the “real thing” will relieve stress and test-taking anxiety. Encourage students to put together a study group in a course that will have online exams. Using questions contributed by each member, the group should build an online exam that follows the format of the real exam, considering factors like timed questions and question type. Students should take the exam and compare notes, asking each other

questions like the following: Did you have technical difficulties? Did you find you had questions about the test that needed to be answered before you took the exam? Did you understand the instructions? Did you have everything you needed at your disposal? Were you nervous or anxious?

- **Goal-setting activity:** Have students select the course they think will have the hardest exam and write down six questions about this exam that they would like to know answers to. Ask students to visit the instructor of this course during office hours to get the answers to these questions. Students should share their findings with their classmates. Did they learn some new and valuable information? Did they think it worth asking these particular questions? Did they leave the office with additional information and a better sense of what to expect? Did this visit help with their test anxiety?

#### *d. Group Activities*

- Have students form groups and discuss the importance of being physically and emotionally prepared for an exam. Each student should think of a time before an exam when he or she experienced a positive or negative feeling and discuss how it affected his or her performance on the exam.
- Divide the class into four groups. Have each group develop a different exam study aid based on the same section of content in their textbook. Have each group create one of the following: flash cards, summary sheets, mind maps, or lecture notes using a recall column. Have each group share their study aid with the class. Alternatively, consider having the groups rotate and try out each study aid by reviewing the material. By the time the students have made it through the four rotations, they will most likely have increased their mastery of the content. Additionally, they will have gotten the opportunity to try out the different study aids and find out which ones work best for them.
- Use this activity to show students a method of planning for essay-based exams and to give students practice on how to prepare for essay test questions:
  1. Using the list of key task words in essay questions from this chapter, ask groups to prepare six or seven potential essay questions from their notes.
  2. Have each student choose one of the questions and prepare a brief outline to share with the other students.
  3. Next, ask students to critique each other's outlines.
  4. Bring in concrete essay questions illustrating the different key task words. Do not assume that students will understand them without examples.
- Divide the class into groups. Ask each group to brainstorm pros and cons about study groups. Have the groups report back to the class. Ask the class to offer suggestions on how to change the cons into pros.

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- You can share your personal experiences with test anxieties. What memories do you have with high-stakes tests: ACT, SAT, GRE, and so on?
- Spend some time addressing key points in taking tests. Talk about the strategies mentioned in the book and the ones that you use when taking exams. It might be more meaningful to first-year students if they hear these pointers from another student.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (page IAE-11). Additional information is provided below.

- **Working Together: Forming a Study Group** Although this exercise is to be done individually, the goal is to help students identify their needs in forming a study group. This exercise will teach students the value of selecting the right group members. Having the students identify their strengths and weaknesses will get them thinking about what kinds of people can benefit them the most in a study group, and vice versa.
- **Exercise 9.1: Designing an Exam Plan** Designing an exam plan is an extremely useful exercise for many students, especially if they have not had much structure around preparing for and taking exams. Review the key points: Find out about the test (format, time to complete it, how it will be graded, whether all questions will have the same point value) and design an exam plan (build a schedule of review dates; develop a to-do list of major steps to get ready; read and learn material a week prior to the exam; use the final week to review and prepare using 1-hour blocks of time for review and setting hours for each block). This makes a good individual project as well as a group assignment. In small groups, have students design a plan for the next exam in your class. The group members can present their plan to the class, sharing their strategies and why they designed that particular plan.
- **Exercise 9.2: Creating Your Own Peaceful Scene** Assign this exercise as homework for students to identify their peaceful scene when trying to relax and reduce test anxiety. Students could do this exercise as an additional journal entry or as a Writing Reflection. You can also have students bring their written answers to class and share their responses in small groups.

**g. Retention Exercise**

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Test Taking**

The connection between grades and retention is significant. As you approach the midterm, ask your students to think back on the tests they've taken so far. In small groups, ask them to identify their worst and best grades. Then, ask them to discuss with each other what factors might have affected their performance, especially factors they can control (such as amount and timing of preparation, sleep, exercise, diet, management of distractions, etc.).

**h. Case Studies**

**Christopher**

Christopher asks to talk to his professor about the results of his first exam in his American history class. Christopher is a pre-law major, and his success in this course is very important to him. He tells the professor that he loves history and always earned the highest grades in his history classes in high school. Christopher has always used the reading, note-taking, and test preparation strategies he learned in class, and he thought he was well prepared for the history exam. However, he acknowledges that he guessed at many of the items on the multiple-choice part of the exam. He thought he had done well on the essay, but he scored only 30 out of the 50 possible points. Overall, Christopher received a grade of 63 out of 100 points.

*Discussion Questions*

1. How would you respond to Christopher?
2. What could have gone wrong with Christopher's test preparation?
3. What could have gone wrong during the exam?
4. What suggestions do you have for Christopher?
5. What exam preparation system would you suggest that Christopher utilize for his next exam?

**An-Yi**

An-Yi is getting close to the deadline for her ten-page term paper in her environmental studies class. She has had eight weeks to research and write the paper, and now she finds herself with just three days left before it is due. She finds the class boring and doesn't see how it relates to her major, business. An-Yi got her topic approved by her instructor during the first week as required, but she hasn't done a thing since then. She is panicking, but she still doesn't have the motivation to write the paper. One of An-Yi's close friends suggests a Web site where you can purchase research papers on any topic. She tells An-Yi to buy one and modify it a little to make it her own work. An-Yi is seriously considering doing this.

*Discussion Questions*

1. What are An-Yi's important issues here?

2. What suggestions do you have for An-Yi?
3. What alternatives does An-Yi have?
4. If An-Yi purchases and modifies a paper, would this be considered cheating?
5. What consequences would An-Yi face if this is considered cheating?

**i. Video**

Show the videos on *Video Central: College Success* that correspond to this topic and the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See “Using YouTube to Teach with *Your College Experience*” and “Video Tool Activities for *Your College Experience*” in this instructor’s manual for suggested search terms and activities.

### Step 3 Review

**a. Wrap Up**

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

**b. Check for Understanding**

Did your students meet the objectives? If so, they should be able to do the following:

1. Identify at least three strategies to help prepare for exams physically, emotionally, and academically.
2. Describe at least five tips for test taking.
3. Identify at least two different types of tests, describe the best approach for taking each test, and explain their choice.
4. Describe at least three strategies to reduce and overcome test anxiety.
5. Describe what cheating is and explain how academic dishonesty hurts students, friends, and the academic community.

**c. Address Common Questions and Concerns about the Topic**

- ***How do I know what kind of questions the instructor will ask on the test?***

*Answer:* Some instructors are very clear about the types of questions that will be on a test. Others are not. You will have to listen carefully in the classroom for this information. If the instructor is not specific, you can talk with the instructor after class or during office hours as well as consult your classmates for additional insight.

- ***How can I be sure I am studying the right things?***

*Answer:* Again, some instructors will be very clear about the material a particular test will cover, while others may not be. You may find that some instructors give a review before a test and may even hand out a study outline. Checking with reliable

classmates may often help if you are unsure. Being actively involved in your own learning will help with knowing what to study for a test.

- ***Why not pull an all-nighter? I always do better under pressure.***  
*Answer:* Cutting back on sleep is not a good idea because it deprives the brain of the rest it needs to work at full power. You need sleep to do your best critical thinking and remain alert during exams, so it is essential to maintain your regular sleep routines before exams.
- ***How will I ever learn six weeks' worth of information in time to pass this test?***  
*Answer:* Preparing for exams should actually start on the first day of the term. Lecture notes, reading information, and homework are all part of the preparation. You should organize course materials and practice good time management right from the start of class, not one week or a few days before a test. Right before a test may be too late to learn all the material and perform well on the test.
- ***Is it cheating if I didn't intend to cheat?***  
*Answer:* Cheating is usually cheating even if you didn't mean to. Be aware of both your institution's policies and your instructors' rules on academic conduct. Ignorance of the rules is not acceptable. You may be risking not only an F on a test or in a course, but other consequences as well, such as expulsion. It is crucial to maintain your academic integrity.
- ***Is it okay to work together on a take-home math exam? In class, the instructor always has us solve problems in small groups.***  
*Answer:* Unless specifically told that it is okay to collaborate, this is usually not acceptable. Even with take-home exams, instructors still expect that students will do their own work and will evaluate them accordingly. When in doubt, check with the instructor.
- ***If there are different opinions on what cheating is, how can I be held responsible?***  
*Answer:* Different institutions do have different policies about the types of academic misconduct. However, you are responsible for knowing exactly what the institutional policies are and the corresponding consequences. Be proactive in preventing any potential problems by knowing the rules and setting clear boundaries for yourself.

#### **d. Writing Reflection**

- Have students read the student profile of Nicole Bradley at the beginning of the chapter. Ask them to describe their attitude toward their “academic selves” and discuss how their perception of their test-taking abilities affects how well they do on tests. What changes, if any, should they make to the way they view themselves as test-takers, and why?
- Have students reflect on their comfort level with online tests. Have them write about their experience with online exams. Have they ever taken an online test? How

comfortable was the experience? If they are new to online tests or not comfortable with taking them, what could they do to increase their comfort with taking a test on the computer? If they are comfortable with online test taking, have them describe what methods helped them get to their level of comfort.

- Use the discussion and writing questions in this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students can express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. *Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Preparing for Tests**

Search Term: UMN Self Help Materials

The University of Minnesota's Counseling and Consulting Services center offers a very thorough take on how best to prepare for an exam. Under Study Skills, click on Exams to view all the drop-down menu options.

**Taking Multiple-Choice Tests**

Search Term: ECU Tips for Taking Multiple-Choice Tests

More test-taking tips can be found on this page, which focuses on how to improve success when facing multiple-choice questions.

**Test-Taking Strategies**

Search Term: MTSU Survival Strategies for Taking Tests

This site offers tips for taking tests.

**Test Anxiety**

Search Term: UFL Test Anxiety

Test anxiety can be crippling to students. To help them overcome their test-taking fears, direct them to download the "Test Anxiety" PDF from this site and discuss how things that seem totally unrelated to exams, such as improving self-esteem, will help improve their performance.

**f. *For More Information***

Buzan, T. *The Ultimate Book of Mind Maps*. New York: Thorsons Publishers, 2012.

Educational Testing Service. *Reducing Test Anxiety* (Praxis study guides). Princeton, NJ: Educational Testing Service, 2005.

Grossberg, B. *Test Success: Test-Taking and Study Strategies for All Students, Including Those with ADD and LD*. Plantation, FL: Specialty Press, Inc. 2009.

Rozakis, L. *Test Taking Strategies & Study Skills for the Utterly Confused*. New York: McGraw-Hill, 2002.

**g. *Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 9 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**

**Chapter 10: Information Literacy and Communication**

Tell your students that the next class is about information literacy, research, college libraries, the writing process, and speaking effectively. If you choose to have the class meet at the library or computer lab, be sure to remind students of the meeting location. Prior to visiting the library, clarify an objective that students can use as a focus. Consider determining appropriate research topics in advance before introducing them to the library and to research strategies.



# 10 Information Literacy and Communication

## Chapter Teaching Objectives

1. Describe what it means to be information literate.
2. Explain how to choose a topic, narrow it down, and research it.
3. Explain how to use the college or university library and get help from librarians.
4. Explain strategies for evaluating sources.
5. Explain how to move from research to writing and effectively use all steps in the writing process.
6. Explain the guidelines for effective public speaking.

## Timing of Chapter Coverage

While it is important to get your students acquainted with the library as a campus resource early in the term, it will probably be more useful if you wait to cover the content of this chapter until later. Consider introducing your students to the physical layout and major service points of the library through a tour or an easy class activity to get your students to explore library resources.

Keep in mind that library and information resources can always be linked to discussions or projects in almost all the other chapters. Library research is more interesting and more relevant to students if library assignments are related to something from class. For example, as your class works through the time-management chapter, ask if any of your students have projects in their other classes that will require them to use the library. This may help you decide when to teach this chapter. Be sure to share any assignments requiring library research with the librarians in advance. They'll be better able to offer advice and ideas for effective library assignments if they understand your own goals and objectives.

## About This Chapter

First and foremost, do not hesitate to ask librarians for assistance when preparing for this chapter. If you are new to your campus or unfamiliar with some of the resources your students will be using, make time to get your own library orientation. Chances are the library and its resources have

changed some from last year, let alone from when you were in college. If your library doesn't have enough staff to provide tours or instructional sessions, familiarize yourself with new products, policies, and procedures on a regular basis.

The main purpose of this chapter is to get students to recognize the value of quality research and the need to be information literate. Information literacy will empower students and allow them to recognize that all information is not of the same value. It will also help them to understand how information is organized and to know which tools and strategies will help them find the kind of information they need. All this begins by introducing students to the library and where to go when they are ready to search for information.

Start by giving students a purpose. Students will need to visit the library, but make sure that they have a clear focus before they go. Whether you schedule a tour during class time or give them an out-of-class assignment, do not send students to the library to gather random information. To teach students to be information literate, you must show them the big picture. Prepare your class to select research topics and guide them in finding the right question or topic to research, making sure that it is not too narrow or too broad to adequately research. Talk to your librarians about ways you can incorporate information-seeking and evaluating skills into your course. Consider several smaller assignments instead of the typical term paper.

## **Suggested Outline for Addressing Topics in Chapter 10**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**

## Expanded Lesson Plan

### Step 1 Lecture Launchers and Icebreakers

- Begin with an introductory discussion about libraries and their purpose. Ask students what they think the functions of a library are. Students may think that a lot of the information available in libraries is also available on the Internet. Stress that just because some authors put their information online, it does not mean that all information is online and free. Explain that most information is proprietary. Like consumers, libraries have to purchase the materials that they place in their buildings and in online databases. Libraries make those materials available to their members.
- Using either a hypothetical assignment or one your students are to complete, begin by asking them for ideas for a topic. Then have them specify and narrow the topic as a group. Once the topic is sufficiently focused, discuss ways for them to research the topic. If you've planned a library orientation, you can carry this example throughout that visit. Or, if you've scheduled time in a computer lab, you can show your students your school's online resources and how to conduct informed Internet searches.
- To begin your discussion about plagiarism and its ramifications, consider discussing high-profile cases of professionals caught plagiarizing. Films for the Humanities and Sciences offers a video called *The Jayson Blair Story: Favoritism and Plagiarism at the New York Times* (Search "The Jayson Blair Story: Favoritism and Plagiarism at the New York Times"). Consider showing this film or another like it to open up a dialogue about plagiarism and its consequences.

### Step 2 Classroom Activities

#### a. *Lecture*

##### **Review from Last Class**

Students were reminded that the next class was about research, college libraries, and communication. If you chose to have the class meet at the library or a computer lab, you should remind them of the new meeting location. Prior to visiting the library, you clarified an objective that students could use as a focus. Students should have a research topic in mind before being introduced to the library and research strategies.

##### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

##### **Focus on Key Lesson Themes**

1. Information Literacy

2. Learning to Be Information Literate
3. What's Research—and What's Not?
4. Choosing, Narrowing, and Researching a Topic
5. Using the Library
6. The 20-Minute Rule
7. Scholarly Articles and Journals
8. Periodicals
9. Books
10. Evaluating Sources
11. Relevance
12. Authority
13. Bias
14. Using Your Research in Writing
15. The Writing Process
16. Steps to Good Writing
17. Know Your Audience
18. The Importance of Time in the Writing Process
19. Citing Your Sources
20. About Plagiarism
21. Using Your Research in Presentations
22. Guidelines for Successful Speaking

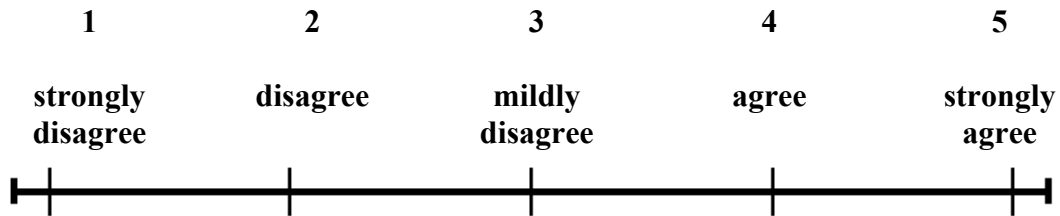
***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 10

### Information Literacy and Communication Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



\_\_\_\_\_ I know how to conduct research using a library research engine and online databases.

\_\_\_\_\_ I am familiar with my school’s library, and I know how to use it.

\_\_\_\_\_ I know the importance of writing to my future career.

\_\_\_\_\_ I feel comfortable asking a librarian for help.

\_\_\_\_\_ I know what a peer-reviewed journal is and how to look for one in a library.

\_\_\_\_\_ I know what plagiarism is and how to use the correct citation methods.

\_\_\_\_\_ I allow myself plenty of time to write class papers; I know it’s not a good idea to try to write a paper the day (or night) before it is due.

\_\_\_\_\_ I find it easier to write if I am really interested in the subject, but if I am not, I use the steps of the writing process to work my way through my paper (e.g., prewriting, revising).

\_\_\_\_\_ I am a pretty good public speaker.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. *Discussion*

The following discussion topics may seem more like demonstrations unless you involve the students in the process. You can teach any of these lessons (if you are comfortable) or ask a librarian who specializes in this area to assist. Try to carry out these discussion demonstrations by using library resources brought to your class or by taking your class to the library. Many demonstrations may involve showing students online resources. In these cases, try to schedule a computer lab where students can gain hands-on practice with the tools and strategies. You will need to make sure that you engage your students properly so that they will not use computer time for disengaged surfing and instant messaging.

- Invite a librarian to speak to your class to discuss information literacy objectives and demonstrate research tools and strategies. Discuss with the librarian the students' topics and assignment to help gauge this session.
- Because many first-year students do not yet know what their career interests are, use this opportunity to help them research careers. Consider beginning by having someone from Career Services visit your class to talk about resources to explore

careers. Then invite a librarian to show students what resources are available in your library for career research (such as the *Occupational Outlook Handbook*).

- Teach students the distinction between an online search engine and a research database.
  1. First, have students use a search engine, like Google, to search a topic of their choice. Refer students to the content on Boolean operators within this chapter.
  2. Next, have them use a library's major multidisciplinary subscription database (such as EBSCO Academic Search Premier).
  3. Have students compare the results of the two searches.
  4. As a class, have students share what kinds of information they found from each search and what was different between the two sets of results.
  
- Show students different access tools for finding different kinds of information. Demonstrate the need to know what you are looking for and where to find it. This lesson can be done by showing students how information is pieced together in a citation and showing them the value of knowing how to find that material. Use this exercise to explain that the typical way professionals do research is to do bibliographic research (referring to the research cited in another's work).
  1. First, show students different citations. (You may want to tell them what style each citation is based on.) Ask students to identify a journal article, chapter in a book, newspaper article, and so on, from the citations. Ask students to identify the title, author, journal title, and other pertinent information in the citations.
  2. Show students strategies for searching material based on the citation information (e.g., title search or author search).
  3. Next, have students practice finding materials using only the citation information. Give students a citation that you know is available in your library and ask them to locate it by searching the online catalog. (Do not tell them what kind of work it is.)
  4. This exercise will require a discussion of their search strategies and whether they were successful. Be sure to provide feedback where necessary and help students increase their confidence in searching for materials.
  
- Regardless of whether your students present a speech in class for open critique, it is important that you discuss the attributes of a quality speech. In preparation for this chapter, ask your students what makes a speech successful. Decide as a class which criteria are most important. If you have your students present a speech in class, have them use those criteria as a basis for providing feedback in class.
  
- Invite someone from a department that specializes in public speaking and reducing public speaking anxiety. Encourage the speaker to involve the students and teach them strategies and techniques for speaking in front of groups.

- Have students review the student profile of Analee Bracero at the beginning of the chapter. Divide the class into small groups and have them discuss Analee’s comments on the importance of starting one’s research as early as possible. Does Analee’s story resonate with any of your students? How so? Have students discuss how starting their research early can impact the effectiveness of their writing.
- **Tech Tip activity:** Students will learn how to apply the basics of online research to an academic setting and understand what research passes scholarly muster. Have students write a short research paper on any topic that might be of interest to the whole class. Here are the guidelines:
  - The paper must be approximately 1,000 words.
  - The paper must be written with the citation style you select (e.g., MLA, APA, CMS). You can also assign different citation methods to different groups and then discuss the differences.
  - The paper must contain a minimum of five different references using two different research sites. One reference must be from a peer-reviewed journal, and one reference must be from a primary source. (Use this opportunity to discuss the appropriateness, or lack thereof, of sites like Wikipedia and Google.)
  - Students must use their college’s online research engine.
- **Tech Tip activity:** We all benefit from receiving constructive criticism—when someone gives advice without an agenda of any kind. Have students review the Tech Tip activity about Twitter and microblogging from Chapter 3, Emotional Intelligence. In small groups, ask them to brainstorm blogs to set up where they can practice writing. Students should offer feedback on each other’s ideas. Over the next few weeks, students should share their blogs and check in on each other’s postings. In class, students should provide constructive criticism about what they are reading on the blogs. Bloggers should ask themselves the following: Did I make my point? Do my classmates understand what I am trying to communicate? How can I improve my postings?

#### *d. Group Activities*

- Have students practice using different search engines.
  1. Divide your students into small groups and assign them all the same topic.
  2. Have each group evaluate a different search engine or tool for finding information on the Internet by using their assigned topic. This way they can learn the ins and outs of at least one search engine.
  3. Have each group make a presentation to the rest of the class on the special features of their assigned search engine or tool and what information they found on the shared topic.
  4. Besides reading the Help screens of the search engine, suggest that your students consult Search Engine Watch, which is a convenient way to keep up with



developments and includes searching tips as well as ratings and reviews of search engines.

- If your library is not able to provide tours, divide your class into small groups and assign each group a particular library area or service to evaluate. Have them report back to the whole class. Consider dividing the class into pairs to work through some of the exercises. They may be more likely to try different approaches and evaluate the information they find.
- Divide the class into small groups and have them share their “confessions” about their library use, or lack thereof. Have they been to the library yet? If so, what was their first visit to the library like? How would they rate their comfort level with the library? What would they like to get out of the library by the end of the term? This group activity could also be used as a Lecture Launcher.
- **Goal-setting activity:** Discuss the different facets of information literacy—computer literacy, media literacy, and cultural literacy—and group students into these three categories. Each group should have at least one person who feels very comfortable with this topic or skill, well enough to explain it to others. Doing so may take some outside class time, including a visit to the library or media center. The other students should prepare three to four questions about the topic to contribute to the conversation and learn more about the topic.
- **Goal-setting activity:** Ask students to bring to class a short paper from another class that has not yet been graded. Organize students into groups of three. Students should give their paper to the person on their right, who will read it aloud. The writer of the paper should focus on how the paper sounds when read aloud, and the group should make notes on the parts of the paper that did not make sense and then discuss how to improve them. Students will gain constructive feedback for editing their papers and learn that having someone else read their work out loud makes it easier to detect errors and make improvements.

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Organization is key to successfully implementing this topic. There will be many logistical concerns, from making reservations for a library tour to inviting guest speakers. As the peer leader, involve yourself in all aspects of the planning.
- Talk about your library experiences, both positive and negative, and how you have used those experiences to make yourself more information literate.

- Use a research project that you have already completed to talk through the research process. You may wish to make copies of your notes and materials, as well as your list of citations. Explain your thought process: identifying a topic, wording it into a question or statement, doing a general search, adding key words to narrow and refine your search, selecting the sources and locating them in your library, reviewing the materials and evaluating the sources, selecting which sources to use and cite in your paper, building your bibliography, and so on.
- Demonstrate to the class how writing is a process of many revisions to reach the end goal successfully. Consider writing a paper beginning with the freewriting stage. Then photocopy the freewritten paper and mark up the copy. Continue to make multiple drafts until you reach the final piece. Present the writing process by showing each draft and explaining your thought process. Also, explain how you decided that you had reached the final product.
- In spite of the potential anxiety linked with public speaking, you can help relieve concerns by being a successful role model. Demonstrate to the class that getting up and speaking can be “no big deal” if you make sure that you are prepared. Show them how it’s done. Also, show them how to deal with “making mistakes” and still get through successfully.
- In addition to actively participating in the activities surrounding this topic, peer leaders should make sure that props and logical arrangements for these activities are scheduled ahead of time.

#### *f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor’s Annotated Twelfth Edition at the front of the book (pages IAE-11 to IAE-13). Additional information is provided below.

- **Working Together: Conducting a Group Search at the Library** This exercise is intended to give students a basic orientation to the library, as well as an opportunity to see the different results when using three different search databases. The follow-up discussion in class will help students learn that each database brings different kinds of results. Consider having students build a chart that identifies the similarities and differences among the various databases. This chart can be useful the next time students have a research assignment.
- **Working Together: Write, Pair, Write, Share** This classroom learning device combines reflection and interaction, and involves all students, especially the more timid ones, in classroom activity. This technique can be used often during a single class period and throughout the term.

- **Exercise 10.1: Getting Oriented to Periodicals** Again, this exercise is well suited for a library orientation session. If your library does not offer such sessions, consider leading your students through one yourself.
- **Exercise 10.2: Tempted to Take Shortcuts** Ask students to react to this ethics issue by writing in their journals or assign it as a Writing Reflection exercise. Alternatively, consider using this topic for a class discussion.
- **Exercise 10.3: Using the Guidelines for Successful Speaking** The first-year seminar is a great opportunity for students to become more comfortable giving oral presentations. Walk through the Guidelines for Successful Speaking to get students thinking through the process and identifying which steps are the most challenging for them.
- **Exercise 10.4: Getting Comfortable in Your Library** This activity could be completed during a library orientation session, or you could assign it for homework or as a Writing Reflection assignment. It encourages students to become familiar with the library.

**g. Retention Exercises**

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Getting Involved**

Students who are involved on campus will be more likely to persist with their college careers. This exercise links involvement with strategies to increase learning and skill building. Make a list of offices, centers, or activities on your campus in which students can become involved and can practice their writing and speaking skills. (Examples could include the campus radio station, a newspaper or literary magazine, student government or other leadership activity, a Greek organization, a tutoring center, a writing center, etc.) Divide students into pairs or small teams of three or four, and have each group visit one of these offices to learn more about its focus and requirements for student involvement. Have each group make a brief presentation to the class about what group members learned and especially what writing or speaking experience students could gain by becoming involved with these activities.

**h. Case Studies**

**Pat**

Pat's local newspaper publishes an ad for what appears to be a terrific job with a company that Pat would really like to work with. Pat interviews with the company and takes the offered position. Within six months, to Pat's surprise and dismay, the company closes its doors, leaving Pat without a job. As it turns out, the company had been in financial trouble for some time.

### *Discussion Questions*

1. What does this scenario say about the power of information?
2. Who held the power in this case?
3. Was it ethical for the company not to alert Pat to the financial problems during the interview?
4. Does Pat have any responsibility for being out of a job? What could Pat have done?

### **Daphne**

In high school, Daphne excelled in English, earning mostly A's on her papers. She had a knack for figuring out what teachers wanted to read, and knew how to deliver the material in a clean, articulate fashion. So Daphne wasn't all that concerned when she had her first big essay due in her first-year composition class. She started the paper three nights before it was due, finished it the following day, and turned in the essay early. She was confident that she would receive another A.

When she got her essay back, however, Daphne was dismayed to see that she had earned only a C. Her instructor's comments noted a lack of original thought, disorganized structure, and several typos as the reasons for the lower-than-expected grade. Daphne was crushed. Why were her usual writing methods failing her now? When the next essay came up, Daphne found herself paralyzed by fear. She didn't know what to write or how to write it. On top of that, she wasn't sure how she should structure the paper once she chose a topic. Eventually, she "borrowed" a topic from her roommate. After waiting until the night before the paper was due, Daphne repeated the process she used on the first paper, hoping this time her instructor would be more generous with the grades.

### *Discussion Questions*

1. What were some of the things Daphne did wrong in writing the first paper? The second?
2. What steps should Daphne take if she truly wants to write A papers?
3. How could Daphne have better prepared herself for that second paper? Have you ever had writer's block? What did you do to get over it?

### **Jordan**

Jordan's composition instructor has assigned the class a research paper that focuses on a controversial topic of the students' choice. In his senior year of high school, Jordan wrote a paper about the ethics of psychosurgery and received an A. To save time, Jordan figures he will beef up this paper for his composition instructor. However, his composition instructor has required students to use MLA style for their papers. Jordan's original paper used APA style, and in revamping the paper he forgets to change the citations to MLA. He turns in the "new" paper and is surprised when his instructor calls him into her office to ask him if he has plagiarized portions of his project.

### *Discussion Questions*

1. Do Jordan's actions constitute plagiarism? Why or why not?
2. If you were Jordan, how would you justify using the old paper?

3. If you were Jordan's instructor, what actions would you take?

**i. Video**

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

**Step 3 Review**

**a. Wrap Up**

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

**b. Check for Understanding**

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe what it means to be information literate.
2. Explain how to choose a topic, narrow it down, and research it.
3. Understand how to use their college or university library and get help from librarians.
4. Understand strategies for evaluating sources.
5. Explain how to move from research to writing and effectively use all steps in the writing process.
6. Explain the guidelines for effective public speaking.

**c. Address Common Questions and Concerns about the Topic**

- ***Why do I have to do this? I already know how to use a library.***

*Answer:* College libraries have vast resources with which you may not be familiar. In addition to getting acquainted with the physical layout of the library, it's important to spend time learning about any electronic resources specific to your school or course. While many of you may feel comfortable using Internet-based resources, others may not have extensive experience.

- ***How can I ask for help without looking stupid?***

*Answer:* Librarians are information experts trained to assist and guide you to get the resources you need. They are more than happy to help you, and they do not find any question "silly" or "stupid." (If possible, have one of the reference librarians at your school come and speak to your class or help conduct a library orientation. Sometimes meeting a librarian face-to-face is enough to make your students feel at ease.)

- Everything I need is on the Internet. Why do I need to use other types of sources?***  
*Answer:* A well-researched paper draws its sources across all media—books, magazines, academic journals, the Internet. While the Internet provides a vast amount of material right at your fingertips, it’s important to learn the “old-fashioned” methods of research as well. (If you assign students a research paper, consider putting restrictions on the types of sources they can use. For instance, if you require six sources, tell students that four of the six must not be Internet sources and that one must be an academic journal. This will force them to seek information from other places.)
- Why do I have to write down all this information on each source?***  
*Answer:* Any time you use someone else’s published words or ideas, you must give these sources proper credit. Failing to do so constitutes plagiarism. Most colleges consider plagiarism a form of cheating, and committing plagiarism carries serious consequences. To avoid plagiarizing your sources—even accidentally—it’s vital to take good notes and keep bibliographical information organized.
- My teachers can’t possibly keep up with all of the Web sites that sell papers, and I have four due in one week. Nobody’s going to know if I borrow just one from the Internet. It’s not a big deal, is it?***  
*Answer:* A growing number of Internet sites can track papers purchased on the Web. In addition, running a simple Google search can turn up most plagiarized passages. So while technology may help you cheat, it also helps your professors identify instances of cheating. (If for some reason you haven’t reviewed your school’s policies on academic honesty, cheating, and plagiarism, now is an excellent time to do so. Impress upon your students that any cheating, intentional or otherwise, could lead to failure of an assignment or course or, depending on how strict the policies are, expulsion.)
- I already know how to write. Why do I have to practice an approach that I don’t like?***  
*Answer:* Writing is a powerful tool of communication. It’s also a skill you will need for the rest of your life. The approach taught in this chapter emphasizes organization and revision, two steps most first-year students think they can skip. However, even published authors use this process. If you do not know how to articulate your thoughts in both writing and speech, no one will be able to measure how brilliant you are.
- I’ll never be a good writer. My major is math (or science, or engineering, or . . .) and I won’t need to write.***  
*Answer:* Again, writing is a basic life skill. Although you are oriented toward math and sciences and may never grow to love the writing process, you must learn to master it. If you are skeptical, there are several examples of how good writing skills are an asset in math- and science-related careers. The writing process even has some similarities to what you are most comfortable with, such as creating a formula.

- ***Why do I have to know how to give a speech? I'm not planning to be a politician.***  
*Answer:* Being able to articulate thoughts orally is every bit as important as being able to do so in writing. Good speaking skills will aid you in practical ways, such as on job interviews.
- ***When I give a speech, my heart pounds and my knees knock. How can I keep from being nervous?***  
*Answer:* Fear of public speaking is natural, especially among first-year students. With practice, the fears and anxieties will minimize. Most of the fear lies in not being confident or prepared, so what you really need to do is be prepared. There are also resources available to assist with stress management.
- ***Should I memorize my speech? What kind of notes do I need?***  
*Answer:* Memorizing a speech often leads to a flat delivery. It is better to create an outline of key points that you want to cover and practice, practice, practice. The more you say the words—especially if you use your friends and classmates as an audience—the more natural the actual speech will sound. This kind of practice should also help reduce your level of anxiety.
- ***Why can't I just speak off the top of my head? I hate speeches that sound "canned."***  
*Answer:* Like any piece of good writing, a strong speech relies heavily on preplanning. The text does not suggest that you should write out a speech, memorize it, and then deliver it to your audience. It does, however, advocate a six-step process of preparation. Even a minimal amount of planning can improve your speaking skills.

#### **d. Writing Reflection**

- As an extension to the discussion activity on researching careers and as a look ahead to the Majors and Careers chapter, have students write a reaction paper on, say, an ethical issue related to a certain occupation. Students will need to use library resources to research these issues. For example, to identify ethical problems in a certain occupation, they would need to consult such reference books as the *Encyclopedia of Ethics*, the *Encyclopedia of Applied Ethics*, and the *Encyclopedia of Bioethics*. Students can then write a paper on what ethical issue they identified and how they learned about it through their research. Since the objective is for students to gain information literacy skills, be sure to have students explain the research process they went through to learn about the issue.
- Use the discussion and writing questions featured throughout this chapter, such as the Assess Your Strengths and Set Goals sections near the beginning of the chapter, the Your Turn prompts throughout, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics and express themselves in writing. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

*e. Web Resources*

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Center for Communication Practices**

Search Terms: RPI Center for Communication Practices

This site from Rensselaer Polytechnic Institute provides online handouts and resources for creating different types of writing.

**Conquer Public Speaking Fear**

Search Terms: Orman Public Speaking Fear

Best-selling author Dr. Morton C. Orman offers eleven principles for overcoming the fear of public speaking.

**EasyBib.com**

Search Term: EasyBib

This site offers a free feature that helps students create MLA-style entries for a Works Cited list. Students needing to use the APA or Chicago formats can access a converter for a small fee.

**Great American Speeches**

Search Terms: PBS Great Speeches

This Web site, affiliated with PBS, includes links to two articles on speech writing. The first is an interview with Wisconsin communications professor Stephen Lucas, explaining what makes a great speech. He uses William Jennings Bryan and Clarence Darrow as examples of great orators during the Scopes trial. The second article is a book excerpt on public speaking by a former Reagan speechwriter, Peggy Noonan.

**Information Literacy**

Search Terms: Information Literacy Resources

This page contains a directory of online resources pertaining to information literacy.

**National Forum on Information Literacy**

Search Term: National Forum on Information Literacy

The NFIL, based at San Jose State University, has written several reports and conducted numerous programs focusing on the importance of information literacy. You can access them on their site. In addition, this Web site features definitions of different kinds of literacy (more extensive than the ones found in the text) and a list of links dealing with the issues that information literacy raises.

**Online Writing Lab**

Search Terms: Purdue Online Writing Lab

This site by OWL at Purdue University contains online handouts that will help in the writing process.



### **Plagiarism.org**

Search Term: Plagiarism.org

This site, geared toward students and educators, deals with Internet plagiarism, how to identify it, and how to combat it. It makes an excellent companion to the third Lecture Launcher.

### **Researching Your Topic**

Search Terms: Dartmouth Researching Your Topic

The Institute for Writing and Rhetoric at Dartmouth College offers some great resources for your students. In addition to information on finding sources, this page contains strategies for using those sources—everything from summarizing and organizing them to citing them properly.

### **Student Journal Writing**

Search Terms: Cobine Student Journal Writing

This report, “Effective Use of Student Journal Writing” by Gary R. Cobine, created by ERIC Digest (ED378587), lists different styles of student journals and discusses the effectiveness of each. It’s particularly useful to instructors who have never incorporated journaling into their coursework.

### **Teach 2 Write**

Search Terms: Teach2Write

This Web site from UCLA Office of Instructional Development provides information and ideas on teaching students how to write. Included are a number of ready-to-use handouts to teach each stage of writing, ranging from prewriting to proofreading.

### **TurnItIn.com**

Search Term: TurnItIn

The Internet’s most powerful plagiarism deterrent, TurnItIn.com lets instructors check the originality of student papers. It also offers instructors a system for grading papers online, keeping track of grades, and creating an online portfolio of student work.

## ***f. For More Information***

Burkhardt, Joanna M., et al. *Teaching Information Literacy: 35 Practical, Standards-Based Exercises for College Students*. Chicago: American Library Association Editions, 2003.

Carnegie, Dale. *Public Speaking for Success*. New York: Tarcher, 2006.

Esposito, Janet E. *In the Spotlight: Overcome Your Fear of Public Speaking and Performing*. Danbury, CT: In the Spotlight, LLC, 2005.

Gilmore, B. *Plagiarism: A How-Not-To Guide for Students*. Portsmouth, NH: Heinemann, 2009.

King, Stephen. *On Writing: 10<sup>th</sup> Anniversary Edition: A Memoir of Craft*. New York: Scribner, 2010.

Mallon, Thomas. *Stolen Words: The Classic Book on Plagiarism*. New York: Harcourt, 2001.

Mann, Thomas. *The Oxford Guide to Library Research*. London: Oxford University Press, 2005.

Sherman, Chris, and Gary Price. *The Invisible Web: Uncovering Information Sources Search Engines Can't See*. Chicago: Independent Publishers Group, 2001.

**g. *Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 10 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**  
**Chapter 11: Relationships**

Tell your students that the next class is about relationships. You may wish to have them do some self-reflection prior to this chapter as a starting point. Decide whether you want students to complete any of the chapter activities before the next class, and inform them accordingly.

# 11 Relationships

## Chapter Teaching Objectives

1. Discuss how students can build positive relationships with their college instructors.
2. Describe the role that college friendships and romantic relationships play in students' lives.
3. Discuss how students can manage family relationships while in college.
4. Describe strategies for using digital communication properly.
5. Brainstorm ideas for ways students can get involved on campus.

## Timing of Chapter Coverage

This chapter can be covered anytime in the term. You may be able to cover sections of it within the context of other chapters. Because relationships are very much on the minds of students from day one, you may choose to cover this chapter closer to the beginning of the course. However, it is probably best to give your students a chance to become acquainted with one another before discussing some of the sensitive topics in this chapter.

## About This Chapter

A key to using this chapter successfully is your acknowledgment that although students spend two-thirds or more of their waking hours on things other than their studies, this is a vital part of their education. With traditional-age students, we are struck by how much energy goes into dating, as well as how much anxiety and pain often result. Students typically blame their dating and mating frustrations on the other person. It is important that they come to see the role of their own distorted perceptions, their own choices, and their own approaches in determining the outcomes of their relationships.

### College Instructors

Developing positive relationships with instructors is very important, but students may feel intimidated. Students may be at a loss for ways to resolve issues with their instructors if their parents have taken care of problems in the past. This chapter gives students an idea of what to expect from instructors and what might be expected from them.

## **Sex**

Much of the student dating game is sexually driven, and a surprising number of students, especially women, often take risks without really wanting to engage in sexual activity or even enjoying it to any great degree. Consideration of when sex is appropriate, and what the emotional outcomes should be, is therefore quite important.

## **Parents**

Traditional-age students sometimes have disagreements with parents or other family members. Family relationships can also improve while students are in college. Encourage your students to share their experiences with parents and to view the college transition as a unique life-cycle opportunity to engage their family members in mature conversations.

## **Campus Involvement**

Statistically, residence hall living and involvement with campus organizations significantly increase the odds of academic survival and degree attainment. Many students will be commuters, but for those in residence halls, successful adjustment needs to be encouraged, and all students should make a significant connection to at least one campus organization.

We are powerfully convinced of the value of co-op programs and service learning for today's students. Trends in the area of service learning are particularly exciting, and you would be on sound empirical and philosophical ground to urge or require your students to participate in service learning. It is important for students to see service learning not only as something to do for others but also as something that will be of great value to themselves.

## **Communicating with Your Students**

If you read student journals over the course of the term, you will find them dealing again and again with relationships—sometimes with pleasure, but sometimes with significant frustration or pain. If you have chosen to cover this chapter early in the course, you can refer to points or material in it when you write comments in your students' journals. Students may seem remarkably shortsighted or unobservant in dealing with their relationships. What may seem entirely obvious to you may literally not have occurred to them. Don't hesitate to write comments to your students when this happens. You don't have to be a psychologist or counselor. In addition, if you think a student needs a professional counselor, don't hesitate to suggest it. Students rarely resent this, and most appreciate your concern, even if they don't take your advice. Students are deeply grateful for your role as a confidant and for your feedback and attention to their social dilemmas.

Learning to deal constructively with relationships is a genuinely educational part of your students' experience. You may be sure that your facilitation of their understanding and maturing in relationships will be an appropriate and welcome part of their college education.

## **Suggested Outline for Addressing Topics in Chapter 11**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture

- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**

## **Expanded Lesson Plan**

### **Step 1 Lecture Launchers and Icebreakers**

Have your students consider each of the following suggested “axioms of relationships.” Ask them if they think they are true. If so, how can they be used to avoid bad relationships and build good ones? If you like, have your students form gender-mixed groups and discuss each axiom. Then have them report to the class. This is sure to start off the chapter in a lively manner.

- If it is the right relationship, it will work; if it doesn’t work, it isn’t the right relationship.
- Every bad relationship has warning signs.
- Having no relationship is better than having a bad relationship.
- Don’t settle for less than you deserve.
- Get it right the first time—divorce is hell.
- You will have the best relationship when you don’t need one—that is, when you are content with your own life, rather than searching for a relationship to fill a gap.
- When it comes to partners in relationships, it is better for the other person to want you more than to need you; it is also better to want than to need the other person.

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were reminded that the next class would be about relationships. If you chose to have students do an exercise (such as Exercise 11.1 from the Instructor's Annotated Edition), you asked them to complete the exercise before class and be prepared to discuss it in class. Use the exercise as a means to begin a discussion on relationships.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. Building Relationships with College Instructors
2. What Your Instructors Expect from You
3. What You Can Expect from Your Instructors
4. Make the Most of the Learning Relationship
5. Understanding Academic Freedom
6. Handling a Conflict between You and an Instructor
7. Personal Relationships
8. Roommates
9. Romantic Relationships
10. Family Connections
11. Marriage and Parenting during College
12. Relationships with Your Parents
13. Communicating in a Digital Age
14. Get Involved
15. To Greek or Not to Greek?
16. Working
17. Community Service

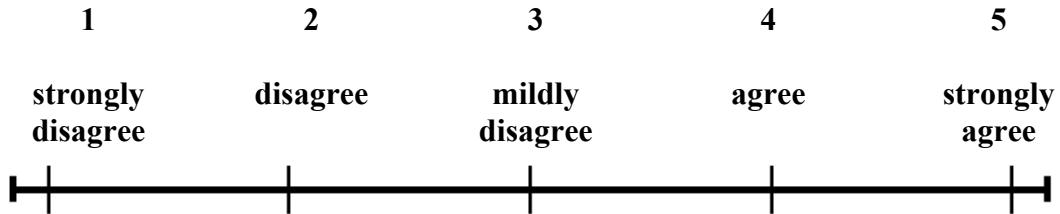
### b. *Self-Assessment*

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 11

### Relationships Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I have an established relationship with at least one of my instructors.
- \_\_\_\_\_ I regularly take advantage of my instructors' office hours.
- \_\_\_\_\_ Some of my communication with friends is through Facebook or Twitter, but most is in person.
- \_\_\_\_\_ I know about the dangers of disclosing too much information online or through social media.
- \_\_\_\_\_ I understand when it is appropriate to communicate through e-mail or text messages, and when it is not.
- \_\_\_\_\_ I maintain a close relationship with my family while attending school.
- \_\_\_\_\_ I get involved on campus.
- \_\_\_\_\_ I would visit my campus counseling center if I felt I needed help.
- \_\_\_\_\_ I am open to meeting new people in college.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Ask each student to write—anonously—the three most important qualities of his or her ideal romantic partner. Collect their papers (without names, of course) and redistribute them among the class. (**Note:** You might want to scan the submissions for “raw” language.) Make four columns on the board: physical, emotional, intellectual, and other. As each student calls out the three qualities of another student's ideal romantic partner, write them in the appropriate columns. Ask the class to come up with a composite ideal romantic partner. Then ask them how realistic that composite is.
- Invite an expert from your Counseling Center, Wellness Center, or Health Services, or from the Department of Public Safety, to speak to your class about issues related to this chapter.
- Pass out scraps of paper for students to write anonymously a question or issue related to relationships and safety. You may choose to set parameters or keep the topics wide open. Be prepared for some potentially sensitive topics. Collect the anonymous questions by passing around a hat or box. Draw a question from the hat, read it



aloud, and open it up to the class for discussion. Continue until you have discussed all of the questions.

- **Tech Tip activity:** This activity asks students whether they know how to build a professional digital persona, and whether they know how to protect their online reputation. Have students ask themselves the following questions:
  1. Do I have an online professional profile which details my coursework, work history, and awards?
  2. Are my Facebook privacy settings up to par? Who can see my page?
  3. Am I careful about what I post on any and all social media sites? How would I feel if a potential employee saw my posts?
  4. Do I have any old and out-of-date online accounts that are open to the public? Would I even know if these had been hacked?
  5. Do I Google myself regularly to check what appears? Do I actively work to protect my virtual reputation?
- Tell students that it is important to establish some of these emergency rituals so that they know that they can count on someone in case of an emergency. Most institutions have emergency notification systems on campus. Students sign up for these online and are sent e-mail and text alerts if an emergency is happening on or around campus. Make sure they sign up for these.
- **Goal-setting activity:** Ask students to think about a faculty member they find particularly interesting and would like to know more about. Students will conduct an informational interview to learn more about this faculty member's interests and career: They should write down ten questions to ask and visit the instructor during office hours to conduct an interview. Have students make a presentation about what they learned.

#### *d. Group Activities*

- Divide your class into small groups. Set the context as dating and mating. Then pose these questions and have each group report to the entire class. Give each group the opportunity to report on the same question before moving on to the next.
  - What are your gripes about the opposite gender?
  - What are your gripes about your own gender?
  - What is it about men or women that the opposite gender needs to understand?
  - What is it about men or women that each gender needs to understand?
  - What are the things about the opposite gender that you appreciate?
  - What are the things about your own gender that you appreciate?

Students typically get so excited that you have to work to maintain control and not have people speaking all at once. However, it's fun and informative for your students

and will lead you into a vigorous discussion about relationships, communication, and stereotypes.

- Have students work together to create shared living contracts with their roommates. Begin by having students discuss their experiences living with roommates. You may want to write their suggestions on the board. Next, split the class into small groups. Based on the concerns raised in discussion, have students write a contract that might help them avoid roommate frustration in the future. You may want to provide your students with a sample contract to use as a model. One such sample can be found at <http://www.rentiowa.com/pdf/roomcon.pdf> (requires Adobe Reader).
- Have students read and react to the student profile of Benjamin Smock at the beginning of this chapter. What do students think about how the relationships in Benjamin's life have contributed to his success in college? How are the relationships in your students' lives impacting their college experience?

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- The peer leader's role in this chapter topic is very important. Students will want to hear how the peer leader has handled some of the issues that are being discussed or what advice he or she has to offer.
- Peer leaders can offer responses to several of the questions and pointers that are in the chapter margins, provided that they feel comfortable in doing so.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (page IAE-13). Additional information is provided below.

- **Working Together: Roommate Gripes** This exercise helps students address conflicts as well as think about how they might pick a future roommate. If you use this exercise in class, you can be sure many of the students will be experiencing some of the conflicts listed and will be eager to hear possible solutions.
- **Exercise 11.1: Looking for Love** Have students complete this exercise in small discussion groups. It would work well when discussing boundaries in relationships.

**g. Retention Exercise**

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Interviewing an Instructor**

Assign students to select one of their course instructors and schedule an interview. Encourage students to work in pairs or teams. Provide guidelines for students, such as the following:

- How to schedule an interview appointment
- The importance of being on time for the interview
- Appropriate questions to ask, such as how and when the instructor developed an interest in teaching, where the instructor went to undergraduate and graduate school, and what the instructor likes most or least about teaching

Ask students to give a short (5- to 10-minute) oral presentation in class or write a short report about their interviews. Send a brief e-mail or written "thank you" to instructors whom your students interviewed. Let them know that you designed this assignment to help your first-year students learn more about instructors and become more comfortable with them out of class.

**h. Case Studies**

**Heather**

Heather wants to return to school after several years of being a stay-at-home mother and raising her two kids. This is a big transition for her, but she is confident that this is the best next step for herself and her family now that her children are older. Economic times are tough and she wants to start being able to bring in a second income for the family. Her husband works full-time in a high-stress job and is barely home. However with her new schedule, Heather knows that she will need her husband to share more of the responsibility in taking care of the kids and the household. She is worried about what effect this transition will have on her family, especially in causing conflict with her husband.

*Discussion Questions*

1. Why is it crucial to involve her family members in Heather's decision to return to college?
2. Discuss how Heather's decision to return to college will affect the family.
3. Explain why Heather is worried.
4. What advice would you give to Heather and her husband as they adjust to her going back to school?

**Keith**

Keith is eighteen years old and attending college for the first time. He is an only child and not used to sharing a room with someone. He is also shy and has difficulty meeting people.

His roommate, Bill, is completely different from him. Bill is very outgoing and makes friends easily. As a matter of fact, many times Keith is studying in his room when Bill comes back to the room with a group of friends to hang out and listen to music. Keith is not only distracted, but also feels uncomfortable. He usually leaves to go study somewhere quiet. When Keith returns, Bill and his friends are usually still there, being loud and horsing around. Keith is not sure what to do. He tries to stay out of Bill's way but doesn't feel like the room is at all his.

*Discussion Questions*

1. How do you think Keith and Bill are getting along?
2. How do you think Keith is handling the situation?
3. What should Keith do to make things more comfortable?
4. What advice would you give to Keith?
5. What if you were one of Bill's friends hanging out in the room? Would you do something different?

*i. Video*

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

### **Step 3 Review**

*a. Wrap Up*

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to students about any areas that need additional clarification.

*b. Check for Understanding*

Did your students meet the objectives? If so, they should be able to do the following:

1. Understand how to build positive relationships with their college instructors.
2. Describe the role that college friendships and romantic relationships do and will play in their lives.
3. Discuss how to manage family relationships while in college.
4. Describe strategies for using digital communication properly.
5. Discuss ways they can get involved on campus.

**c. Address Common Questions and Concerns about the Topic**

- ***Why do instructors think their dumb courses are the only things in our lives? Relationships and social activities are obviously more important to us, not to mention the jobs we have to work to pay the bills.***

*Answer:* While student journals suggest that relationships take center stage, you must learn to balance college and work with your personal life. It is important to remember your career and educational goals. You need to be careful not to allow relationships to interfere with coursework and studying.

- ***Why is it so hard to find a decent romantic partner? Why aren't there any good ones available? Why are men or women always playing games with you?***

*Answer:* First of all, there *are* good men and women available—it depends on where you “go fishing.” We often seek out partners based on initial attraction. Take time to get to know people and not rush into a relationship. Long-lasting, healthy relationships are not based on sex or sexual attraction, but on additional factors such as mutual respect, communication, and understanding.

- ***Why don't my parents trust me?***

*Answer:* For parents, as well as for students, college is often a time of great change. Although parents may seem untrusting, they are usually genuine in their care and concern. This concern may be based on their own experiences as young adults. There is no substitute for good communication skills if there are misunderstandings between parents and students.

- ***What can I do about my “roommate from hell”?***

*Answer:* Remember, roommates do not have to be best friends. This is a good time to practice good communication skills and learn how to compromise. Seek help and try to work things out with your roommate. If you are having an extremely difficult time, ask your residence hall staff for assistance.

**d. Writing Reflection**

- Have students assess their current relationships with their roommate, their friends, their partner, and their family. As they write about these relationships, have them identify what is going well and what is not going well in those different relationships. If they are facing conflicts, ask them to identify something they could do to make it better.
- Have students write a letter to a friend or family member about how they are adjusting to college and any issues that they might want to share. Tell your students that it is optional whether they share the letter or not, but encourage them to use it as an opportunity to open lines of communication with important people in their lives. Regardless, it will get the student to take some time to reflect.

- To get students to share thoughts about how relationships with family members have changed, ask them to read the Family Connections section on pages 231–233 and, in a brief essay, describe what their current situation is with family members and how they think it might change.
- Use the discussion and writing questions in this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students can express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

*e. Web Resources*

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Dating and Relationships**

Search Terms: College Lifetips dating and relationships

This site provides some suggestions on things to do with friends or on a date, and on keeping in touch with loved ones. Additional links include tips on residence halls and campus life.

**Dating Your Professor**

Search Terms: UCSC Dating Your Professor

The University of California Santa Cruz offers a list of reasons why students should not get romantically involved with their instructors or teaching assistants. You definitely will want to review your particular school’s policy with your students during the course of this chapter.

**Healthy Romantic Relationships during College**

Search Terms: CMHC Healthy Relationships

This site, maintained by the University of Texas Counseling and Mental Health Center, includes a variety of suggestions for students who decide to have a serious relationship during college. It provides steps to keep a healthy relationship and what to do if there is conflict.

**Romantic Relationships**

Search Terms: Illinois State Romantic Relationships

This site, hosted by the Student Counseling Services at Illinois State University, offers advice on relationships. It includes articles on coping with college, with titles such as “Long Distance Love” and “‘Breaking-up’ Is Hard to Do,” plus links to additional information on topics such as dangerous relationships.

### **Using Social Media Responsibly**

Search Terms: Sheffield Hallam How to use social media responsibly

This brochure, provided by Sheffield Hallam University, offers practical advice for using social media responsibly, including specific recommendations for using Twitter and LinkedIn. (Adobe Reader is required to view this file.)

#### **f. For More Information**

Coburn, Karen Levin, and Madge Lawrence Treeger. *Letting Go: A Parents' Guide to Understanding the College Years* (4th ed.). New York: Quill William Morrow, 2003.

Gray, John. *Men Are from Mars, Women Are from Venus: A Practical Guide for Improving Communication and Getting What You Want in Your Relationships*. New York: HarperCollins, 1993.

Kaye, Cathryn Berger. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action*. Minneapolis, MN: Free Spirit Press, 2003.

Seligman, Martin E. *What You Can Change and What You Can't: The Complete Guide to Successful Self-Improvement and Learning to Accept Who You Are*. New York: Ballantine Books, 1995.

#### **g. Prepare for Testing**

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 11 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

## **Step 4 Preview for Next Class**

### **Chapter 12: Diversity**

Tell students that the next class will be about diversity. Consider dividing the class into groups of four to six students and ask them to complete the Working Together: Reflecting on Identity exercise (page IAE-13 of the Instructor's Annotated Edition) for the next class. Remind students to bring their responses to the next class.

# 12 Diversity

## Chapter Teaching Objectives

1. Describe ways for students to thrive in diverse environments and various kinds of diversity.
2. Illustrate the value of gaining knowledge about and experience with various groups.
3. Explain how to identify and help overcome discrimination, prejudice, and insensitivity on campus.

## Timing of Chapter Coverage

You may teach this chapter at any time during the term. It is probably best to give your students a chance to become acquainted with one another before discussing a topic as sensitive as this one.

## About This Chapter

Teaching issues of diversity in any American classroom is very challenging. It's a subject of great intellectual depth, but there are also many emotional issues surrounding the topic. The trick is to teach the material in such a manner that the emotions become a part of the intellectual understanding that students will develop. This is not easy and will require you to be in touch with your own emotions as you deal with this topic.

While the emphasis is on diversity in this chapter, you should also stress the dynamic nature of the issues. An emphasis on social change is critical. Students will benefit more if they come to an understanding that what they know, what they learn, and what they believe will be challenged by changes in all of the variables. It is the ability to recognize change and handle it in an appropriate manner that will be a major indicator of a well-educated person.

### Diversity and Social Change

The assumptions underlying this chapter reflect the authors' experience of teaching this subject for many years and the challenges of leading students to a "deep learning" of the issues. Some, but by no means all, of the assumptions of this chapter are the following:

- Race is one of the most compelling ideas in American society. This is a long-standing situation, based on perceptions of complexion and other physical characteristics.
- Students have very limited understanding of concepts of ethnicity.



- Students have even less understanding of immigration and immigrant experiences. In some cases, recent immigrants may have been refugees who suffered painful experiences in reaching America.
- Students have little notion of the dynamic nature of population composition and social change.

Contemporary students in American colleges and universities are much more diverse and complex than any in recent history. Although we tend to make generalizations about various groups, and students often make generalizations about themselves, virtually no description will be accurate or adequate for any one individual. The exercises in this chapter may be seen as challenging. The real challenge, however, is not in any particular exercise. The challenge facing us is that of creating a new world, a society in which the capacity to learn across social barriers will open extraordinary opportunities to every student.

## **Suggested Outline for Addressing Topics in Chapter 12**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- Present a lecture
- Assign a self-assessment
- Lead a discussion
- Involve students in a group activity
- Involve peer leaders
- Assign chapter exercises
- Assign a retention exercise
- Engage students through case studies
- Present a video

### **Step 3 Review**

- Wrap up
- Check for understanding
- Address common questions and concerns about the topic
- Writing reflection
- Web resources
- For more information
- Prepare for testing

### **Step 4 Preview for next class**

# Expanded Lesson Plan

## Step 1 Lecture Launchers and Icebreakers

Begin by finding out the perceptions of your students regarding diversity. Ask them what diversity means to them. Have they had experience with people who are racially or ethnically different from themselves? What was it like? Was it a positive or negative experience? What about the next time they interact with people who are different from themselves? Will they deal with it differently?

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were reminded that the next class was about diversity. If you chose to divide your students into groups of four to six and asked them to complete the Working Together: Reflecting on Identity exercise, begin class with their responses to this activity. It will serve as a great Lecture Launcher.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. Thriving in Diverse Environments
2. Ethnicity, Culture, Race, and Religion
3. Other Differences You Will Encounter in College
4. Stereotyping: Why We Believe What We Believe
5. Seeking Diversity in College
6. The Curriculum
7. Study Abroad
8. Student-Run Organizations
9. Overcoming Discrimination, Prejudice, and Insensitivity on College Campuses
10. Raising Awareness
11. What You Can Do to Fight Hate on Campus
12. Challenge Yourself to Experience Diversity

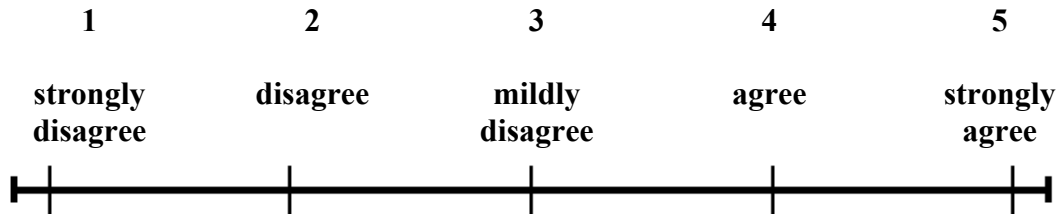
### b. *Self-Assessment*

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 12

### Diversity Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I consider myself multicultural.
- \_\_\_\_\_ I seek to have a diverse group of friends.
- \_\_\_\_\_ I like to meet new people and explore new cultures.
- \_\_\_\_\_ I learn from students of all ages in my courses.
- \_\_\_\_\_ I would take a course in ethnic studies, world religions, or women’s studies.
- \_\_\_\_\_ I strive to promote a welcoming and inclusive campus for all students.
- \_\_\_\_\_ I have spoken up when I’ve witnessed discrimination.
- \_\_\_\_\_ I am part of or want to join a student-run organization.
- \_\_\_\_\_ I would be open to the opportunity to travel outside my own country.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Have a class discussion about diversity on your college campus. Where do students think diversity is encouraged? Where do they think it might not be encouraged? Ask students to discuss sources for meeting different people and whether those groups would help them explore diversity. Discuss fraternities, sororities, clubs, political organizations, and so on.
- Ask students to think about their experiences with diversity. How much interaction did they have with diverse groups before coming to college? How did things change for them after coming to college? What was their reaction if things felt different?
- Ask students to define and discuss bias, stereotyping, and prejudice. What are the sources of these attitudes and beliefs? Where do they start?

### d. Group Activities

- After defining ethnicity, culture, and race for the class, ask students to take a few minutes to write down attributes of their cultural background using food, language,

ceremonies, clothing, and arts as unifying themes. Then divide the class into small groups and have them share their experiences and make a list of interesting examples of cultural traditions. Consider having each group share their list with the whole class.

- Divide the class into small groups. Assign each group a form of diversity such as age, learning disabilities, gender, sexual orientation, or economic status. Have each group discuss how these forms affect them and others. Have them generate a list of challenges that their assigned group faces, as well as ways that others can be more open-minded toward that group. Have each group present their conclusions to the entire class.
- Place students into small groups of three or four. Have your students learn more about the experience of slavery directly from those who went through that era. Ask them to log on to the Internet at <http://www.memory.loc.gov/ammem/snhtml/> and go to the narratives of former slaves. Have them select two men and two women and read their accounts. Then, ask them to describe for the class their own perceptions of the experience of slavery based on these accounts.
- **Tech Tip activity:** The Tech Tip in this chapter discusses the filter bubble (the information “bubble” that exists around people due to Web companies tailoring their services to our personal tastes) and what students can do push back on it. To help illustrate to students how their Web searches and online activity can influence the types of information they see, ask them to Google a type of product that they would not ordinarily search for online (such as plungers, ceiling fans, or doll clothes), and then click on at least three results that link to reputable retailers (such as major department stores or Amazon.com). Then ask them to browse the Web as they normally would for a few days and record instances of advertisements, articles, and similar content related to their search term that appear on the sites they visit (for example, they may suddenly find a Home Depot ad for plungers on Facebook). Ask students to talk about their findings, and then discuss other ways in which the information they see online might be tailored to their interests, and what they can do to push back against this tailored delivery of information to help expand their view of the world.
- **Goal-setting activity:** Encourage students to meet fellow students who are from other countries. Ask students if they know students on campus who are from countries other than their own. If not, encourage them to visit the International Programs and Services Department to learn about international student organizations on campus for help in making this new connection. Alternatively, students should feel comfortable introducing themselves to diverse students on campus. After explaining that they are doing a class project on diversity, students should ask each other open-ended questions to find out more about each other’s cultures. Classmates should share findings with each other during class.

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Share your personal experiences interacting with others from diverse backgrounds. Talk about your comfort level before college and any changes you experienced coming to a college environment. Explain why diversity is so important to your college education. How will it help you in your future workplace?
- Plan a field trip to the cafeteria or food court. Have students analyze patterns of social affiliation during the lunchtime hours. Ask them to observe where people sit, with whom they sit, and their patterns of interaction. See if they can identify those sections of the cafeteria often occupied by different social groups (athletes, fraternities, sororities, commuters, international students, minority students, and others). Have them write an essay on at least two of these groups on the subject “Why (group A) or (group B) always sits together for lunch.”

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor’s Annotated Twelfth Edition at the front of the book (pages IAE-13 to IAE-14). Additional information is provided below.

- **Working Together: Reflecting on Identity** This exercise will help students start thinking about their personal identity and how it relates to ethnic and cultural values. As students work together, they will discover similarities and differences. This exercise may work well as a Lecture Launcher.
- **Exercise 12.1: Examining the Curriculum** This exercise gets students to explore majors or courses that focus on multiculturalism and diversity. It would work well as a Group Activity: You could place students into small groups and ask them to discuss these majors and courses and why studying diversity and multiculturalism might help them prepare for the field of their choice.
- **Exercise 12.2: Appreciating Your Gender** This exercise will be the most interesting if done as a class activity. Help students learn to find common ground by identifying individual and group similarities and differences. Be sure to encourage tolerance and respect.

*g. Retention Exercise*

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor’s Annotated Edition of the textbook.

## **Diversity**

Students who feel marginalized at your institution because of their race, gender, sexual orientation, economic status, or other characteristics will be at risk for dropping out. Ask your students to take the perspective of someone different from them, and write a short essay on whether the institutional environment is or is not supportive of that individual. Examples would be white men or women, students of color, students of different religions, students with different sexual orientations, or students of different ages.

### ***h. Case Studies***

#### **Renee**

Renee's English teacher stops her at the end of class and asks if they can set up a meeting. Naturally, Renee is a bit apprehensive; most student-teacher conferences seem to focus on problems. But when she arrives for the meeting, Renee is pleasantly surprised—at first. Her teacher says, "I just wanted to compliment you on your writing skills. You are doing beautifully in my class . . ." Renee is about to thank her teacher when she hears the next words: ". . . for an African-American student." Renee is stunned and speechless. She doesn't know what to say. She gets up, turns, and walks out the door without saying anything. Her eyes become teary as she quickly moves toward the door of the building and heads for her next class.

#### *Discussion Questions*

1. Why do you think Renee's teacher would say something like that?
2. Was Renee overreacting to the statement? Explain your answer.
3. Did Renee do the right thing by walking out of the office without saying a word? What else could she have done to explain her feelings?
4. Was there a lesson for the teacher here? If so, what was it, and how could Renee help her teacher understand it?

#### **Professor Harris, James, Christina, and Ty**

In a college success course, Professor Harris announces that two members of the Gay and Lesbian Student Association will be visiting class at the next meeting. One student, James, says, "What are they going to do, try and convert us?" Another, Christina, says, "It's against my religion." Ty chimes in, "I refuse to be in the same room with them." The other students simply sit there and stare at one another.

#### *Discussion Questions*

1. Should Professor Harris abort the plan to invite the students? Explain.
2. Should Professor Harris explain why it's important to invite the students? How would she justify this?
3. Apart from the statements made by James, Christina, and Ty, what do you think was going on in the minds of most students in this class when Professor Harris made the announcement? What would you say made them think or feel this way?
4. How would you react if you were in the class? Explain.

**i. Video**

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See “Using YouTube to Teach with *Your College Experience*” and “Video Tool Activities for *Your College Experience*” in this instructor’s manual for suggested search terms and activities.

**Step 3 Review**

**a. Wrap Up**

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

**b. Check for Understanding**

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe ways in which they can thrive in diverse environments and various kinds of diversity.
2. Explain the value of gaining knowledge about and experience with various groups.
3. Describe how to identify and overcome discrimination, prejudice, and insensitivity on campus.

**c. Address Common Questions and Concerns about the Topic**

- ***I’m afraid I’ll say something that will offend someone of another race.***  
*Answer:* It will happen, and sometimes you may not even know it. Use common sense and work on building a relationship with someone you like. Don’t go out of your way to be friendly with others if you really have little in common with them. Ask yourself, “Would I be friends with this person if he or she were from the same culture as I am?”
- ***I don’t think I’m part of any cultural group.***  
*Answer:* Everyone is part of some cultural group. It might be interesting to ask members of your family where your ancestors came from. You may discover that, rather than being part of one group exclusively, you are actually a mixture of several.
- ***Is it okay to refer to people by race?***  
*Answer:* People from different countries usually categorize themselves by their homelands, not by race. Words such as *black* and *negro*, used at various times in our history, have given way to the concept of “African-American,” which more closely defines a group of people by its place of origin. As you well know, some “black” students are not very black at all, and the word *negro*, although it was considered a polite and respectful term in the middle of the twentieth century, is now considered an outdated or even demeaning term.



- ***I get nervous when someone of my gender starts acting in a way that makes me think he or she is gay. I'm not gay, and I don't want to be involved with gay people.***

*Answer:* The Gay, Lesbian, Bisexual, or Transgendered (GLBT or LGBT) community makes up around 10 percent of the population, according to some estimates. So it's almost impossible to isolate yourself from this group. Members of the LGBT community are the last group to "come out" and defend their right to enjoy all of the opportunities and privileges of the straight majority. Remember, most gays and lesbians won't be interested in you sexually. Are you madly in love with everyone from the other gender whom you meet? We hope not.

- ***Older students are threatening because they are more serious about their studies and "raise the bar" in classes they attend. How can I survive with them in my classes?***

*Answer:* Think a moment about the added demands on older students that you don't have to concern yourself with: running a household, earning a living, raising a family, caring for elders and children, and so forth. Sure, they're going to work hard; they've invested lots of time and energy into getting a college degree. Instead of feeling challenged by them, get to know them. You'll learn a lot.

#### ***d. Writing Reflection***

- Have students read the profile of Olivia Castilla, Simone Hisakawa, Darrell Stiehl, Leticia Turner, and Wei Zhan at the beginning of the chapter. Ask them to consider the same questions these students addressed: Where are you from? What unique experiences do you bring to this school? What part has diversity played in your life?
- Students will have fun seeking campus events that have multicultural themes. As an assignment, have them attend an event on their own or with classmates. Have students write a short essay about their experience.
- Have students attend an orientation event from a campus organization. Have them write a short essay reporting on what they experienced. Do they think the group will help them explore diversity?
- Based on the data from the 2010 census of the American population, have your students analyze the racial and ethnic composition of their hometown, county, and state. They can do this by going to <http://quickfacts.census.gov/qfd/index.html>. They can then follow the prompts to locate their home state, county, and city. Have them review the 2010 data for each unit and write an essay on the racial and ethnic composition of each unit, making sure they discuss its significance in their lives. If possible, consider asking them to find similar data for the 2000 census and compare the two periods of time. Students might also be interested in how data is trending in recent years.

- Most Americans come to understand that people are treated differently based on their skin complexion. Have students write a brief essay describing their memory of when they first realized people are treated differently because of their complexion. Ask them to describe what that experience meant to them, or you could generate a classroom discussion on this topic.
- Use the discussion and writing questions in this chapter, such as the Assess Your Strengths and Set Goals features at the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students can express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. *Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Asian Studies**

Search Terms: Columbia South and Southeast Asian Studies

This South Asia Resource Access provides links to Asian-interest Web sites.

**Black History**

Search Terms: ALIC Black History

This site provides links to information on Black history from the National Archives.

**Chinese Historical and Cultural Project**

Search Term: CHCP

The Chinese historical and cultural project promotes Chinese-American culture.

***Diversity & Democracy***

Search Terms: Diversity and Democracy

The home page of *Diversity & Democracy* magazine, published by the Association of American Colleges & Universities, features articles related to diversity, education, and participation in a democratic society.

**How Race Is Lived in America**

Search Terms: NYT How Race Is Lived in America

This series of articles by the *New York Times* is based on the premise that race relations are being defined less by political action than by daily experience. It includes archival articles and a list of resources found on the Internet. Free registration is required.

**Multicultural Pavilion**

Search Terms: Multicultural Education Pavilion

The Multicultural Pavilion offers resources and dialogue about multicultural issues.

### **Race and Campus Climate**

Search Terms: Rouse Race and Campus Climate

Written by Mary K. Rouse, dean of students, and Roger Howard, associate dean of students, at the University of Wisconsin–Madison, this essay explores the racial climate on their campus and how it has changed over time.

### **Tolerance.org**

Search Terms: Teaching Tolerance

Created by psychologists at Harvard and the University of Washington, this site offers several tests that assess the “hidden” prejudices and biases we all have. Each test offers a tutorial that teaches users about the science behind the tests, stereotypes and prejudice, and the societal effects of bias.

### **f. For More Information**

Bonilla-Silva, Eduardo. *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield, 2003.

Griffin, John Howard. *Black Like Me: 50<sup>th</sup> Anniversary Edition*. New York: Signet Classics 2010.

Hollinger, David A. *Postethnic America: Beyond Multiculturalism*. New York: Basic Books, 2000.

Marcus, Eric. *Is It a Choice—Revised Edition: Answers to 300 of the Most Frequently Asked Questions about Gays and Lesbians*. San Francisco: Harper San Francisco, 1999.

Von Loewe Kreuter, Gretchen. *Forgotten Promise: Race and Gender Wars on a Small College Campus*. New York: Knopf, 1996.

### **g. Prepare for Testing**

You may also want to test your students’ understanding of the chapter. Have students review the chapter and use the Chapter 12 test bank (available as a separate file) to test students’ ability to recall and apply the information presented in the chapter.

## **Step 4 Preview for Next Class**

### **Chapter 13: Wellness**

Tell students that the next class will be about staying healthy. You may wish to have them do some reflecting prior to this chapter as a starting point for discussion. Decide whether you want students to complete any of the exercises before the next class, and inform them accordingly.

# 13 Wellness

## Chapter Teaching Objectives

1. Discuss the many aspects of wellness, including stress management, nutrition, exercise, weight management, sleep, and emotional health.
2. Describe ways to maintain sexual health through communicating, avoiding STIs, using birth control, and protecting yourself and others against sexual assault and violence.
3. Discuss strategies for making good decisions about alcohol and other substances.

## Timing of Chapter Coverage

This chapter introduces students to life skills that will help them to stay healthy and do well in school. These skills are developed over time and with exposure to challenges. Students may benefit from being introduced to these skills early in the term, before they are likely to develop bad habits, but the material could be covered at any time.

## About This Chapter

As an instructor, your role in communicating key points from the chapter is not to judge, criticize, or moralize. Although you may have strong personal beliefs about sex, for example, your role is to present factual information, help students clarify their own values, and facilitate responsible sexual decision making, regardless of your students' viewpoints and choices. Throughout this chapter, remember not to preach. Lead the students through discussions where they identify the important issues and questions.

If you feel that you are unable or are too uncomfortable to review the content in this chapter, that's okay. Rather than skip the chapter altogether, however, you may wish to access campus and community resources. Many colleges and universities have student health and wellness centers with trained staff whose responsibilities include speaking to classes, counseling students, working with faculty and staff, and preparing sex education materials. Ask colleagues or consult your campus and community phone directories for assistance in locating speakers and supplemental materials.

Also, keep in mind that most of the exercises in this chapter are designed to encourage students to explore their own values. It is important for you or guest lecturers to avoid trying to impose values on others. Also, any journal assignments (or exercises) for this chapter may be extremely personal and private. Therefore, it may be inappropriate for you to collect and read students'

writings or answers. Before making this chapter's assignments, always offer students a choice to submit or not to submit their work. You may also want to consider omitting this chapter's journal and exercises from course grade requirements altogether. A visual check (without reading) of students who completed entries may be adequate toward participation points versus grade points. This approach may give students permission to honestly and openly complete the exercises or journaling activity on their own.

### **Stress**

It is helpful for you to discuss some typical aspects of college life that students find stressful. They will come to understand that the stressors they feel are common and they are not alone in their struggle to handle them. The challenge is to get students to be introspective enough to recognize their own stress. Once this happens, strategies can be developed. Stress management involves a personal behavior change. Research indicates that behavior change is very difficult for most people. Two elements seem to improve the rate of behavior change. First, people who develop an action plan with specific goals and specific actions that lead to the outcome seem to be more successful. Help students to be specific with their action plans, including active verbs, time frames, and evaluation. Second, people who incorporate the changes in their life plan are more successful with behavior change. Make sure students understand that the way these pathways are established is through practice. Any behavior change when introduced into a life pattern seems awkward. It is not familiar and comfortable. But with practice it becomes normal. You could also encourage students to find a friend who is also interested in behavior change and to team up to provide support for each other. For example, some students might want to initiate an aerobic exercise program. They could do this together and help each other stay committed to the plan.

### **Sex**

This section is not intended to be a comprehensive, in-depth unit on sexuality education. In some parts of the country students have been exposed to the basics of female and male anatomy, contraception, and STIs during their high school years. To present the material in this chapter, you do not have to be a "sex educator"! You do, however, have to be comfortable talking to others in groups about sexuality. At first, you may be uneasy and embarrassed saying certain words or discussing certain topics. This is perfectly normal. Getting that first word out may be the hardest. Take a deep breath and continue. It may be helpful if you openly admit to the class that you are a bit "nervous."

Establishing clear ground rules for class discussion may help diffuse discomfort. A good introductory class activity is to ask the class to brainstorm "rules" that will support a safe, nonthreatening environment for everyone to participate. This activity can be conducted with the entire class as a large group or in pairs reporting back to the whole group. Visibly record the rules on the board and review them with the class. Ask a volunteer to copy the rules to notebook paper, and then you can make copies and distribute them to the class at the next session. It may be helpful to refer students to the handout of "rules" before each class or on an as-needed basis. Here are examples of ground rules:

- Nothing that is said in class is to be repeated outside of class.
- Refrain from laughing at or criticizing others' opinions.
- Respect others' points of view.

- No talking while others are talking.

One of the challenges of teaching topics like sex that can stir emotions and trigger conflicting values is knowing *how* to respond to student questions. When a student asks an awkward, embarrassing, or personal question, *how* you answer is as important as *what* you answer. The following tips may help you:<sup>1</sup>

- **Legitimize the question or statement.** Let the student know you have heard and understood: “That’s a good question; lots of people ask/think/feel that.”
- **React positively.** No matter how shocking, unusual, or revealing the question or statement, the student needs to know you won’t reject him or her. Look the student in the eye and smile: “I’m glad you asked/said that. I know it must be difficult to talk about this.”
- **Be careful of your own negative feelings.** Don’t let your own feelings interfere; a negative or fearful response will cut off communication. Keep your body language relaxed and avoid put-downs (e.g., “You’re too young to . . .” or “Where did you ever get that idea?!”).
- **Don’t laugh or make jokes about a student’s question or viewpoint.** Many humorous questions are based on misperceptions or lack of information. *A serious question deserves a serious answer.* You might respond by saying: “A lot of people think that, but actually . . .”
- **If you are embarrassed, admit it!** Admit early on that you don’t know all the answers and will follow up on questions you can’t answer: “That’s a good question! I’d like to know myself. Suppose I find out and let you know tomorrow?”
- **If you can’t answer or are uncomfortable answering a question, refer the student to someone who can.** “That’s a good question; I wish I could answer but (give the reason). I’ll help you find someone who can answer it.”
- **Preserve the student’s (and the class’s) confidence.** While keeping personal information confidential is imperative, in certain instances it may not be possible. Explain that you may have a legal responsibility to contact authorities and agencies (e.g., police, social services, campus security, and counseling) if a situation warrants (e.g., rape, assault, stalking, and suicidal ideation).

Another point to keep in mind is that all of us are individuals with varying backgrounds and experiences that shape our values, beliefs, and behaviors. Effective teaching about sexual decisions, or about any topic, occurs when students are respected and their individuality is acknowledged.

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<sup>1</sup> Adapted from: E. Ponto, in *Learning 87*, Springhouse Corporation, 1111 Bethlehem Pike, Springhouse, PA 19477.

Becoming aware of our own beliefs and assumptions about sexuality can have an impact on our teaching effectiveness. According to research, the following **false assumptions** can inhibit student participation and learning:

- **All students come from “traditional” nuclear families.** Demographic trends clearly indicate this is *not* true. Today, there are more single-parent, divorced, same-sex, blended, and stepparent families than ever before. Moreover, some students may have grown up in families with unmarried straight or gay parents with adopted or foster children. “Family values” cannot always be clarified in traditional “mom and dad” terms.
- **All students are straight.** While difficult to measure accurately, estimates suggest that 10 percent of students are not straight. Some students may be questioning their sexuality and struggling with a variety of issues. Promoting inclusive and nonbiased language (e.g., “partner” or “significant other”) in instruction is crucial for creating a nonthreatening and trusting environment for sex education.
- **All students are sexually active.** Many students are not sexually active and may need support for their decision. Presenting information in the third person as opposed to the second person (“you”) will minimize judgmental perceptions and “preaching.”
- **No students are sexually active.** Denying that students are (and have been since whatever age) sexually active can also impact your effectiveness. Helping students clarify their values, improve decision-making skills, have healthy relationships, and seek resources is more important than determining students’ sexual involvement status.
- **All students’ sexual involvements are consensual.** Statistics indicate that not everyone chooses to be sexually active. This is particularly true in college populations, where statistics indicate that one in six female students will be raped. You should have referral information and resources available for your students, even if they don’t ask for it.
- **Students who are “sexually active” are having “intercourse.”** Many people participate in behaviors other than traditional penile/vaginal intercourse. Even defining what constitutes “sex” and “intercourse” varies from person to person. For example, recent studies indicate that teens (and even adults!) do not view oral sex as “sex” and may engage in it as a “safer” alternative to penile/vaginal/anal intercourse. The point is this: There are a whole range of behaviors—not just intercourse—that constitute healthy sexual expression and development.

### **Alcohol**

A suggestion for teaching the information on alcohol is to use peer leaders to present the material and lead the discussion. These guest speakers are generally very well received. This gives students role models to question and follow. If peer leaders are not available, you need to be prepared to answer questions about your own behavior openly and honestly, or at least be prepared to deal with

questions about your behavior related to alcohol. Instructors can capitalize on the media and lead discussions about reports of incidents, often deaths, related to high-risk drinking among college students. Understand what is really happening on your campus regarding alcohol use, the school's alcohol policy, who enforces the policy, and how they do it. You should also be well prepared to answer questions about local ordinances related to underage drinking, public drunkenness, DUIs, and other alcohol-related offenses. If your campus has an office that deals with drug and alcohol issues, we strongly recommend that you contact that office. The professionals can give you current information on prevention, education, behavior, and policy. They may also be able to provide helpful materials.

### **Tobacco**

Like the alcohol section, the section on tobacco is very important to address. It may be useful to have someone knowledgeable about nicotine addiction help you cover the topic. Whether you choose to have a guest speaker from your campus health or wellness center or to address the use of tobacco products on your own, be sure to provide materials and information on where students can go for help.

## **Suggested Outline for Addressing Topics in Chapter 13**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

#### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

#### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

#### **Step 4 Preview for Next Class**



# Expanded Lesson Plan

## Step 1 Lecture Launchers and Icebreakers

- To get students to start thinking about their health behaviors, have them rate their general health on a scale of one to five (five being very healthy) based on the topics from the chapter. Tell students that you are not going to collect their ratings; they are just for their self-reflection. The nice thing about this exercise is that the discussion is fairly general and does not place any pressure on students to share any personal or private information that they are not comfortable sharing. Use the following steps for this activity:
  1. Have them rate their health in areas such as these:
    - **Stress Management** How well do they manage their stress? Do they have strategies to help avoid stress? How appropriate are their emotional responses to certain situations? Are they preventing stress from getting to them?
    - **Physical Health** How nutritious is their diet? Are they avoiding bad eating habits or disorders? How high is their energy level? Do they exercise regularly? Are they getting enough sleep? Are they maintaining a healthy weight? Do they use tobacco, alcohol, or drugs?
    - **Sexual Health** Are they comfortable with their sexuality? Are they managing a safe sex life? Are they communicating effectively about sex with their partner?
    - **Addictions** How well are they avoiding addictions? Do they drink a lot of caffeine? Do they smoke or drink? Are these addictions getting in the way of their daily lives or the lives of others?
  2. After rating their health in these areas, discuss each area separately. Ask students to describe how a healthy person would behave. For example, how would people behave who are managing their stress well? What characteristics would they have?
  3. Also, ask the class what kinds of behaviors would help those who rated themselves low to have a higher rating. Give students an opportunity to share their tips on how to manage that type of health concern. As the instructor, you can use the information and tips from the chapter to fill in any gaps that don't come up in the discussion.
- Ask students to give their definition of stress. After collecting several, introduce students to the physiological and psychological changes that occur when a person is stressed. Presenting a holistic picture of stress and the stress response will give them a clearer idea of how important it is to manage their own stress.
- Invite a trained staff member from the student health and wellness center to speak to your class. When scheduling this special visit, ask what kinds of workshops they offer. You may be surprised to find out that they not only offer numerous

presentations on a variety of topics but also include fun activities and games to get your students more involved.

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were reminded that the next class was about staying healthy. If you chose to have students reflect on the topic, you informed them accordingly by assigning them an exercise to complete before the next class.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. Understanding Wellness
2. Managing Stress to Maintain Wellness
3. The Importance of Good Nutrition
4. Exercising to Maintain Wellness
5. Getting Enough Sleep to Maintain Wellness
6. Emotional Health
7. Maintaining Sexual Health
8. Communicating about Safe Sex
9. Avoiding Sexually Transmitted Infections (STIs)
10. Using Birth Control
11. Protecting Yourself and Others against Sexual Assault and Violence
12. Alcohol and Other Substances
13. The Use and Abuse of Alcohol
14. Tobacco and Marijuana

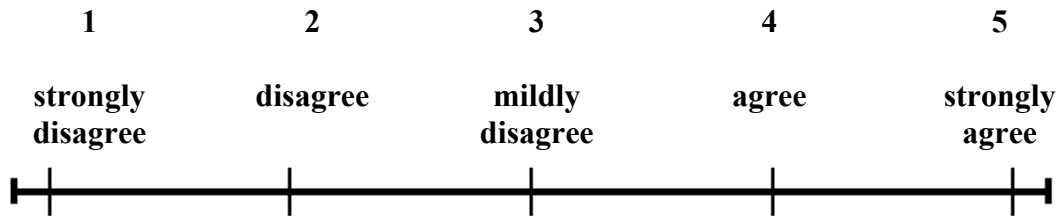
### b. *Self-Assessment*

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 13

### Wellness Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I know how to manage stress pretty well.
- \_\_\_\_\_ I exercise on a regular basis.
- \_\_\_\_\_ I say “no” when I need to manage my obligations.
- \_\_\_\_\_ I try to maintain a regular sleep schedule and sleep 8 to 10 hours every night.
- \_\_\_\_\_ I maintain a healthy diet.
- \_\_\_\_\_ I understand the dangers of smoking and do not smoke.
- \_\_\_\_\_ I know my limits with alcohol and stay within them.
- \_\_\_\_\_ I recognize the symptoms of depression.
- \_\_\_\_\_ I know how to practice safe sex.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Demonstrate to students the importance of stress management by doing some of these activities in class:
  - Teach students how to take their own pulse. They can use this information to determine if they are exercising aerobically.
  - Demonstrate how exercise raises pulse rate by having the students take their pulse, do jumping jacks for 3 minutes, and then take their pulse again.
  - Have students do an analysis of their diet, exercise, and caffeine intake.
  - Do a relaxation exercise in class or have a counselor come to class and do one.
- Discuss the seriousness of depression and suicide. Ask students to share whether they have known someone who suffered from depression. Ask them what they would do if they noticed symptoms of depression in a roommate or friend. Make sure students know where to go for professional help. You can expand this discussion by also talking about other issues, such as dealing with a friend who has a serious addiction.

- Have an open discussion about changes in students' health habits since they have come to college. Ask them what has changed with regard to sleep, eating and drinking, exercise, stress, etc. What behaviors do you need to change to avoid additional problems? Ask them if any changes have been for the better.
- **Tech Tip activity:** Have students review the Tech Tip featured in this chapter about online fitness and nutrition information. This feature lists a number of Web sites, but there are countless others. For this activity students should do one or all of the following:
  - Work alone or with a partner to find a few health and fitness sites beyond the Tech Tip list.
  - Do a little research to compare a couple of sites and report on what they find.
  - Select a site from the Tech Tip feature, visit it, and choose at least one recommendation from the site to try to follow.

Questions for students to discuss in class:

1. Describe the site that you chose from the Tech Tip. What do you like and dislike about it?
  2. What recommendation(s) did you choose to follow? Did it/they work?
  3. What have you found that really works for you in maintaining your own health and wellness? As part of a casual conversation, students should share their observations about an important component of their lives—their health!
- **Goal-setting activity:** Ask students to choose a health-related goal that can realistically be achieved by the end of the term. Students should write down their goal and give it to their instructor in a sealed envelope with their name written on the outside. At the end of the term, instructors will meet with students to open the envelope, discuss the progress made toward the goal, and ask questions like the following: Did students meet their goal? Did they move toward their goal? Did they do it with help from others? Did they feel pressure from others? How do they feel? Discuss the achievement and the idea that the paper in the envelope serves as a reminder of it.

#### *d. Group Activities*

- Set up a scavenger hunt and have students identify resources on campus that can help them with college stress. Do the same with resources for crime prevention.
- The following activity is to get students to think about sexual readiness without invading their personal privacy, which would make for a sensitive discussion. Because the hypothetical situation requires students to address this topic as a mentor to someone less experienced, they won't have to discuss their personal sexual readiness.

1. Divide the class into small groups of no more than five students. (It may be interesting to have single-gender groups to determine if there are differences in the results of the activity.) Explain that they will work in their small groups for 15 to 20 minutes and then report back to the class as a whole. Describe the following situation (you may want to prepare a handout with the following information on it):
 

*You are hanging out and talking with your fourteen-year-old cousin. Your cousin looks up to you and thinks that you have all the answers to everything, including sex. He or she tells you that he or she has been going out with a boyfriend or girlfriend and things are moving along. Your cousin confides that they will probably “do it” the next time they are together.*
  2. Ask each group to prepare answers to the following questions:
    - What will you tell your cousin?
    - What do you want your cousin to know about before he or she engages in a sexual activity?
    - Make a list of ideas or topics you would cover with your cousin.
  3. After giving the small groups time to brainstorm, ask a spokesperson to report their list to the class. When each group has reported its ideas, ask the class if they see any similarities across the lists. Differences? Are there gender differences based on the gender of the cousin selected and the group members? Do they feel that most fourteen-year-olds are receiving and considering advice that they would give? In closing, you may want to summarize the factors involved in determining sexual readiness that the class brainstormed.<sup>2</sup>
- This activity is designed to get students to think about alcohol use, talk about it, and discuss how to deal with an intoxicated friend.
    1. Ask students to volunteer with a partner. Assign each team one of the situations listed below and ask them to develop a short role-play:
      - Dealing with a drunken peer who needs assistance
      - Confronting a friend whose alcohol use has created problems for himself (or herself) or others
      - Talking to their parents about alcohol use and information
    2. Give the students 10 to 15 minutes to prepare. Then, ask them to present their role-play for the class.
    3. Allow the class to process their thoughts after each role-play is presented. Try to leave time for questions as well.

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<sup>2</sup> Adapted from: L. S. Fox, “Teaching the Concept of Sexual Readiness,” in *Great Ideas in Teaching Health*, ed. D. Champeau (Needham Heights, MA: Allyn & Bacon, 1998).

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- As a peer leader, you can play a valuable role in facilitating any of the discussion topics or group activities. Students will be interested in your perspectives and experiences (good or bad).

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (pages IAE-14 to IAE-15). Additional information is provided below.

- **Working Together: Recommendations for Stress Management** Have students work together as they think about the strategies for managing stress covered in this chapter. By having them make a list of only three recommendations, you are helping them prioritize the strategies that they find most helpful.
- **Exercise 13.1: Monitoring Your Stress** Have the students fill out this inventory at the beginning of this unit, or make it a take-home assignment. It's important for them to recognize their personal level of stress.
- **Exercise 13.2: Doing a Weekly Check** This inventory may work better as a take-home assignment. You can ask students to volunteer sharing their reactions with the rest of the class.
- **Exercise 13.3: What's Your Decision?** This is a personal assignment. If students know that you will not be evaluating their personal information, they are more likely to be honest when reviewing their perceptions of practicing safe sex. You could divide the class into groups to brainstorm in class the first column, "Barriers to Practicing Safer Sex." Then assign students a take-home exercise to do the "Does This Apply to You?" column on their own.

*g. Retention Exercise*

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Finding a Balance**

Students who persist in college are more likely to be those who take a balanced approach to their lives as college students. Ask students to list all the components of their college experience—for instance, studying, going to classes, taking tests, living in a residence hall,

relating to family, working on or off campus, hanging out with friends, exercising, playing a sport—and to rate each as “increases my stress level” or “reduces my stress level.” Ask students whether they are in balance—that is, whether they are engaged in as many stress-reducing activities as stress-increasing activities. Make a list of those activities that create the most stress for students, and discuss stress-reducing techniques in class.

#### ***h. Case Studies***

##### **Rory**

Rory is a pre-med student. Both of her parents are physicians. Growing up, Rory never thought about being anything but a physician. She says she wants to be a physician, but she also feels a lot of pressure from her parents to be one. She is aware of how competitive it is to get into medical school, so she’s very concerned about getting good grades. As midterms approach, Rory feels herself getting more and more stressed. She’s having trouble sleeping, feels sick to her stomach, and has completely lost her appetite. She has also gotten into several arguments with her roommate lately. To avoid further conflict, Rory tries to spend as much time away from her room as possible, often studying at the library until closing and then moving into her residence hall’s lounge. She often doesn’t get to bed until three or four in the morning, even though she has a Spanish class that meets every day at 9 A.M.

##### *Discussion Questions*

1. What are some mistakes Rory is making in dealing with her stress?
2. How could Rory better manage her stress?
3. If you were Rory’s roommate, what would you say or do?
4. Should Rory discuss her anxiety with her parents? What should she say?

##### **James**

James is on an academic scholarship that requires him to maintain a certain grade point average. He’s had a rough term and needs to do well on his finals to pull the grades that will keep him on scholarship. James is often tense regardless of exam schedules, but when he found out he would have three finals on the same day, he had a meltdown. First, he was angry that his schedule turned out this way, and he complained bitterly about it to anyone who would listen. Then he got into an argument with his roommate, who was listening to music while James was trying to study.

The night before his exams, James studied at the library all night. He skipped breakfast the next morning because he wanted get to the classroom early. The teacher passed out the test and James began to read it. He felt absolute panic. All the typing on the page was running together, his vision was blurred, and he couldn’t remember anything. The longer he sat there, the worse it got. Finally, he decided to guess on the questions and get out of the room as fast as he could. He was so upset that he skipped his next two finals as well. He spent the rest of the day hiding out in his bed, wondering what he was going to do and how he was going to tell his mother he flunked out of school.

##### *Discussion Questions*

1. Is there anything James could have done to handle this situation better?



2. What was the cause of tension between James and his roommate?
3. What are some test-taking strategies that would have helped him do better on the test?
4. Should James approach his teachers about what happened with his final exams? What would be the best way for him to do this?
5. If you were James's professor, how would you handle this situation?

**i. Video**

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

### Step 3 Review

**a. Wrap Up**

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

**b. Check for Understanding**

Did your students meet the objectives? If so, they should be able to do the following:

1. Discuss the many aspects of wellness, including stress management, nutrition, exercise, weight management, sleep, and emotional health.
2. Describe ways to maintain their sexual health through communicating, avoiding STIs, using birth control, and protecting themselves and others against sexual assault and violence.
3. Discuss strategies for making good decisions about alcohol and other substances.

**c. Address Common Questions and Concerns of First-Year Students**

- ***How can I deal with the pressures of college? Sometimes I feel like I am going to explode.***

*Answer:* This is a perfectly normal reaction, but it's something you can control. Time management, stress inoculation, and relaxation techniques can all help to reduce that "I am going to explode" feeling.

- ***Where can I go for help with stress management?***

*Answer:* (You may want to invite someone from your campus's counseling center to come speak to your students about their stress management resources. It's also a good idea to discuss other options, such as yoga or meditation classes.)

- ***Will people think I am weak if I get help with stress management?***  
*Answer:* Some students may have a difficult time asking for help because to them it feels like admitting failure. Remember that all college students feel overwhelmed and overstressed at certain times and that there is no shame in getting help.
- ***How do you find time to do stress management?***  
*Answer:* This is a common problem, and not only for students. It is very important to schedule “me” time, whether it’s to work out, prepare a healthy meal, get eight solid hours of sleep, or meditate.
- ***I think I may have an STI, but I’m not sure. What should I do?***  
*Answer:* Do not ignore this thought or your health. If you think you have been exposed, go and see someone right away. Some options are community health centers, student health services, your doctor, or the local hospital. From there you can get guidance about what steps you need to take to help yourself both physically and emotionally.
- ***I had sex last night but didn’t mean to. What do I do now?***  
*Answer:* This is a potentially serious situation for many students. Sometimes sex happens in haste or ignorance and may leave a student emotionally scarred, exposed to STIs, or pregnant. Seek help right away from student health services, your doctor, community health services, and counseling centers. They should check out both your physical and emotional health.
- ***I am really uncomfortable with hearing and talking about this stuff in class. Do I have to share my personal experiences and thoughts about sex or alcohol with my classmates or the instructor?***  
*Answer:* Some students will not be comfortable sharing their thoughts, experiences, or even opinions in class. It is important that you respect this and insist on mutual respect in the classroom. You will find enough students who do want to share; let them do so without putting the quieter students on the spot. Tell students it is okay to keep these matters private.

#### ***d. Writing Reflection***

The journal entry (and exercise) topics for this chapter may be extremely personal and private. Therefore, it may be inappropriate for you to collect and read students’ writings or answers. Be sure to give students a choice on whether they wish to share the details of their writings or choose submitted assignments that are less personal.

- Have students read the profile of Rahm Patel at the beginning of the chapter. Ask them to think about the types of situations that might cause them to experience anxiety and then write up a set of strategies that they can use to reduce the likelihood or severity of anxiety in those types of situations.

- Use the discussion and writing questions in this chapter, such as the Assess Your Strengths and Set Goals features at the beginning of the chapter, the Your Turn prompts throughout, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students can express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

**e. *Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**Alcohol and Drug Issues**

Search Term: SAMHSA

From the U.S. Department of Health and Human Services and Substance Abuse and Mental Health Services Administration comes this site with a variety of information and resources regarding issues ranging from addiction to binge drinking. Click on the different issue topics for more information.

**Birth Control**

Search Terms: Planned Parenthood Birth Control

This resource on birth control options is offered by Planned Parenthood, the world's largest and most trusted voluntary reproductive health care organization. The site contains information about everything from abstinence to emergency contraception.

**Coping with Everyday Problems**

Search Terms: Coping with Everyday Problems

This page is from Mental Health America. It explains how stress affects the body and how to deal with it, and it gives information about where to get help.

**Facts about College Smoking**

Search Terms: URI Facts about College Smoking

The University of Rhode Island hosts this page, which lists some startling facts about college-age students and smoking. (Adobe Reader is required to read this document.)

**Intimate Partner Violence**

Search Terms: CDC Partner Violence

This site, affiliated with the Centers for Disease Control and Prevention, offers information about intimate partner violence—everything from statistics to a list of risk factors.

**STI Online**

Search Terms: BMJ STI

*Sexually Transmitted Infections* is the world's longest-running international journal dealing with issues of sexual health and medicine. Each issue includes editorials, review articles, research methodology, clinicopathological conferences, and correspondence.

**f. For More Information**

Benson, Herbert, and Miriam Z. Klipper. *The Relaxation Response*. New York: HarperTorch, 2000.

Elkin, Allen. *Stress Management for Dummies*. New York: Wiley, 1999.

Gaddes, Patricia. *Dangerous Dating: Helping Young Women Say No to Abusive Relationships*. New York: Shaw Books, 2000.

Gowen, L. Kris. *Making Sexual Decisions: The Ultimate Teen Guide*. Lanham, MD: Rowman and Littlefield, 2003.

Handsfield, H. Hunter. *Color Atlas and Synopsis of Sexually Transmitted Diseases*. New York: McGraw-Hill, 2000.

Trechsel, Jane Goad. *A Morning Cup of Yoga: One 15-Minute Routine for a Lifetime of Health & Wellness*. Birmingham, AL: Crane Hill Publishers, 2002.

Wells, Donna Koren, and Bruce C. Morris. *Keep Safe! 101 Ways to Enhance Your Safety and Protect Your Family*. Eugene, OR: Harvest House, 2000.

Whitman, Neil A., et al. *Student Stress: Effects and Solutions*. San Francisco: Jossey-Bass, 2000.

**g. Prepare for Testing**

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 13 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

**Step 4 Preview for Next Class**

**Chapter 14: Money**

Remind students that the next class will be about managing money. They should read the chapter carefully in preparation for the next class.

# 14 Money

## Chapter Teaching Objectives

1. Discuss the importance of living on a budget.
2. Help students understand the different types of financial aid and how to qualify for and keep them.
3. Discuss how to achieve a balance between working and borrowing to pay for school.
4. Help students understand how to use and manage credit wisely.
5. Discuss with students the importance of financial planning.

## Timing of Chapter Coverage

As the term comes to a close, your students may be (or should be!) thinking of how they are going to manage their finances in the coming year. This is the perfect time to have students evaluate their current financial situation and plan for the future. Although some students may already have the responsibility of managing their own money, others may still rely on family support. Keep those differences in mind as you cover the material in this chapter.

## About This Chapter

Money can be a sensitive topic, but this chapter provides basic information and suggestions for managing one's financial situation in college. If students were not exposed to budgeting techniques in high school or at home, the concept can seem rather foreign. However, to avoid graduating with huge amounts of debt, students must get a handle on how to manage their money, get and keep financial aid, and secure affordable student loans.

Living on a budget sounds simple enough, but your students may not know where to start. You can expect that some students will need prompting to examine their current living costs, make cuts where necessary, and develop a budget they can really live by. Understanding all of the student aid options and procedures can be daunting, especially if a parent or someone else took care of those things in the past. Students need a working knowledge of the financial aid they already have, what it is contingent upon, and when and how they need to apply for financial aid or renew existing aid.

Most college students work to supplement their income. Achieving a balance between working and taking out loans or using credit cards is important. Help students understand the advantages and disadvantages of working while in college. Even for students who work, student loans are often necessary to make ends meet. There are numerous types of loans with different repayment options. Although students may not be worried about repaying these loans right now, it is important that they understand how the financial decisions they are making now will affect life after graduation. Credit cards can help students build their credit history, but they can also be a slippery slope. Help students understand how credit cards work and why managing credit is essential to future success.

## **Suggested Outline for Addressing Topics in Chapter 14**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

### **Step 4 Preview for next class**

## **Expanded Lesson Plan**

### **Step 1 Lecture Launchers and Icebreakers**

To get the conversation started, have students think back over the time since the last class meeting. Have them note what they did, where they went, and, most important, how much money they spent (\$40 at the gas station to go home for the weekend, \$3.60 at the coffee

shop, etc.). Did they think of everything? Do they keep track of small purchases? How does this relate to developing a budget?

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were told that the next class would be about managing their finances.

#### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

#### **Focus on Key Lesson Themes**

1. Living on a Budget
2. Creating a Budget
3. Cutting Costs
4. Understanding Financial Aid
5. Types of Aid
6. Navigating Financial Aid
7. Qualifying for Aid
8. How to Keep Your Funding
9. Achieving a Balance between Working and Borrowing
10. Advantages and Disadvantages of Working
11. Student Loans
12. Managing Credit Wisely
13. Understanding Credit
14. Debit Cards
15. Planning for the Future

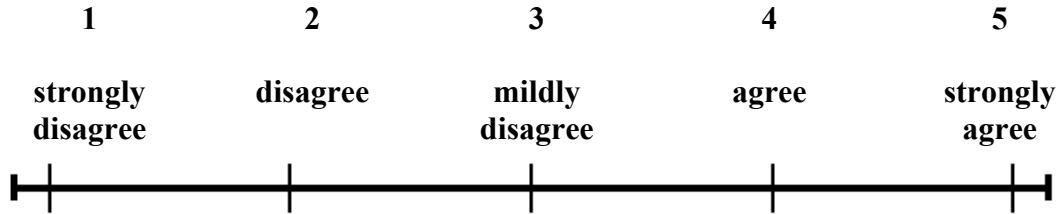
### b. *Self-Assessment*

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 14

### Money Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I have a budget and am good at sticking to it.
- \_\_\_\_\_ I know the difference between something I need and something I want.
- \_\_\_\_\_ I know how much my school costs and how much financial aid I receive.
- \_\_\_\_\_ I know what a FAFSA form is, and I have filled one out.
- \_\_\_\_\_ I am currently receiving some type of financial aid.
- \_\_\_\_\_ I am aware that I can lose my financial funding if my grades are poor.
- \_\_\_\_\_ I use my credit card responsibly and pay my bill on time.
- \_\_\_\_\_ Working part-time while in school is part of my plan to gain experience and finance college.
- \_\_\_\_\_ I know what a credit score is and how it can be damaged.



## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- Ask students to talk about how they currently manage their money. At any given moment, do they know how much money is in their checking or savings account? Do they keep track of it by balancing a checkbook and by using online banking services, or does someone else, maybe a parent, take care of it for them?
- Invite someone from the financial-aid office to come and talk with your students. How much does it really cost to attend your institution each year? What are the most common reasons students lose their financial-aid package? What should students do if they have a question about their financial aid? What kinds of scholarships and grants are available at your institution? Helping students make a connection with someone from the financial-aid office may help them feel more comfortable calling on that office for assistance in the future.
- **Tech Tip activity:** Maintaining a budget is essential to managing one's finances, and there are a number of computer programs, Web sites, and apps available to help students keep track of their spending and saving. Remind students that they need to be responsible with their financial information, especially on the Internet. Discuss

the different types of scams commonly used by criminals to access people's savings, checking, and credit accounts.

*d. Group Activities*

- Divide students into five groups. Assign each group a type of financial aid (need-based scholarships, merit scholarships, grants, work-study, and cooperative education). Using the text and other resources, such as your institution's Web site, have students research what is available at your institution, what the requirements are, how to apply, and so on. Have each group report its findings.
- Divide students into groups, and have each group do Internet research for the best and worst student credit card deals in terms of annual fees, interest rates, fees, and so on. Have each group report its findings for at least two different cards.
- Have students think about their experiences as new college students in terms of managing their finances. Divide students into groups and have each group develop a generic but realistic budget to share with next year's incoming first-year students. What do they wish they had known? What do new students need to think about when starting college?
- **Goal-setting activity:** Discuss with students how having a goal makes it easier to save money. Divide the class into three equal groups. The class must decide on a total amount of money to use for a special end-of-term class event. Divide this amount equally among the three groups. Everyone must contribute equal amounts depending on the size of the group. Each group enters each person's contribution onto a spreadsheet—one per group—and discusses who will be responsible for it.

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Lead a discussion about common expenses that most college students include in their budgets. How did you make the transition from depending on someone else to provide financial support to managing your own money? Consider sharing a personal experience that will help students relate to this topic.
- As a more experienced college student, give your class practical advice about navigating the financial-aid options at your institution. Do you get more information by calling or e-mailing the financial-aid office? Does the Web site provide all of the information you need to make informed decisions? How do you manage your financial-aid package?

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (pages IAE-15 to IAE-16). Additional information is provided below.

- **Working Together: Financial Advice** This exercise is a good group activity for peer leaders to lead.
- **Exercise 14.1: Calculating Interest Charges** This activity will help students gain perspective on how credit cards really work.
- **Exercise 14.2: Debit or Credit?** Use this exercise to encourage discussion when you cover the differences in credit and debit cards.

*g. Retention Exercise*

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**Being Financially True to Yourself**

Assign a paper asking students to share any concerns they have about their current financial situation. Have them include any improvements they have made in keeping track of their money, as well as any areas they feel are getting out of hand. After reading the papers, share the positives and negatives with the class without identifying student contributors.

*h. Case Studies*

**Jennifer**

During Jennifer's first year of college, she and her friends had a weekly trip to the mall. Most of the time they would just hang out, but Jennifer had applied for several store credit cards. It didn't seem like a big deal. She would buy a few things each week, and the card made it really easy. Jennifer had a work-study job on campus, but with all her other bills, she was having a hard time making the card payments. At the end of the term she was \$2,000 in debt and was two months behind making the minimum payments.

*Discussion Questions*

1. How could Jennifer have avoided this situation?
2. What are the consequences of Jennifer's careless financial behavior?
3. What can Jennifer do to correct her situation?
4. How might this situation affect Jennifer's college success?

## **Nick**

Nick was having a great year—he really liked his roommate, he was playing intramural soccer, and his classes weren't too bad. But he had dropped one math class because he felt like he was in over his head. That left him with only 9 credit hours for the term. He hadn't told his parents because he knew they would be upset, but things had been going so much better since he wasn't dealing with the stress of that class. Nick did not check his campus mailbox very often, but when he did he found several notices from the financial-aid office. His financial-aid package had been canceled for the upcoming term.

### *Discussion Questions*

1. What caused Nick to lose his financial-aid package?
2. How might this situation affect his college success?
3. Which campus resources could help him resolve this situation?
4. What should Nick have done differently?

### *i. Video*

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See “Using YouTube to Teach with *Your College Experience*” and “Video Tool Activities for *Your College Experience*” in this instructor's manual for suggested search terms and activities.

## **Step 3 Review**

### *a. Wrap Up*

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to students about any areas that need additional clarification.

### *b. Check for Understanding*

Did your students meet the objectives? If so, they should be able to do the following:

1. Explain the importance of living on a budget.
2. Describe the different types of financial aid and how to qualify for and keep them.
3. Discuss how to achieve a balance between working and borrowing to pay for school.
4. Use and manage credit cards wisely.
5. Give examples of ways to plan for their financial future.

### *c. Address Common Questions and Concerns about the Topic*

- ***My family never talked about money in public, and I'm not comfortable talking about it in class.***

*Answer:* We are going to talk about financial issues that new college students should be aware of, but you don't have to discuss your personal finances in class.

- ***My parents handle this stuff for me, and I really don't have to worry about it.***  
*Answer:* The decisions you make about how you spend money say a lot about your priorities and goals in life. If you are aware of this and consider it carefully, you are more likely to make good decisions. While you may have family support now, when you graduate you don't want to be left wondering "where to start" when it comes to managing your finances.
- ***It is really hard to stick to a budget.***  
*Answer:* It can be difficult to monitor spending, but if you get in the habit of reviewing your budget each week so that you are always aware of your income and bills, you won't be as likely to overspend or get into debt. And it will be easier to save for those items that you really want.
- ***What is the most important point in this chapter?***  
*Answer:* Being careless with your financial situation can have serious consequences.

#### ***d. Writing Reflection***

- Sometimes it is hard to distinguish between buying things that you need and buying things that you simply want. Have students make a list of the things they have purchased in the last month and then determine if each item is a "want" or a "need." Did they spend more money on things they wanted or things they needed?
- Have students read the profile of Juliana Henry at the beginning of the chapter. Ask students if they were in a situation where they could choose to either attend school without working, but keep their spending low, or work while attending school and have a little extra money to spend, which would they choose, and why?
- Use the discussion and writing questions in this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the end, as opportunities for students to reflect on chapter topics. Students get to express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

#### ***e. Web Resources***

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

##### **Bankrate**

Search Term: Bankrate

This free site provides unbiased information about the interest rates, fees, and penalties associated with major credit cards and private loans. It also provides calculators that let you determine the long-term costs of different kinds of borrowing.

### **Fast Web**

Search Term: Fast Web

This is an online resource to help students search for scholarships with a free scholarship matching service, get student financial aid, and find money to pay for college.

### **Free Application for Federal Student Aid**

Search Term: FAFSA

Here students can fill out a free application for federal student aid, which is required for many types of aid.

### **U.S. Department of Education. Funding Your Education: The Guide to Federal Student Aid**

Search Terms: Student Aid Funding Your Education

This document provides information about applying for federal student aid. (Adobe Reader is required to view this document.)

#### ***f. For More Information***

Duguay, Dara. *Please Send Money. A Financial Survival Guide for Young Adults on Their Own*. Naperville, IL: Sourcebooks, Inc., 2001.

Knox, Susan. *Financial Basics: Money Management Guide for Students*. Columbus: Ohio State University Press, 2004.

#### ***g. Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 14 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.

## **Step 4 Preview for Next Class**

### **Chapter 15: Majors and Careers**

Tell your students that the next class will be about majors, careers, and making informed choices. You may wish to have them do some self-reflection prior to this chapter as a starting point for discussion. Decide whether you want students to complete an interest inventory (see Exercise 15.1) or another exercise like "What Are Your Life Goals?" (Exercise 1.4) before the next class and inform them accordingly.

# 15 Majors and Careers

## Chapter Teaching Objectives

1. Discuss the characteristics of today's economy and strategies to build the right mindset for the future.
2. Discuss the role of self-exploration in career planning.
3. Demonstrate how students can become career-minded during their college experience.
4. Explain the various ways in which students can gain valuable work experience.
5. Describe effective job search strategies.
6. Help students understand what skills employers seek in college graduates.

## Timing of Chapter Coverage

This material on majors and careers could be addressed in the beginning, middle, or end of the term. Although it appears as the final chapter in the book, you might choose to introduce it early in the term. Generally speaking, though, students have had time to adjust to their new environments and are getting acclimated to college classes and exams by the middle of the term. Shortly after midterms, they often express doubt as to why they are in college. This is a good time for them to sort out their interests and reaffirm their educational pursuits. This does not mean that they have to declare a major or have a specific career in mind when the course is over. However, they should have a better sense of who they are and what classes might be of interest to them.

## About This Chapter

Goal setting in general, and career planning in particular, are real problems for students, especially first-year students. Probably only a minority of your students are self-disciplined enough to engage in rigorous career planning. Others are simply not mentally ready to undertake it. Still others, especially the older students, are so sure of the choices they've already made that they will regard any time you spend on career planning as a waste of their time.

Therefore, at best, you can expect your students to understand the process of career planning by the end of this chapter. They should know the major steps of the process, how to perform them, and what resources exist on your campus to help them as they move along their career path. This

seemingly modest achievement is really very important: It lets the students know that there is a process they can follow, and it gives them information on who can help them when they are ready. It is also another way of demonstrating your concern for them.

Before beginning this section, you should decide how much time you want to devote to it. Assess where your students' attitudes and motivation for career planning lie, and then decide on how much and what you will cover from this chapter. Use some of the Lecture Launchers or chapter exercises to stimulate interest before you teach the chapter. Depending on your students' attitudes toward career planning, you might decide to spend time on other activities.

## **Suggested Outline for Addressing Topics in Chapter 15**

### **Step 1 Begin with a lecture launcher or icebreaker activity**

### **Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Assign a self-assessment
- c. Lead a discussion
- d. Involve students in a group activity
- e. Involve peer leaders
- f. Assign chapter exercises
- g. Assign a retention exercise
- h. Engage students through case studies
- i. Present a video

### **Step 3 Review**

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information
- g. Prepare for testing

## **Expanded Lesson Plan**

### **Step 1 Lecture Launchers and Icebreakers**

- Begin a discussion to find out where your students are with regard to their career choices. For those who have decided, ask why they picked that field. To include those who haven't decided on a career, ask the class to think about members of their families and the attitudes they have toward their work. Ask students what they think of those attitudes. Do they think those family members made good career choices?



Why or why not? This discussion will get students thinking about their attitudes regarding different careers, as well as about matching their interests with their career choices. Try to highlight the fact that they do have choices. Today's students can not only choose their careers but can also change their careers later in life if they so desire.

- After a brief discussion about career choices to help get students into that frame of mind, ask them to submit at least two questions about career choices. Specifically, what do they want to learn from this chapter? You might then compile these questions in a list and distribute them to the whole class to be used as a guide to the chapter. These questions will also be a guide to you as you teach the unit.
- Begin class by reading excerpts from *Working*, by Studs Terkel, which will illustrate that some workers are very happy with the work they do, whereas others (perhaps the majority) are terribly unhappy with their work. This can open up a discussion in which your students explore their notions about work and the kinds of satisfaction they expect to get from their future jobs. Is a job just a way to make a living? Is happiness in a job important? Must a job provide satisfactions beyond the paycheck or job security? In conducting this discussion (and others), don't be afraid to cite your own experiences, but do avoid being preachy. Be sure to capitalize on any nontraditional students in your class. They can be a treasure trove of experience.
- Depending on your class, it may be of value to share some of your career development experiences. Think back to your first year. Did you begin college knowing what career you wanted? If so, did you stick to that decision? Were you uncomfortable with that inevitable question, "What's your major?" Did you think that you were alone in feeling clueless about your future? Encourage your students to share their career goals (or lack of goals) with each other. This will help them realize that many of their fellow students are as undecided as they are. You want to let them know that being undecided is okay. Teaching career planning is also a way of letting first-year students know that there are sources that can help them make decisions.

## Step 2 Classroom Activities

### a. *Lecture*

#### **Review from Last Class**

Students were reminded that the next class was about majors and careers, and they may have been asked to do some self-reflecting before coming to class as a starting point for discussion. If you chose to have them take an interest inventory (see Exercise 15.1 in the Instructor's Annotated Edition), assess their life goals (using the list in Exercise 1.4), or another exercise before class, you can use those completed assignments to begin your class discussion.

### **Develop a Minilecture**

Focus on the key lesson themes to meet the chapter teaching objectives. Use the Lecture Slides for *Your College Experience* to complement a minilecture on all or some of the lesson topics. Use the other classroom activities to support your minilecture or as a method to teach some of the other topics.

### **Focus on Key Lesson Themes**

1. Careers and the New Economy
2. Characteristics of Today's Economy
3. Building the Right Mind-Set for the Future
4. Working with an Academic Adviser
5. Self-Exploration in Career Planning
6. Values
7. Skills
8. Aptitudes
9. Personality
10. Life Goals and Work Values
11. Interests
12. Exploring Your Interests
13. Being Career-Minded in College
14. Getting Experience
15. Experiential Learning
16. Working in College
17. Job Search Strategies
18. Market Yourself
19. Build a Résumé
20. Write a Cover Letter
21. Interview
22. Skills Employers Seek

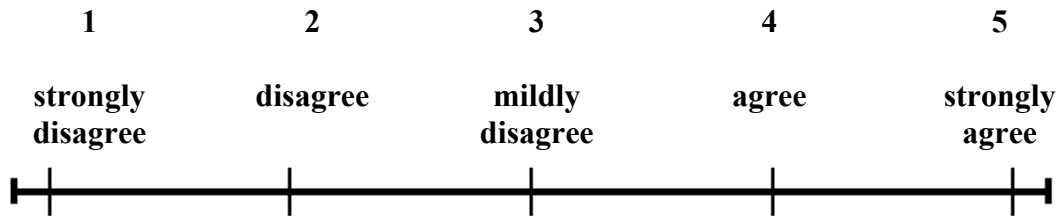
### ***b. Self-Assessment***

Have students take the following self-assessment quiz before reading the chapter, using the 5-point Likert scale. Each question is closely linked to a section within the chapter. An interactive version of this activity is available in the LaunchPad for *Your College Experience*, Twelfth Edition.

## Chapter 15

### Majors and Careers Self-Assessment

*Instructions:* Place a number from 1 to 5 before each statement (e.g., if you “agree” with a statement, place a 4 before the statement).



- \_\_\_\_\_ I am either currently a member of, or plan to join, a student organization or club on campus.
- \_\_\_\_\_ I have an updated résumé.
- \_\_\_\_\_ I am exploring my interests as a way to prepare to select a major.
- \_\_\_\_\_ I am passionate about the subject in which I am majoring.
- \_\_\_\_\_ I plan to visit the career center at my campus and take a personality test to see which professions are best suited for my personality type.
- \_\_\_\_\_ I understand the value of academic planning and am working with an academic advisor.
- \_\_\_\_\_ I have attended or will attend a career fair on campus.
- \_\_\_\_\_ I have conducted an informational interview with a professional in the career I am interested in pursuing.
- \_\_\_\_\_ I am interested in doing an internship while in college.

## Feedback

- ***If students respond that they “strongly disagree” or “disagree” with 0–3 questions, you might provide the following feedback:***

This indicates that you are very familiar with this topic. When you read this chapter, predict what each section is about before you read the details. Then, make a note of details you didn't predict so that you can talk with your class about how this chapter furthered your understanding. By checking your predictions, you'll stay engaged as a reader and be prepared to share specific details from the chapter with your class.

- ***If students respond that they “strongly disagree” or “disagree” with 4–5 questions, you might provide the following feedback:***

This indicates that you could benefit from further study of this topic. Take extra time reading and going over the sections of the chapter that pertain to those questions where you answered “strongly disagree” or “disagree,” since this could be an indication you are having difficulties in these areas. Additional information on the topic may help you get over any obstacles.

- ***If students respond that they “strongly disagree” or “disagree” with 6 or more questions, you might provide the following feedback:***

This indicates that this topic may be particularly difficult for you. Since you may find most of the material new, start by looking at the outline of topics (or by flipping through all the pages in order to read the headings); these are the main ideas that you need to learn more about. Read the whole chapter, and try to summarize each section in your own words. If you need additional help, seek out resources on your campus that can help you with this subject.

### c. Discussion

- To make students aware of campus resources and how they can use them, either invite a campus career counselor to class or plan a class trip to the counseling center. A career counselor can provide an authoritative summary of what you have already taught. Consider having the career counselor look at some students' résumés, possibly critiquing them in the classroom setting (you can have the counselor remove the students' names and addresses from the tops of the résumés to protect the students' privacy). Ask the counselor to distribute literature about the counseling center and all of the resources available to your students. This is a good way of demonstrating your campus's commitment to the students' ultimate success. Whether or not you choose to invite the career counselor to class, at the close of this unit your students should have identified, articulated, and started to integrate their interests, current skills, aptitudes, personality characteristics, and values. Make sure students know where to go for additional support in developing their careers.
- Tell your students to think about what would be involved in developing a career plan. As a class, brainstorm tasks that students could do to develop their career plans and get closer to the goal of graduating with the skills and experience needed for a

career in any field. Begin with the first year and move into the second, third, and fourth years to establish examples of what career planning tasks students might do. As an out-of-class assignment, have students identify a career goal and sketch out a career plan that spans the next four years. Be sure to provide feedback on whether their plans are realistic, considering their goals.

- **Tech Tip activity:** Get students doing some industry research into career fields that interest them using the strategies and resources laid out in the Tech Tip, and have them share their findings with each other. What are hot occupational trends? What are the most in-demand college majors? Where's the money, and who's hiring? You might also get students thinking about how to build a professional online profile using a site like LinkedIn.com and encourage them to help each other to present a strong professional image.
- **Goal-setting activity:** Ask students to buy an inexpensive notebook with pockets to use as their career journal; or ask them to create a new folder on their computers. Suggest that they journal every step of their career path, keeping copies of their résumé and cover letters and adding job postings or internships they dream of having.

#### *d. Group Activities*

- Have students jot down five things they find interesting. Collect responses and form small “interest groups” of students who listed similar things. Have each group identify what kinds of careers would draw on their interests. Or, form four-member teams with the same academic major or students who share similar career interests. One pair of students within each team might research internship opportunities while the other pair investigates related service learning opportunities. The group's final product would represent a composite of available “experiential learning” opportunities tied to their majors, interests, skills, and so on.
- Divide the class into teams of students. Have each team generate a list of academic or personal problems that they might need help with. You may choose to focus the topic on majors and career planning or broaden the topic to cover any issues they might be facing right now. As a class, arrange the problems into categories and identify campus resources that can offer help.
- Divide the class into groups and have them research different career markets. Assign one group to investigate a multinational company, another group to research small companies, another group to learn about nonprofit agencies, and another to explore public schools or higher education. Have the groups report on what they learned about careers in these different environments. For a creative twist, ask the groups to develop a presentation for the purpose of recruitment in which they pretend they are promoting their ventures to future employees.

*e. Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders as coteachers. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

- Share the decision process that you went through to select a major and ultimately the career you are pursuing. Share any difficulties you might have run into along the way and how you feel about your choices so far. Also, share the types of experiences you are building to make yourself more marketable through certain course selections, organizations and clubs you have joined, internships, or service learning activities.
- Consider inviting a recent graduate of your institution into the classroom to discuss his or her experiences in searching for a major and related career. This could be a graduate who had trouble choosing a major or who has had more than one career. You could also arrange for a small panel of several seniors (and possibly some graduate students) who can discuss how they made their decisions about courses and careers.

*f. Chapter Exercises*

The instructions for these exercises are listed in the Instructor's Annotated Twelfth Edition at the front of the book (page IAE-16). Additional information is provided here.

- **Working Together: Work-Shadowing** This exercise will give students the opportunity to see what it might be like to do the kind of work they might be interested in. It is recommended that students do this exercise with a partner. If you choose to have students work in pairs, make sure that both are interested in the work that they shadow.
- **Exercise 15.1: Finding Your Interests** Part 1 of this exercise can be completed individually or directed by you in a group setting. Part 2 could become part of a larger assignment, such as a three- to five-page paper.
- **Exercise 15.2: Using Your Career Library** This is an exercise that students will need to complete out of class. What they learn from this exercise may possibly make the difference for them in deciding on a major and career. The summary would make an excellent Writing Reflection activity.
- **Exercise 15.3: Writing a Résumé and Cover Letter** If you're going to assign your students only one exercise from this chapter, this is the one. Even first-year students may be preparing to explore internship opportunities, and creating a résumé and crafting a strong cover letter are some of the more practical skills they can glean from this section.

**g. Retention Exercise**

Retention exercises, created by John Gardner and Betsy Barefoot, were designed to highlight a retention strategy specific to each chapter and to help students persist in the first year. The exercises also appear in the Instructor's Annotated Edition of the textbook.

**My Current Thinking about Career Choice**

Students who are clear about their career direction are more likely to persist and graduate from college. Ask students to make a list of their personal interests, preferences, characteristics, strengths, and skills. They should match the list to the skills and interests needed by successful people in a field that interests them and note other influences that might be drawing them to that career (such as parents' preferences). Have students share their notes with a career counselor to get some feedback on how well their career interests mesh with their strengths and skills.

**h. Case Studies**

**Andrew**

For as long as he could remember, Andrew had wanted to be a physician. Therefore, when he entered college, he majored in chemistry as preparation for medical school. Although he earned good grades in his science courses, he found that he was bored with science in general. He made an appointment with his adviser and told him of his feelings. His adviser said, "Andrew, I know what you mean. Lots of people go through this stage. However, your grades are so good that I'm going to urge you to continue. Then, when you begin medical school, you can decide whether or not you want to stay there. If you don't, your education will have prepared you for a number of other careers, so what have you got to lose?" Andrew left the office feeling confused. "If I don't enjoy something," he said, "why should I keep on doing it?"

*Discussion Questions*

1. What's your opinion of the advice the adviser gave Andrew?
2. Physicians make good money. Is this a strong reason for Andrew to stick to his plans? Explain your answer.
3. How might a visit to the career center provide Andrew with some insight into his dilemma?
4. Andrew is getting a solid liberal arts education anyway. What's he really got to lose by staying on track for the present?

**Becca**

Becca came to college and took classes for a year and a half. Not knowing what she wanted to major in, she didn't do that well in her classes. Therefore, she decided to take a year off from college to work. Becca has been working as a bookkeeper for a printing company for one semester now. While she likes making money, she is still not satisfied and thinks that going back to college may be a good idea for her. However, she still has no clue about what career or major to choose. Becca is apprehensive about going back to college because she is so undecided.

*Discussion Questions*

1. What is Becca's dilemma?
2. What suggestions could you give Becca?
3. What issues should Becca address before deciding whether or not to go back to school?
4. How can Becca come to a decision about college and work?
5. Where can Becca go for help?

*i. Video*

Show the videos on *Video Central: College Success* that correspond to this topic and portions of the comprehensive instructional DVD, *French Fries Are Not Vegetables*. Additionally, you may consider showing a video from YouTube. See "Using YouTube to Teach with *Your College Experience*" and "Video Tool Activities for *Your College Experience*" in this instructor's manual for suggested search terms and activities.

### **Step 3 Review**

*a. Wrap Up*

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback on any areas that need additional clarification.

*b. Check for Understanding*

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe the characteristics of today's economy and strategies to build the right mindset for the future.
2. Explain the role of self-exploration in career planning.
3. Show that they have become or are becoming career-minded.
4. Identify work opportunities that are available to give them valuable experience.
5. Discuss effective job search strategies.
6. Describe the skills employers seek in job candidates.

*c. Address Common Questions and Concerns about the Topic*

- *I'm only a first-year student. Why should I be concerned with careers now?*  
*Answer:* You may not see the need for exploring majors or careers so early in your education. However, selecting a major and career is a process that involves self-knowledge and takes time; it is helpful to begin this process right away so that when the time comes for a decision, you will be prepared.



- If it's true that my generation will change careers five times, why is career planning so important?***  
*Answer:* It is true that the workplace has changed dramatically for employees and that nowadays people make multiple career changes. The decisions you make in college will affect where you end up in the workplace. You should find different ways to use your major for employment and undertake a thorough career planning program.
- I already know what I want to do. Why do I have to go through all this boring stuff?***  
*Answer:* While some students will have a strong sense of their career, today's work world is constantly changing and will require that you come well prepared and with the understanding that there are no guarantees of ongoing employment. The chances are greater than ever that you will change jobs. Explore and identify your interests, values, goals, personality type, and aptitudes, and accurately link them to possible careers.
- How do I know I will have the skills and competencies I need when I graduate?***  
*Answer:* The responsibility for knowing what skills are needed for various professions falls on the student. The last thing you want to do is graduate from college and find out that you are missing a skill, competency, or certification that is critical for employment in a particular field. We are all responsible for our careers. You can do research to find out what skills and competencies are needed for the fields you have chosen.
- If I'm not signed up for accounting first term, can I still major in business (or any similar curriculum-related question)?***  
*Answer:* Sometimes first-year students think that if they are not registered for a particular class required for a major during the first term or year, it means they cannot select that discipline as a major. They may see their friends or roommate starting off with a class in their major and begin to worry. Be assured: There will be time to "catch up" on taking classes required for certain majors as you explore different careers. However, you should systematically explore and plan if you are undecided about your major. There is also a danger in taking random courses for too long and accumulating excess credits that may not meet the requirements for the major you finally decide on.

***d. Writing Reflection***

- Have students review the student profile of Tia Roy at the beginning of the chapter. Does anything in particular about Tia's story resonate with them? Discuss how one's exposure to diverse subject matter can help lead students to a career choice.
- Use the discussion and writing questions featured in this chapter, such as the Assess Your Strengths and Set Goals features near the beginning of the chapter, the Your Turn prompts throughout the chapter, or the Build Your Experience exercises at the

end, as opportunities for students to reflect on chapter topics. Students can express themselves through writing and discuss how these topics affect them. Consider establishing a dialogue between you and the students, and provide an avenue for personal questions.

*e. Web Resources*

Below are some helpful web resources. Instead of providing URLs which often change, we have provided search terms that you can use to locate these resources quickly and easily.

**The Career Key**

Search Term: The Career Key

Direct your students to the Career Key for a \$12.95 test that measures skills, abilities, values, interests, and personality. It also offers information about the jobs for which it identifies aptitude.

**Career Planning**

Search Terms: CareerBuilder or Quint Careers

These comprehensive Web sites provide resources for career planning and job hunting.

**Choosing a Major**

Search Term: Explore Possible Majors Porter College

This tutorial is intended for students who are ready to actively engage in the major selection process; it is both informative and action-oriented.

**Cover Letters**

Search Terms: CareerLab Cover Letters

This Web site offers great strategies for writing various types of cover letters and provides helpful models for your students.

**Résumés**

Search Terms: JobStar Resumes

A feature of JobStar Central, this page offers information about creating a résumé, as well as samples of different résumé formats. It includes a feature that can help students determine what kind of résumé would work best for them.

**The Self-Directed Search**

Search Term: Self-Directed Search

For around \$10, your students can take the official John Holland Self-Directed Search Assessment on this page. The test takes 20 to 30 minutes, and results include a list of occupations, fields of study, and even leisure activities well suited to the taker's particular type.

### **What Can I Do with a Major in . . . ?**

Search Terms: UNC What Can I Do with This Major

The University of North Carolina at Wilmington offers this site, which will give your students an idea of what career paths their major will open up for them.

#### ***f. For More Information***

Block, Jay A., et al. *101 Best Résumés: Endorsed by the Professional Association of Résumé Writers*. New York: McGraw-Hill Trade, 1997.

Gordon, Virginia N., et al. *Academic Advising: A Comprehensive Handbook*. San Francisco: Jossey-Bass, 2000.

Lore, Nicholas. *The Pathfinder: How to Choose or Change Your Career for a Lifetime of Satisfaction and Success*. New York: Fireside, 1998.

MacHado, Julio, ed. *Fishing for a Major*. New York: Natavi Guides, Inc., 2002.

Prince, Jeffrey P., and Lisa J. Heiser. *Essentials of Career Interest Assessment*. San Francisco: John Wiley & Sons, 2000.

#### ***g. Prepare for Testing***

You may also want to test your students' understanding of the chapter. Have students review the chapter and use the Chapter 15 test bank (available as a separate file) to test students' ability to recall and apply the information presented in the chapter.