

KEYS TO SUCCESS



KEYS TO SUCCESS

*Building Analytical, Creative,
and Practical Skills*

S E V E N T H E D I T I O N



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PEARSON

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PREFACE

"It's not just what you know;
it's what you know how to do."

Since its publication, *Keys to Success* has set the standard for helping students understand *how* to be successful in **College, Career, and Life**. This Seventh Edition presents *Keys'* tried-and-true system, revised for even greater efficacy, for building students' ability to think analytically, creatively, and practically. These three thinking skills increase students' power to choose and to act as they progress through college and the world of work.

■ **Text-wide Theme of Successful Intelligence Focuses on Analytical, Creative, and Practical Thinking Skills:** Based on Robert Sternberg's concept of using successful intelligence to maximize learning and life success, the way to achieve College, Career, and Life success is through building analytical, creative, and practical thinking skills. Here's what you'll see:

1. **Get Analytical, Get Creative, and Get Practical exercises** are geared toward building the specific skill.
2. **SI Wrap-Up** summarizes how students have built their thinking skills in the context of the chapter topics and exercises.
3. **Steps to Success: Boost Your Brain Power exercises** build all thinking skills at three levels of challenge, starting with recall and moving to application and analysis, making it easy to accommodate students' abilities.
4. **The theme, introduced in Chapter 1**, has been retained and strengthened with the latest research and a stronger link to motivation, mindset, and future success.
5. **Pre- and Post-course assessments, found in Chapters 1 and 12**, help students assess their progress in building these thinking skills and their motivation to persist in achieving goals.

■ **Emphasis on How Students Learn:** This text gives the tools to find out how students think and learn best and what to do to apply that information usefully. Chapter 3's Self-Assessments help explore learning strengths and weaknesses. Then, in Chapters 4–12, Multiple Intelligence Strategies grids help find ways to relate the chapter topic to learning preferences. In-chapter material (especially the Communication and Careers chapters) shows how to apply how you learn to specific situations.

■ **Success Skills That Transfer to Today's Global Workplace . . . and to Life:** *Keys* skills transfer to success in today's global marketplace. The Partnership for 21st Century Skills, an organization founded by top educators and business leaders, developed a framework to identify the core knowledge and skills people need to learn to be effective in a global workplace. In every chapter, *Keys'* coverage builds the skills covered in that framework.

GET ANALYTICAL!
Analyze a Statement
Reread the case study that opens the chapter. Consider the statement below; then analyze it by answering the questions that follow.

GET CREATIVE!
Activate Your Creative Powers
First, think about the past month; then list three creative acts you performed.

GET PRACTICAL!
Take a Practical Approach to Building Successful Intelligence
Look back at your Wheel of Successful Intelligence in Chapter 1 on page 26. Write here the skill area in which you most need to build strength:

Write down two practical actions you can take that will improve your skills in that area. For example, someone who wants to be more creative could take a course focused on creativity; someone who wants to be more practical could work on paying attention to social cues; someone who wants to be more analytical could decide to analyze one newspaper article every week.
1. _____
2. _____

MULTIPLE INTELLIGENCE STRATEGIES for Memory
Apply Different Intelligences to Remembering Material for Psychology

INTELLIGENCE	USE MI STRATEGIES TO REMEMBER MORE EFFECTIVELY	APPLY MI MEMORY STRATEGIES TO THE TOPIC OF MOTIVATION AND EMOTION FOR A PSYCHOLOGY COURSE
Verbal-Linguistic 	<ul style="list-style-type: none">Develop a story line for a mnemonic first; then work on the visual images.Write out answers to practice essay questions.	<ul style="list-style-type: none">Answer learning objectives as though they were essay questions: "What are three types of needs?" "What are instinct approaches to motivation?"
Logical-Mathematical 	<ul style="list-style-type: none">Create logical groupings that help you memorize knowledge chunks.When you study material in the middle, link it to what comes before and after.	<ul style="list-style-type: none">Group and compare the theories of emotion—the James-Lange theory, the Cannon-Bard theory, the Schachter-Singer and cognitive arousal theory, the facial feedback hypothesis, and Lazarus's cognitive-mediational theory.
Bodily-Kinesthetic 	<ul style="list-style-type: none">Reenact concepts physically if you can to solidify them in memory.Record information onto a digital recorder and listen as you walk between classes.	<ul style="list-style-type: none">Model facial expressions with another student and take turns guessing the emotion behind the expression.
Visual-Spatial 	<ul style="list-style-type: none">Focus on visual mnemonics such as mental walks.Use markers to add color to the images you use in your mnemonics.	<ul style="list-style-type: none">Create a colorful mnemonic to remember maladaptive eating problems such as obesity, anorexia nervosa, and bulimia.
Interpersonal 	<ul style="list-style-type: none">Do flash card drills with a study partner.Recite important material to a study partner.	<ul style="list-style-type: none">Working with a study partner, recite and explain Maslow's hierarchy of needs to each other.

What's New in this edition?



What Would You Do?

Think about this problem as you read, and consider how you would approach it. This chapter takes a closer look at your personal values, the goals you set reflecting those values, and how you manage your time to achieve those important goals.

Devonne attended college as a part-time student for the past year and this term decided to take on a full load of courses. However, she is finding it hard to manage her responsibilities. In sociology class the instructor, Ms. Cordoza, has assigned a group project focusing on the biggest problems the world is facing today. She has asked Devonne to stay after class to talk about it.

"Devonne, I know you haven't been able to make your group's first two meetings," she said, "and I want to make sure you don't let this project drop. How can I help?"

"I'm just swamped," Devonne replied. "I've got four other classes and I work weekends; I take care of my nephew every morning, and my schedule is just not working out."

"Is that the little guy you brought to class last week?" asked Ms. Cordoza.

"Yes, that's him. I'm sorry I had to do that," said Devonne.

Ms. Cordoza thought for a moment. "Look, you did keep him quiet so he didn't disturb the class. My issue is that you couldn't be present for the class while managing him. Class time is your time to get what you need from your education."

"You know, this project just doesn't make sense to me. We're supposed to be thinking

through how to stop global warming, and I can't even turn in a paper on time or stay awake when I study," Devonne sighed.

"Listen, at the very least, you need a decent grade on this project," Ms. Cordoza responded. "But you might find out that world problems have more to do with you than you think. Can you make your group's next meeting this Friday at 1 p.m.?" (To be continued . . .)

Managing responsibilities is a challenge for almost every student. You'll learn more about Devonne, and revisit her situation, within the chapter.

In this chapter, you'll explore answers to these questions:

- Why is it important to know what you value? p. 30
- How do you set and achieve goals? p. 31
- How can you effectively manage your time? p. 38

Annotated Instructor's Edition

offers quick access to icebreakers, extra activities, "fast facts," resource links to instructor materials such as PowerPoints and MyStudentSuccessLab, coaching tips, use of social networking, and real-world benefits.

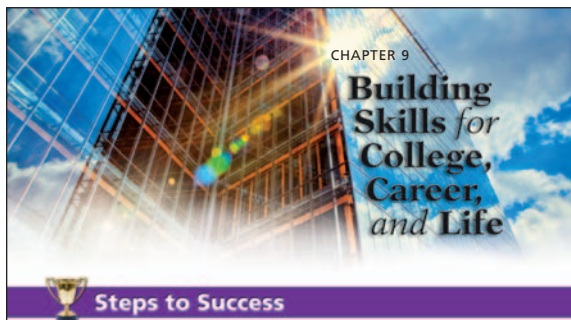
Compelling case stories and activities

open and are revisited throughout each chapter. Through others' experiences, students learn to question, spot issues, solve problems, evaluate their own choices, and plan for similar situations in the future. Mid-chapter and end-of-chapter case activities (Change the Conversation and Case Wrap-up) encourage critical, creative, and practical thinking about personal, local, and global issues.

Real-World Benefits to Jump-Starting Career and Life Success:

In addition to fully integrated coverage of college-career-life connections in each chapter, here's how *Keys* helps students connect.

- 1. Social Networking and Media** is integrated in the text, in an appendix and as a segment of the *Career Portfolio* activity, where students use social media to build a profile on an effective career and internship networking site step-by-step.
- 2. 21st Century Skills**, findings from a partnership of educators and business people who have discovered skills that recent graduates lack but employers require and reward, are covered. *Keys* develops these skills—including teamwork, communication, innovation, and personal accountability.
- 3. Student Profiles** connect the skill in the chapter to the world of work.



Make a Difference

BUILD BASIC SKILLS. Looking again at the five actions for cultural awareness, reread the suggestions for Action 5. Adapt to Diversity by choosing to work with people from different backgrounds.

Teamwork

Create Solutions Together

PROBLEM SOLVING CLOSE TO HOME

Goal: To work as a group on solving a real and relevant problem. **Time on task:** 10 minutes as a group; 20 minutes as a class.

Instructions: Divide into groups of two to five students. Assign one group member to take notes. Discuss the following questions, one at a time:

- What are the three largest problems your school or community faces with regard to how people get along with and accept others?
- What could we do to deal with these three problems? (At this point, if the group prefers, focus on one problem of your choosing.)
- What can each individual student do to make improvements? (Talk specifically about what you think you can do.)

When all groups have finished problems and solutions. Note problems. If there is time, one response to question 3 into a class.

Writing

Build Intrapersonal Skills

Record your thoughts on your own. **EMOTIONAL INTELLIGENCE**

Your experience type of prejudice.

Personal Portfolio

Prepare for Career Success

WRITE A JOB INTERVIEW COVER LETTER

21st Century Learning Building Blocks

- Communication and Collaboration
- Financial, Economic, Business, and Entrepreneurial Literacy
- Leadership and Responsibility

Complete the following in your electronic portfolio or on separate sheets of paper, using a cover letter to accompany your resume. Put your communication skills to the test—on paper—by writing a cover letter to accompany your resume. With this key communication tool, you can stand out from the crowd. For your portfolio.

Social Networking

CONTROL YOUR COMMUNICATION

Many people these days are overwhelmed by the volume of electronic communication that comes their way each day. Make sure that LinkedIn is more helpful than overwhelming by establishing how you want to be contacted. Sign in to your account and proceed as follows:

- Click on "Edit My Profile."
- Scroll to the bottom, and click on the Edit button next to "Contact Settings."
- Indicate what type of messages you would like to accept on LinkedIn.
- Indicate what kinds of opportunities you are looking to receive from the network you are building.
- If you choose, include advice to users contacting you. (For example, if you feel like it will take

student profile

Charlotte Buckley

Hinds Community College, Jackson, Mississippi

About me:

I am 39 years old. I dropped out of high school and didn't return to school for 20 years. I wanted to finish my education, but as a single mom raising two kids, I couldn't figure out how to go back to school. My teenage daughter helped me gain the courage to get my GED through Hinds' Dropout Recovery Initiative. I discovered I had an interest in nursing and was able to find a work-

Now I am applying to a nursing school in Memphis.

What I focus on:

I have a family to help support and I must balance working with going to school. First of all, the work-study program is amazing, and everyone who needs financial aid should consider work study. Though sometimes I feel very busy, I keep my goal right in front of me: a good education is a ticket to a better-paying job. Second, our family has to run on a tight budget. I did get married three years ago, so things aren't as tight as they

money on things we don't need. I've always stressed to my two kids, and now also to my two stepchildren, that a college education is a need, not a want.

What will help me in the workplace:

Living on a budget and sacrificing now for long-term goals later both involve a lot of discipline. I know from having been in the workforce that discipline enables you to make commitments to excellence even when the going gets tough. Discipline helps you weather some of the

What else has changed in this edition?

Stronger Study and Life Skills Organization: To reflect current educational best practices and better address student concerns, these five chapters were reorganized.

Revised! Chapter 5, Reading and Information Literacy: This chapter now focuses on reading, text annotating and notes, and information literacy. Studying, formerly a section in Chapter 5, is updated, expanded, and relocated in Chapter 7.

Revised! Chapter 6, Listening and Note Taking: This is now a more streamlined chapter that focuses on the listening process and taking notes in class. Memory has been moved to Chapter 7.

New! Chapter 7, Memory and Studying: A brand-new chapter that includes the latest information on brain-based learning, how to lock information into memory, and how to study effectively.

Revised! Chapter 11, Managing Money: An entire chapter is now devoted to financial literacy, a key issue for students living in today's economy. Includes new information. It includes new credit and student loan regulations.

Revised! Chapter 12, Careers and More: Now a full chapter of coverage is provided on this crucial topic.

Updated and Expanded Coverage: All chapters have been updated, but these topics deserve special mention: chapter opening self-assessments (all chapters), motivation (Chapter 1), emotional intelligence (Chapter 1 and in every chapter's end-of-chapter "emotional intelligence" journal activity), information literacy (Chapter 5), and brain-based learning (Chapter 7).

MyStudentSuccessLab (www.mystudentsuccesslab.com): An online solution designed to help students acquire the basic skills needed to succeed in college and beyond. It is organized to support these goals:

1. **Connect:** Promote higher engagement & retention through real student video interviews on key issues.
2. **Practice:** Facilitate skill-building with three exercises per topic that provide interactive experience and practice.
3. **Personalize:** Students apply what is learned and create personally relevant projects; Instructors assess skill mastery.

Many of our best suggestions come from you. Please contact your Pearson representative with questions or requests for resources or materials. Send suggestions for ways to improve *Keys to Success* to Carol Carter at caroljcarter@lifebound.com. We look forward to hearing from you!

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Chelsey Emmelhainz, Student Developmental Manager, began her work with Carol Carter's company, LifeBound, as a college junior. As a developmental editing intern, she was involved in a variety of projects including LifeBound books *Leadership for Teenagers*, and the revision of *Majoring in the Rest of Your Life*. Based on these contributions, Chelsey was hired as an editorial assistant to work on this revision of *Keys to Success*.

Initially responsible for contributing ideas to make the book student-centered, she also researched and contributed ideas to update chapter revisions, culled information from other students, conducted and coordinated interviews, and made recommendations for visuals and photo research. Chelsey also assisted the authors with the instructor's materials and servicing program. In the final months of production, Chelsey researched photos and worked on *Keys's* sister publications, *Quick* and *Keys to College Studying*.

For Students!

Why is this course important?

This course will help you transition to college, introduce you to campus resources, and prepare you for success in all aspects of college, career, and life. You will:

- Develop Skills to Excel in Other Classes
- Apply Concepts from College to Your Career and Life
- Learn to Use Media Resources

How can you get the most out of the book and online resources required in this class?

Purchase your book and online resources before the First Day of Class. Register and log in to the online resources using your access code.

Develop Skills to Excel in Other Classes

- Helps you with your homework
- Prepares you for exams

Apply Concepts from College to Your Career and Life

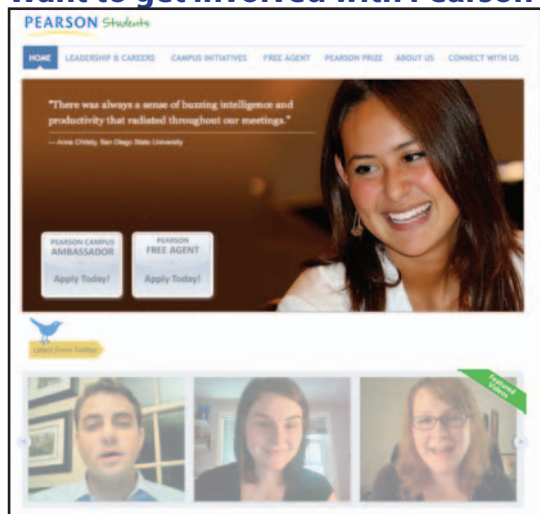
- Provides learning techniques
- Helps you achieve your goals

Learn to Use Media Resources

- **www.mystudentsuccesslab.com** helps you build skills you need to succeed through peer-led videos, interactive exercises and projects, journaling and goal setting activities.
- Connect with real students, practice skill development, and personalize what is learned.



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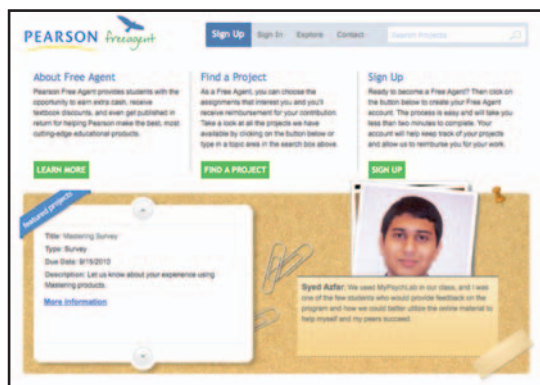
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MyStudentSuccessLab is an online solution designed to help students acquire the skills they need to succeed. They will have access to peer-led video presentations and develop core skills through interactive exercises and projects that provide academic, life, and career skills that will transfer to ANY course.

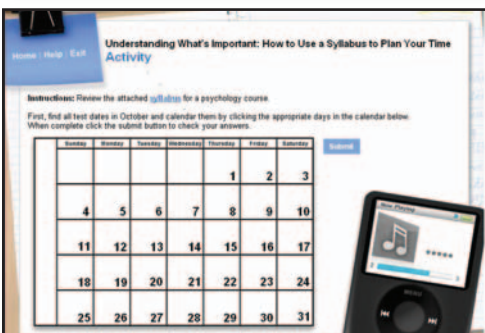
It can accompany any Student Success text, or be sold as a stand-alone course offering. To become successful learners, students must consistently apply techniques to daily activities.

How will MyStudentSuccessLab make a difference?



Is motivation a challenge, and if so, how do you deal with it?

Video Presentation — Experience peer led video 'by students, for students' of all ages and stages.



How would better class preparation improve the learning experience?

Practice activities — Practice skills for each topic — beginning, intermediate, and advanced — leveled by Bloom's taxonomy.



What could you gain by building critical thinking and problem-solving skills in this class? Apply (final project) — Complete a final project using

these skills to create 'personally relevant' resources.

MyStudentSuccessLab Feature set:

Topic Overview: Module objectives.

Video Presentation – Connect: Real student video interviews on key issues.

Practice: Three skill–building exercises per topic provide interactive experience and practice.

Apply – Personalize: Apply what is learned by creating a personally relevant project and journal.

Resources: Plagiarism Guide, Dictionary, Calculators, and Assessments (Career, Learning Styles, and Personality Styles).

Additional Assignments: Extra suggested activities to use with each topic.

Text–Specific Study Plan (available with select books): Chapter Objectives, Practice Tests, Enrichment activities, and Flashcards.

MyStudentSuccessLab Topic List –

- | | |
|-------------------------------------|-------------------------------|
| 1. Time Management/Planning | 8. Problem-Solving |
| 2. Values/Goal Setting | 9. Information Literacy |
| 3. Learning How You Learn | 10. Communication |
| 4. Listening and Taking Class Notes | 11. Test Prep and Test Taking |
| 5. Reading and Annotating | 12. Stress Management |
| 6. Memory and Studying | 13. Financial Literacy |
| 7. Critical Thinking | 14. Majors and Careers |

MyStudentSuccessLab Support:

- **Demos, Registration, Log-in** – www.mystudentsuccesslab.com under “Tours and Training” and “Support.”
- **Email support** – Send an inquiry to MyStudentSuccessLab@pearson.com
- **Online Training** – Join one of our weekly WebEx training sessions.
- **Peer Training** – Faculty Advocate connection for qualified adoptions.
- **Technical support** – 24 hours a day, seven days a week, at <http://247pearsoned.custhelp.com>

QUICK START TO COLLEGE

Helpful Information and Advice as You Begin

Quick Start to College, with coverage of some basic information you need at the beginning of your coursework, is designed to help you feel more in control as you start this important journey toward the achievement of a college education. As you read, consult your college handbook and/or website to learn about the specific resources, policies, and procedures of your college.

Start by learning what your college expects of you—and what you have a right to expect in return as a consumer of education. Continue on to explore the people and resources that can assist you while you are enrolled. Finally, consider the financial aid possibilities that can help you pay for it all.

What Your College Expects of You

If you clarify what it means to be a college student right at the start, you will minimize surprises that may be obstacles later on. What is expected of you may be different from anything you encountered in high school or in other educational settings. Because expectations differ from college to college, use the material that follows as general guidelines.

Follow procedures and fulfill requirements

Understanding and following college procedures will smooth your path to success.

Registration

Registration may take place through your school's computer network, via an automated phone system, or in the school gym or student union. Scan the college catalog and website and consider key factors as you make your selections.

- ▶ Core/general requirements for graduation
- ▶ Your major or minor or courses in departments you are considering
- ▶ Electives that sound interesting, even if they are out of your field

Once you choose courses, but before you register, create a schedule that shows daily class times to see if the schedule will work out. Meet with your advisor for comments and approval.

Graduation and curriculum requirements

Every college has degree requirements stated in the catalog and website. Make sure you understand those that apply to you, such as the following:

- ▶ Number of credits needed to graduate, including credits in major and minor fields
- ▶ Curriculum requirements, including specific course requirements
- ▶ Departmental major requirements

School procedures

Your college has rules and regulations, found in the college handbook and on the website, for all students to follow, such as the following common procedures:



UNDERSTAND LETTER GRADES AND EQUIVALENT NUMERICAL GRADES PER SEMESTER HOUR

Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Numerical grade	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0

▶ *Adding or dropping a class.* If you find that a course is not right for you or that there are better choices, adding or dropping courses should be done within the first few days of the term. Withdrawals after a predetermined date, except those approved for special cases, usually receive a failing grade.

▶ *Taking an incomplete.* If you can't finish your work due to circumstances beyond your control—an illness or injury, for example—many colleges allow you to take a grade of Incomplete. The school will require approval from your instructor and you will have to make up the work later.

▶ *Transferring schools.* Research the degree requirements of other schools and submit transfer applications. If you are a student at a community college and intend to transfer to a 4-year school, take the courses required for admission to that school. In addition, be sure all your credits are transferable, which means they will be counted toward your degree at the 4-year school.

Understand your school's grading system

When you receive grades, remember that they reflect your work, not your self-worth. Most schools use grading systems with numerical grades or equivalent letter grades (see Key QS.1 above). Generally, the highest course grade is an A, or 4.0, and the lowest is an F, or 0.0.

In every course, you earn a certain number of college credits, called *hours*. For example, Accounting 101 may be worth three hours. These numbers generally refer to the number of hours the course meets per week. When you multiply each numerical course grade by the number of hours the course is worth, take the sum of all these numbers, and divide by the total number of credit hours you are taking, you obtain your **grade point average**, or GPA.

Learn the minimum GPA needed to remain in good standing and to be accepted and continue in your major. Key QS.2 shows you how to calculate your GPA. You can also use Web resources such as www.back2college.com/gpa.htm to calculate your GPA electronically.

Make the most of your school's computer system

A large part of college communication and work involves the computer. In a given day you might access a syllabus online, e-mail a student, use the Internet to tap into a library database, write a draft of an assignment on a computer, and send a paper draft to an instructor electronically. Most dorm rooms are wired for computers, and an increasing number of campuses have wireless networks. Some schools are even moving to a "paperless" system where all student notifications are sent via e-mail, requiring every student to activate an e-mail account and check it regularly. Here are some suggestions for using your computer effectively:

▶ *Get started right away.* Register for an e-mail account and connect to the college network. In addition, register your cell phone number with the school so you can get emergency alerts, if your school offers this service.

GRADE POINT AVERAGE (GPA)

A measure of academic achievement computed by dividing the total number of grade points received by the total number of credits or hours of coursework taken.



AN EXAMPLE SHOWS HOW TO CALCULATE YOUR GPA

COURSE	SEMESTER HOURS	GRADE	POINTS EARNED FOR THIS COURSE
Chemistry I	4	C (2.0 points)	4 credits × 2.0 points = 8
Freshman Writing	3	B+ (3.3 points)	3 credits × 3.3 points = 9.9
Spanish I	3	B– (2.7 points)	3 credits × 2.7 points = 8.1
Introduction to Statistics	3	C+ (2.3 points)	3 credits × 2.3 points = 6.9
Social Justice	2	A– (3.7 points)	2 credits × 3.7 points = 7.4
Total semester hours	15		
Total grade points for semester			40.3

GPA for semester (total grade points divided by semester hours): 40.3 divided by 15 = 2.69

Letter equivalent grade: C+/B–

► *Use the system.* Communicate with instructors and fellow students using e-mail. Browse the college website. Search databases at the college library. If you don't know how, find someone to show you.

► *Save and protect your work.* Save electronic work periodically onto a primary or backup hard drive, CD, or flash drive. Use antivirus software if your system needs it.

► *Stay on task.* During study time, try to limit Internet surfing, instant messaging, visiting MySpace and Facebook, and playing computer games.

One of the most important directives for college students communicating via computer is to *follow guidelines* when contacting instructors via e-mail. When you submit assignments, take exams, or ask questions electronically, follow the rules of etiquette promoting civility and respect. Try these suggestions the next time you e-mail an instructor:

► *Use your university account.* Instructors are likely to delete unfamiliar e-mails from their overloaded e-mail inboxes. Helen_Miller@yourschool.edu will get read—but disastergirl@yahoo.com may not.

► *Don't ask for information you can find on your own or bother your instructor with minor problems.* Flooding your instructor with unnecessary e-mails may work against you when you really need help.

► *Write a clear subject line.* State exactly what the e-mail is about.

► *Address the instructor by name and title.* “Hello Professor Smith” or “Hi Dr. Reynolds” is better than “Hey.”

► *Be clear and comprehensive.* First, state your question or problem and what you want to achieve. For example, “In my essay, I believe I covered the key points. I would like to meet to discuss your critique.” Next, if necessary, support your position, using bullet points if you have a number of support statements. Finally, end by thanking the instructor and signing your full name.



- ▶ *Avoid abbreviations and acronyms.* Write as though you were crafting a business letter, not a social e-mail to a friend.
- ▶ *Use complete sentences, correct punctuation, and capitalization.* Be sure to reread your e-mail before sending, so that you have a chance to correct any mistakes.
- ▶ *Give the instructor time to respond.* Don't expect a reply within 2 hours. If you hear nothing after a couple of days, send a follow-up note that contains the full text of your first message. A note that simply says "Did you get my last e-mail?" won't be helpful if for any reason your instructor didn't receive or read the first one.

Read and use your syllabi

You will receive a **syllabus** for each of your courses, either online or in person at the first class meeting (or both). Each syllabus is a super-resource for that course, providing the following information:

- ▶ Focus and goals of the course
- ▶ Required and optional reading, with a schedule of when that reading is covered
- ▶ Dates of quizzes and exams and due dates for assignments
- ▶ The instructor's grading system and components of your final grade
- ▶ Your instructor's policy regarding latecomers and missed class meetings
- ▶ How and when to connect with your instructor in person, by phone, or online
- ▶ Important college-wide policies such as the academic integrity policy

You might consider each syllabus as a "contract" between you and your instructor, outlining what your instructor expects of you (readings, assignments, class participation) as well as what you can expect from your instructor (availability, schedule of topics, clarification of grading system).

Put this super-resource to use by reading syllabi thoroughly and referring to them throughout the term. When you have a question, look for an answer in your syllabus first before contacting your instructor. Marking up your syllabus will remind you of responsibilities, as will "backdating"—noting in your written or electronic planner the interim goals to achieve by particular dates in order to complete assignments. For example, if you have a fifteen-page paper due on October 12, you would enter dates in September and October for goals such as topic chosen, first draft, and final draft. Key QS.3 shows a portion of an actual syllabus with important items noted.

Get involved

Extracurricular activities give you a chance to meet people who share your interests and to develop teamwork and leadership skills as well as other skills that may be important in your career. In addition, being connected to friends and a supportive network of people is one of the main reasons people stay in school.

Some freshmen take on so many activities that they become overwhelmed. Pace yourself the first year. You can always add activities later. As you seek the right balance, consider this: Studies have shown that students who join organizations tend to persist in their educational goals more than those who don't branch out.¹



SYLLABUS ←
A comprehensive outline
of course topics and
assignments.



A SYLLABUS HELPS YOU **STAY ON SCHEDULE** AND FULFILL RESPONSIBILITIES

ENG 122 Spring 2007

Instructor: Jennifer Gessner
Office Hours: Tue & Thur 12:30–1:30 (or by appointment) in DC 305
Phone: 303-555-2222
E-mail: jg@abc.xyz

How to connect with the instructor

Books and materials to get ASAP

Required Texts: *Good Reasons with Contemporary Arguments*, Faigley and Selzer
A Writer's Reference, 5th ed., Diana Hacker

Required Materials:

- a notebook with lots of paper
- a folder for keeping everything from this class
- an active imagination and critical thinking

Course Description: This course focuses on argumentative writing and the researched paper. Students will practice the rhetorical art of argumentation and will gain experience in finding and incorporating researched materials into an extended paper.

Course coverage, expectations, responsibilities

Writer's Notebook: All students will keep, and bring to class, a notebook with blank paper. Throughout the semester, you will be given writing assignments to complete in this book. You must bring to class and be prepared to share any notebook assignment. Notebook assignments will be collected frequently, though sometimes randomly, and graded only for their completeness, not for spelling, etc.

Grading:

How grades are determined for this course

- Major Writing Assignments worth 100 points each.
- Final Research Project worth 300 points.
- Additional exercises and assignments range from 10 to 50 points each.
- Class participation: Based on the degree to which you complete the homework and present this in a thoughtful, meaningful manner in class.
- Attendance: Attendance is taken daily and students may miss up to three days of class without penalty, but will lose 5 points for each day missed thereafter.
- Late work: All work will lose 10% of earned points per class day late. No work will be accepted after five class days or the last class meeting.

Final Grade: The average of the total points possible (points earned divided by the total possible points). 100–90% = A; 89–80% = B; 79–70% = C (any grade below 70% is not passing for this class).

Academic Integrity: Students must credit any material used in their papers that is not their own (including direct quotes, paraphrases, figures, etc.). Failure to do so constitutes plagiarism, which is illegal, unethical, always recognizable, and a guaranteed way to fail a paper. The definition of plagiarism is "to steal and use (the writings or ideas of another) as one's own."

Reflects school's academic integrity policy

Topic of that day's class meeting

Week 4

2/1 The Concise Opinion.
HW: Complete paper #1 Rough Draft (5–7 pages double-spaced)

Notice of due date for paper draft

2/3 How Professionals Argue
HW: Read Jenkins Essay (p 501 of *Good Reasons*) and Rafferty Essay (p 525); compare argumentative style, assess and explain efficacy of arguments.

Notice of reading assignments to complete

Week 5

2/15 Developing an Argument
Essay Quiz on Jenkins and Rafferty Essays
HW: Chap 5 of *Good Reasons*; based on components of a definition of argument, write a brief explanation of how your argument might fit into this type.

Notice of quiz

2/17 Library Workday: Meet in Room 292
PAPER #1 DUE

Notice of final due date for paper

Connect with People and Resources

During your first weeks of school, as you navigate through what may seem like a maze of classes and business offices, it is important to know that instructors, administrators, advisors, and a range of support staff are available to help. Groups and organizations also provide support and opportunities to broaden your experience. Tap into the various resources at your school.

Instructors and teaching assistants

The people who teach your courses—instructors and teaching assistants—are your most available human resources at college. You see them from one to five times per week and interact with them more directly than with any other authority on campus. They see your work and, if your class size is small, they hear your ideas and consequently may get to know you quite well. Instructors are potential resources and necessary allies in your education.

What kind of help might you seek from an instructor or teaching assistant?

- ▶ Clarification on material presented in class
- ▶ Help on homework
- ▶ Information about how to prepare for a test
- ▶ Consultation on a paper you are working on
- ▶ Details about why you received a particular grade on a test or assignment
- ▶ Advice about the department—courses, majoring—or related career areas

When you want to speak personally with an instructor for longer than a minute or two, choose your time carefully. Before or after class is usually not the best time for anything more than a quick question. When you need your instructor's full attention, there are three ways to get it: make an appointment during office hours, send e-mail, or leave voice-mail messages.

▶ *Office hours.* Instructors keep regular office hours, generally appearing on your syllabus or posted on instructors' office doors and on instructors' or departmental Web pages. Always make an appointment for a meeting. Face-to-face conferences are ideal for working through ideas and problems (for example, deciding on a term paper topic) or asking for advice (for example, looking for guidance on choosing courses in the department).

▶ *E-mail.* Use e-mail to clarify assignments and assignment deadlines, to ask questions about lectures or readings, or to clarify what will be covered on a test. Using the e-mailing guidelines presented earlier in Quick Start will increase the likelihood of receiving a positive response. Instructors' e-mail addresses are generally posted on the first day of class and may also appear in your handbook or syllabus.

▶ *Voice mail.* If something comes up at the last minute, you can leave a message in



your instructor's voice mailbox. Make your message short but specific ("This is Rick Jones from your 10 o'clock Intro to Psychology class. I'm supposed to present my project today, but have a fever of 102 degrees"). Avoid calling instructors at home unless they give specific permission to do so.

If you are taking a large lecture course, you may have a primary instructor plus a *teaching assistant* (TA) who meets with a small group of students on a regular basis and grades your papers and exams. You may want to approach your TA with course-related questions and problems before approaching the instructor. Because TAs deal with fewer students, they may have more time to devote to specific issues.

Academic advisors

In most colleges, every student is assigned an advisor who is the student's personal liaison with the college. (At some schools, students receive help at an advising center.) Your advisor will help you choose courses every term, plan your overall academic program, and help you understand college regulations, including graduation requirements. He or she will point out possible consequences of your decisions ("If you put off taking biology now, you're facing two lab courses next term"), help you shape your educational goals, and monitor your academic progress.

Although you are responsible for fully understanding graduation requirements—including credit requirements—and choosing the courses you need, your advisor is there to help you with these critical decisions. You will most likely be required to meet with your advisor once each term; however, you can schedule additional meetings if and when you need them.

Mentors

You may find a **mentor** during college who can give you a private audience for questions and problems and advice tailored to your needs, as well as support, guidance, and trust. In return, you owe it to a mentor to respectfully take advice into consideration. A mentor might be your advisor, an instructor in your major or minor field, or a resident assistant (RA). Some schools have faculty or peer mentoring programs to match students with people who can help them.

→ MENTOR
A trusted counselor or guide who takes a special interest in helping you reach your goals.

Tutors and academic centers

Tutors can give you valuable and detailed help on specific academic subjects. Most campuses have private tutoring available, and many schools offer free peer tutoring. If you feel you could benefit from the kind of one-on-one work tutoring can give, ask your instructor or your academic advisor to recommend a tutor. If your school has one or more academic centers, you may be able to find one there. *Academic centers*, including reading, writing, math, and study skills centers, offer consultations and tutoring to help students improve skills at all levels.

Administrators

Every college needs an administrative staff to operate smoothly and efficiently. One of the most important administrative offices for students is the office of the dean of student affairs, which, in many colleges, is the center for student services. Staff members there can answer your questions



or direct you to others who can help. You will also encounter administrative offices involved with tuition payments, financial aid, and registration.

- ▶ The *bursar's office* (also called the *office of finance* or *accounting office*) issues bills for tuition and room and board and collects payments from students and financial aid sources.
- ▶ The *financial aid office* helps students apply for financial aid and understand the eligibility requirements of different federal, state, and private programs (see Chapter 11 for more details on financial aid).
- ▶ The *registrar's office* handles course registration, sends grade reports, and compiles your official *transcript* (a comprehensive record of your courses and grades). Graduate school admissions offices require a copy of your transcript, as do many prospective employers.

Student-centered services

Colleges provide a host of services that help students succeed in college and deal with problems that arise.

- ▶ *Academic computer center.* Most schools have computer facilities that are open daily, usually staffed by technicians who can assist you. Many facilities also offer training workshops.

- ▶ *Student housing or commuter affairs office.* Residential colleges provide on-campus housing for undergraduate students. The housing office handles room and roommate placement and deals with special needs (for example, an allergic student's need for a room air conditioner) and problems. Schools with commuting students may have transportation and parking programs.

- ▶ *Health services.* Generally including sick care, prescriptions, routine diagnostic tests, vaccinations, and first aid, college clinics are affiliated with nearby hospitals for emergency care. In addition, psychological counseling is sometimes offered through health services or at a separate facility. Many colleges require proof of health insurance at the time of registration.

- ▶ *Career services.* Helping students find part-time and full-time jobs, as well as summer jobs and internships, career offices have reference files on careers and employers. They also help students learn to write resumés and cover letters and search job sites on the Internet. These offices sponsor career fairs and provide space for employers to interview students on campus.

- ▶ *Services for disabled students.* For students with documented disabilities, federal law requires that assistance be provided in the form of accommodations ranging from interpreters for the hearing impaired to ramps for students in wheelchairs. If you have a disability, visit this office to learn what is offered, and remember that this office is your advocate if you encounter problems.

- ▶ *Veterans' affairs.* The veterans' office provides services including academic and personal counseling and current benefit status, which may affect tuition waivers.

Resources for minority students

The term *minority* includes students of color; gay, lesbian, and bisexual students; and students from underrepresented cultures or religious backgrounds. Along with activities that appeal to the general student population, most colleges have organizations and services that support minority groups, including specialized student associations, cultural



centers, arts groups with a minority focus, minority fraternities and sororities, and political action groups.

Many minority students seek a balance, getting involved with members of their group as well as with the college mainstream. For example, a student may join the Latino Students Association as well as clubs for all students, such as the campus newspaper or an athletic team.

You are beginning the journey of your college education and lifelong learning. The work you do in this course will help you achieve your goals in your studies, your personal life, and your career. Psychologist Robert J. Sternberg, the originator of the successful intelligence concept that is the theme of *Keys to Success*, has said that those who achieve success “create their own opportunities rather than let their opportunities be limited by the circumstances in which they happen to find themselves.”² Let this book and this course help you create new and fulfilling opportunities on your path to success.

KEYS TO SUCCESS