# SOS

## STUDENT OPPORTUNITIES SEMINAR

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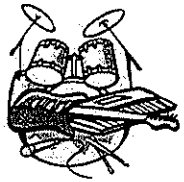
Getting to
Know

# Human Bingo

| | | | | |
|---|---|---|---|---|
| Worked as a Snowboarding Instructor | Has worked as a Camp Counselor | Is wearing contacts | Someone who owns a pair of cowboy boots | Can speak 3 languages |
| Was not born in New England | Someone who knows how to "Step" | Was a member of B' nai Brith | Went to a High School in Boston | Has read Frankenstein |
| Favorite food is Pizza | Has played Taboo | Has started a fire by rubbing two sticks | Is wearing shorts | Someone whose favorite TV show is the same as yours |
| Played a Varsity sport in High School | Has traveled to another country | Has had a Krispy Kreme Doughnut | Someone who has been an Upward Bound Tutor before | Has been an RA |
| Is part of a band or orchestra  | Has been an Upward Bound Student | Was a Boy Scout | Has eaten sushi | Went to College in Wisconsin |

# Icebreaker Activities

"... meeting a group of strangers who will affect your well being, is at the same time exciting and anxiety producing for both students and teacher." - McKeachie

**Objective**:
Icebreakers help establish a positive environment and provide an opportunity for students to get to know one another and the instructor, both critical to the retention and success of students.

**Time**: 10 minutes to one hour depending on the icebreaker selected

**Benefits**:

1. Reduces both student and instructor anxiety prior to introducing the course.
2. It is a powerful means of fostering both student-student and faculty-student interactions.
3. Creates an environment where the learner is expected to participate and the instructor is willing to listen.
4. Students are actively engaged from the onset.
5. Conveys the message that the instructor cares about getting to know the students.
6. It makes it easier for students to form relationships early in the semester so they can work together both in and out of class.

**32 Icebreaker Activities**:

1. "Sharing Course Trepidations" In pairs or small groups, have students share their trepidations about the course. This may be particularly helpful in a course associated with high anxiety such as math or writing. Follow this up by either having students introduce each other, and/or by asking the groups to share what they consider to be their most significant concerns or fears regarding the course. As the groups share, the instructor can validate and address their concerns as appropriate.
2. "Simple Self-Introductions" In a class where speeches or oral presentations are expected, have students take turns introducing themselves by giving their name, major, and perhaps a reason for taking the class (aside from fulfilling a requirement).
3. "Draw a Picture of a Significant Event" Have students draw a picture of a significant event that has occurred over the past six months and then have them share it with a partner. Following this activity have the students introduce each other and briefly share the significance of their partner's picture.
4. Have students draw a picture, symbol or cartoon illustrating why they are taking the class. Students can share these in small groups or in pairs. Follow up by having students introduce each other and briefly share about their partner's picture.

5. "Common Sense Inventory" Assemble five to 15 common sense statements directly related to the course material, some (or all) of which run counter to popular belief or prejudice. (For example: "Suicide is more likely among women than men.") Individually, have students mark each statement as true or false and then share their answers in small groups. Allow students to debate their differences. Instruct the groups to reach consensus and have a presenter from each group share their response to at least one question. Either provide the correct answers or take the cliffhanger approach and let the class wait for them to unfold throughout the semester. (Nilson, 1998) If you take the cliffhanger approach, you might consider readministering this inventory at the end of the semester as a method of reviewing and/or reflecting on the course.
6. "The Circles of (student's name)" Have students draw a large circle on a sheet of paper and other smaller circles radiating from it. Students write their name in the central circle and names of groups with which they identify (e.g., gender, age group, ethnic, social, political, ideological, athletic, etc.) in the satellite circles. Then ask students to move around the room to find three classmates who are most and/or least similar to themselves. This activity helps students appreciate the diversity in the class. (Nilson, 1998)
7. "Syllabus Icebreaker" Have students get into groups of three to five and introduce themselves. Following introductions, have each group generate a list of five to eight questions they have about the class. The instructor then hands out the syllabus and the groups go over it together to answer their questions. Upon completion of the small group activity, the class then reconvenes and the groups ask any questions that were not addressed in the syllabus.
8. "Getting To Know Each Other Through Writing" In a writing class, you might have students spend 20 minutes getting to know each other through writing, without speaking.
9. "The M & M Breaker" When students enter the classroom, they take an M & M. When they introduce themselves, what they share is dependent on the color of their M & M. For example, a red one might mean they share what they hope to get out of the course. On the lighter side, a red one might mean they share a recent accomplishment or success.
10. Have students complete a form with spaces for "something you already know about the subject," "something you want to learn," and "something that could happen in this class that would make it possible to learn what you need to learn." Have each student introduce her/himself and share something from the form. Collect their forms to understand, and when possible, address their needs.
11. "Who's In Our Group?" or "People Search." Have students take approximately 20 minutes to mingle around the room, meeting briefly with as many students as possible. As they mingle, have them identify a person to pair with a statement and write his/her name next to it. They can use only one person per statement. Ask each student to briefly share a little about his or her experience with the statement selected. The statements can be designed to reflect the course content such as "Find someone who has taken a related course," or "Find someone who knows the order of the planets," or they can be statements unrelated to the course such as "Find someone who is wearing shoes without laces" or "Find someone who likes

spaghetti with clam sauce." You can grant a prize, such as candy, to the student(s) who gets the most statements completed in the allotted time period.

12. "Identification" Have students get into pairs or groups of four. Tell them to (individually) look in their purse/wallet/briefcase to find something that is significant to them. Each participant shares with his or her group members or partner why the item is significant. The exercise continues until all partners or group members have shared. The class then resumes and class members are asked to introduce their partner or one person from their group, and share something significant about them.
13. "Dinner Plans" Have each person complete the following sentence: "If I could have dinner with any person, living or dead, it would be_____ because_____." (From: www.resultsthroughtraining.com)
14. "I'm Unique" Ask each person to share one thing that makes him or her unique. This can be incorporated into a classroom exercise for leaning names – connecting the uniqueness to the name. (From: www.resultsthroughtraining.com)
15. "The Magic Wand" You have just found a magic wand that allows you to make any three changes you want. How would you change yourself, your job, or any other part of your life? Have students discuss why it is important to make the change. (From: www.nwlink.com/~donclark/leader/icebreak.html)
16. "Marooned" Break class into groups of 4-7 and tell them "You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded?" Note that they are allowed five items per team, not per person. Have each group report their five items and briefly share why they selected those items. This activity helps them to learn about another person's values and problem solving styles and promotes teamwork. (From: www.nwlink.com/~donclark/leader/icebreak.html)
17. "Finish the Sentence" Go around the room and have each person introduce themselves and complete the following statement: "I am in this class because . . ." (From: www.nwlink.com/~donclark/leader/icebreak.html)
18. "Familiar & Unique" Break the class into groups of four (ideally by counting off). Each small group must come up with four things they have in common (all working fulltime, all single parents, etc.). Then they are asked to share something unique about themselves individually. The group shares their familiar and unique features with the rest of the class. A master list can be made on the board for the class to look at and discuss if appropriate. (From: Victoria Meyers at Grand Rapids Community College in Michigan)
19. "Learning from Experience" Have participants introduce themselves and explain one thing they have learned the hard way about the subject you are covering. Post their learnings on a flip chart and refer to them as appropriate throughout the class/semester.
20. "Questions" Have each student write a question they want answered about the class on a Post-it note. Have them introduce themselves and their question. Post all questions on a wall chart. During, at the end of the first class, or at the onset of the next class session, address any questions that were not addressed during the first class.

21. "Collective Knowledge" Working in teams, have students introduce themselves and then, as a group, identify three ground rules for the class. Have each group report out (sharing only what they have that is different from what the previous groups reported). As the groups report, reach consensus as a large group regarding the adoption of the various ground rules. If you have a computer/projector in your classroom, you might type and edit these as they are reported. Bring a copy for each student to the next class session. Consider reviewing and/or modifying as the need arises. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
22. "Charades" Have the class work in teams of four to five. Instruct the teams to identify one type of person they all find difficult. Then have the team act out that type of person while the rest of the class tries to guess what they are acting. This can be a fun activity and can lead to a short discussion about needing to keep a sense of humor when dealing with difficult people. This might be a good lead-in activity to #21 above. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
23. "Who Can Develop?" Have participants identify someone who has contributed to their growth and development as a student. As they introduce themselves, have them explain their relationship to the person that contributed to their development. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
24. "Developing Yourself" Have each person introduce him/herself and share one action they have recently taken to develop themselves (other than signing up for this class). This can be done as a large group or in small teams. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
25. "First Job" Have participants introduce themselves, sharing their name and something they learned on their first paying job. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
26. "Brain Teaser" Use a quiz as an icebreaker. Ask questions that we should all know but may not. Ask members to answer individually, and then give them a few minutes to work in small groups to finish answering the questions. The groups should be able to answer more questions than any one individual. This is a good demonstration of synergy and can lead into a discussion of the concept. Sample questions: What are the names of the planets, starting from the one closest to the sun? What is the most populous state in the U.S.? What eight states begin with the letter "M"? (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
27. "Good or New" Ask each person to share something good or new they have experienced in the last 24 hours. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
28. "My Slogan" Explain that many companies have slogans or "mottos" which reflect their values. For example, Ford Motor Company uses the slogan, 'Quality is Job One.' Ask each student to write (or borrow) a slogan to describe him or

herself and share that with the class. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)

29. "The Best Team" Have each person share a description of the best team they have ever been on and why it was the best. Post characteristics on a flip chart. Debrief this exercise by having the team identify ways to maximize the "best team" characteristics. This icebreaker would be particularly appropriate in a class where teamwork is expected. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
30. "Three Truths and a Lie" Give each individual a 3x5 card and instruct them to write four statements about themselves: one statement should be false, while three should be true. Explain that the goal is to fool people about which one is false. Allow five minutes to write statements; then have each person read the four statements and have the group guess the lie. Award a prize to the individual who makes the most correct guesses. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
31. "Guess Who?" At the onset of the class session, have each participant complete and return a 3x5 card with two to three statements about him or herself. For example: Favorite type of food, best all-time TV show, last movie you saw, last book you read, dream vacation, etc. During the first (or following) session, read the clues and have the rest of the class guess which person is being described. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)
32. "Something New" On the second day of class, ask each person to share one thing they learned about someone in the class during the previous class session. Have the rest of the group try to guess who is being described. (From: Results Through Training, www.RTTWorks.com at http://www.rttworks.com/images/downloads/Icebreakers.HTML)

To aid in learning students' names, consider using a "naming cycle" where students introduce their partner and recall the names of the students previously introduced. This is an excellent, but time-consuming way to learn everyone's name. At the conclusion, introduce yourself after you have recalled the names of all of the students.
Remember…

- At the conclusion of an icebreaker activity, introduce yourself and how you wish to be addressed. Briefly, share your background and personal philosophy on learning and teaching. Avoid saying things like "This is the first time I have taught the course," or "I was only asked to teach this course a week ago." While true, these statements make it difficult to create a positive environment.
- Debrief at the end of icebreaker activities (or any activities) by asking your students what the value of an icebreaker activity is and sharing your rationale for the activity. This is also an opportunity to remind them that their fellow students are valuable resources.

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For the following activities, it often helps to break the group into couples or trios. The smaller groups allow for more discussion, keeps participants from mentally wondering off, builds rapport, and allows for "one-on-one" relationships.

You can also break a large group into small groups by having them discuss the activity with the person behind them, or having people take a different seat when they return from breaks or activities. The idea is to get them to meet and learn about other people besides their friends or favorite partner.

# Icebreakers

Icebreakers are structured activities that are designed to relax learners, introduce them to each other, and energize them in what is normally an unduly formal atmosphere or situation. Icebreakers are not normally related to the subject matter, where as "openers" are related to the subject matter that is to be discussed. In addition, they often help to break up the cliques and invite people to form random groupings in a non-threatening and fun way.

The term "icebreaker" comes from "break the ice", which in turn comes from special ships called "icebreakers" that are designed to break up ice in the arctic regions. And just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur by making the learners more comfortable by helping to bring about conversation.

Listed below are a few icebreakers to help get you started.

## The Magic Wand

You have just found a magic wand that allows you to change three work related activities. You can change anything you want. How would you change yourself, your job,

your boss, coworkers, an important project, etc.? Have them discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the boss for a month. This activity helps them to learn about others' desires and frustrations.

## Marooned

You are marooned on a island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

## The Interview

Break the group into two-person teams (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favorite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other.

## Who Done That?

Prior to the meeting, make a list of about 25 items relating to work and home life. For example, a list for a group of trainers might have some of the following:

- Developed a computer training course
- Has delivered coaching classes
- Is a mother
- Knows what ADDIE means and can readily discuss it
- Enjoys hiking
- Has performed process improvement
- Served in the Armed Forces
- Is a task analysis expert

Ensure there is plenty of space below each item (3 or 4 lines) and then make enough copies for each person.

Give each person a copy of the list and have them find someone who can sign one of the lines. Also, have them put their job title and phone number next to their names. Allow about 30 minutes for the activity. Give prizes for the first one completed, most names (you can have more that one name next to an item), last one completed, etc. This activity provides participants with a list of special project coaches and helps them to learn about each other.

### The ADDIE Game (Analysis, Design, Development, Implement, Evaluate)

Make up a reasonable problem scenario for your organization where people need to get introduced, e.g. *"The manufacturing department is bringing in 20 temporaries to help with the peak season. They want us to build a short activity that will allow the permanent employees to meet and introduce themselves to the temporaries."* Break the group into small teams. Have them to discuss and create a solution:

- Analyze the problem - Is it a training problem? If they decide that it is not a training problem, then remind them that most problems can be solved by following an ADDIE type approach.
- Perform a short task analysis - How do people get to know each other?
- Design the activity - Develop objectives, sequence.
- Develop the activity - Outline how they will perform the activity and trial it.
- Implement - Have each small team in turn, introduce themselves in front of the group using the activity they created.
- Evaluate - Give prizes to the most original, funniest, etc. by having the group vote.

This activity allows them to learn about each other's problem solving styles and instructional development methods, it also introduces the members to each other. This method can also be used to introduce the ADDIE method to new trainers. Time - about 60 minutes.

### Finish the Sentence

Go around the room and have each person complete one of these sentences (or something similar):

- The best job I ever had was...
- The worst project I ever worked on was...
- The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a class and you want everyone to introduce themselves, you can have them complete "I am in this class because..."

You can also move on to a new subject by asking a leading question. For example if you are instructing time management, "The one time I felt most stressed because I did not have enough time was ..."

## Reviews

While icebreakers are used to start a learning session, reviews are used in the closing of a session or module. They help to reinforce key concepts or topics.

## Frame Game

Give each learner four blank cards and instruct them to fill in four different responses on the subject: "What were main concepts or learning points of the material we just covered?" Give them about five minutes to complete the exercise, then collect the cards, shuffle them, and randomly deal three cards to each learner. (Note: If desired, the trainer can make up four cards of her own, but they should be philosophically unacceptable with the principles presented. That is, play devil's advocate.)

Ask everyone to read the cards they just received, and then to arrange them in order of personal preference.

Place the extra cards on the table and allow them to replace the cards in their hand that they do not like. Next, ask them to exchange cards with each other. They must exchange at least one card.

After about three minutes, form them into teams and ask each team to select the three cards they like the best. Give them time to choose, then have them create a graphic poster to reflect the final three cards.

Select or vote on best poster that best represents the topic.

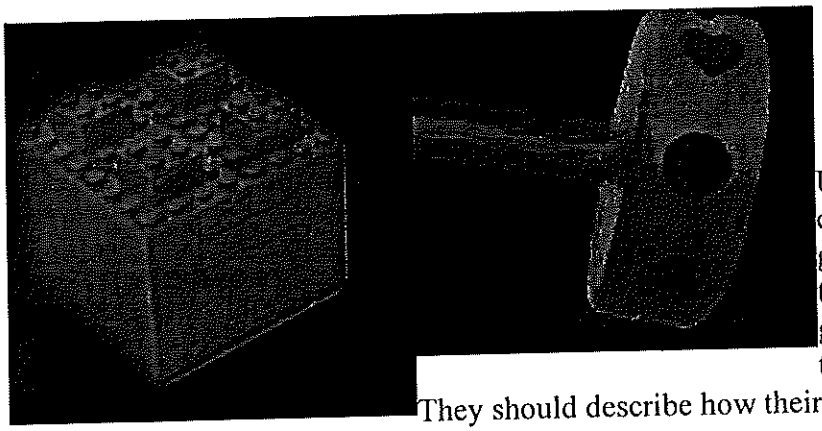
## Rearrange the Classroom (Change)

Prior to class, set the desks up in the old "traditional" classroom row style. Except, that you should set your stage (podium, flip chart, etc.) in the back of the class. Start your presentation (you will be behind them, facing their backs). Explain to them that this is how a lot of change is implemented in organizations. The leaders get behind their employees and attempt to "push" them into change. And the attempt to change is about as successful as trying to conduct a class this way. Note: for another change activity, see Push and Pull Change.

Also, point out that this is how a lot of traditional organizations are set up, in nice even rows (departments), where it is hard to communicate and learn from each other. But, real teams develop when we break out of our boxes and design organizations that have cross functional teams working with each other. Ask them to rearrange the room so that real learning, communication, and teamwork can take place. Depending upon your learners, you might have to give them a few pointers to get started, but then get out of the way.

During the next break or after lunch, have them rearrange the room again, using some of the techniques that they learned. This can be repeated several more times, depending upon the length of the presentation. But, each time they change the setting, it needs to reinforce a concept that they previously learned.

## Toy Story



Using Legos, Tinker Toys, clay, log cabins, etc., have each person or small group build a model of the main concept that they have just been presented. After a given time period, have each person or team present their model to the group. They should describe how their model relates to their work or the subject being taught.

Encourage creativity!

### Ball-Toss

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they though was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

### Process Ball

This is similar to the above exercise, but each person tells one step of a process or concept when the ball is tossed to them. The instructor or learner, in turn, writes it on a chalkboard or flip chart. For example, after covering "Maslow's Hierarchy of Needs," you would start the ball toss by having everyone give one step in the pyramid of needs, e.g. Safety, Physiological, Esteem, etc.

## Motivators

Motivators are designed to help encourage the learners.

### Positive Reinforcement Cards

Whenever a learner arrives to class on time from breaks, lunch, etc. give them one playing card. You can also hand out cards to people who volunteer for activities, are helpful, answers a difficult question, etc. At the end of the day, play one hand of poker. However, the only cards that are used are the ones that were given out throughout the day. Give a small prize to the best hand (you can also pick the top two or three hands if you are able to give away more prizes). Note that the more cards a person has, the better the chance of winning.

### Calm Down!

Sometimes the problem is not warming up, but the need to calm or "come down to reality" after a session of intensive material is given. Also, to get the full benefit of new material, some "introspective time" might be needed.

Have the learners lay their heads on their desks, lay on the floor, or get in a comfortable position. Then, have them reflect on what they have just learned. After about five minutes, say a key word or short phase and have them reflect on it for a couple of minutes. Repeat one or two more times then gather the group into a circle and have them share what they believe is the most important points of the concept and how they can best use it at their place of work.

Note: This may seem like slack time to many, but reflection is one of the most powerful learning techniques available! Use it!

# Reference

[Tags: Icebreaker Learning Review ]

# Talk-Show Icebreaker

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## TALK SHOW GUEST INTRODUCTIONS

Materials required: Large sized recipe cards. (aka Host Prompt Cards)

On the first day of my broadcast writing class, I hand out a Phonetic Pronouncers Sheet. This is the basic standard for broadcasters to use in helping the announcer pronounce difficult words or names. (i.e., KRYZOWYZ, would be spelled out as (MAR-ee-o KRIZ-o-witts).

I hand out one large recipe card. At the top of the recipe card I ask them to write the name of a TALK SHOW they would love to appear on AND THE HOST'S NAME.

I give them 15:00 minutes to write an introduction for themselves on a regular piece of paper (rough draft) as they imagine where they will be in their Broadcast career, 10 years from now. They do not include their name yet. They write in the third person, mentioning all their awards, and accomplishments. They transfer/print this information onto the recipe card. Finally, at the bottom of the recipe card I have the students write their full name and use the Phonetic Pronouncers for their first and /or last names, if their name is not easy to recognize or pronounce. They need to print neatly as they will not be reading their own card.

I gather up all the cards and ask for a student to volunteer to be the first TALK SHOW host. That person comes up to the podium at the front of the class and draws a recipe card from me.

Now that person is the HOST of the TALK SHOW listed at the Top of the card and must introduce the first guest based on the bio info provided. Using the pronouncers at the bottom of the card they would say something like, "So please welcome the talented (respected, controversial,) ...name...." or "All the way from, New York, let's hear it for....."

The guest comes up to the podium, always to hearty audience applause, and carries on with a short (1:00 minute) interview with the host regarding their fabulous career.

This introduction to Broadcast Writing serves on many levels. First the students must immediately think about their future. Next they begin writing in Broadcast Style. Finally, they learn a little bit about each other and how to pronounce their names. As an instructor, I can immediately identify the students' goals and dreams (large and small). This also helps me to gently address the misconceptions many students have about the industry and their immediate expectations for fame and fortune upon graduation.

I do not mark this exercise, but there are some guidelines prior to beginning: Speak clearly, with enthusiasm for your guest. I must be able to hear every word from the back of the class. And they must thank the guests at the end and wish them continued success in their careers.

Works like a charm.

-- Cheryl D, Faculty, Radio & Television, Northern Alberta Institute of Technology, cheryld@nait.ab.ca

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# Grand Pandemonium

Name _____
Do everything listed here and get signatures to prove it.

- Find a person that lives in the same area or has the same major as you and ask them to sign here: _____

- Untie someone's shoe. Then tie it again. Have them sign here: _____

- Find someone who is left-handed and have them sign with their right hand here: _____

- Find someone who is right-handed and have them sign with their left hand here: _____

- Count out loud as you do five jumping jacks with a partner and have the partner sign here: _____

- Find someone who was born on the same month as you and have them sign here: _____

- Do your very best impersonation of a gorilla or sheep for someone and have them sign here: _____

- Find the oldest person in the room and have them sign here: _____

Once you have done these things, find your seat and put this paper under your chair.

# *Scavenger Hunt*

**Main focus**: Team Building
**Learning Outcome**: Students will identify team member responsibilities for successful team function.
**Objectives**: Following this exercise, the students will be able to:

1. Identify roles of team members
2. Discuss the function of a well lead team
3. Discuss application of group dynamics to future academic, community or professional group/team assignments.

**Prework**: Tell students the class before to wear clothing to spend the class time out of doors and to wear comfortable shoes for walking. The day of class: Introduce activity briefly. "This will be a scavenger hunt on Clemson Campus. Teams will be assigned at random. You are to complete the hunt, obtain any artifacts required and return to the classroom by the end of the class period."

**Activity**: Divide teams with 6 or 7 members (two teams of 6 and one of 7 if the maximum number of 19 students is in the class) and give each team one list of places to go and what to either document of bring back. Tell them that this is a graded assignment and each member will receive the same grade. Make the list impossible to accomplish during one class period without strategizing. It should cover the Clemson campus from the Visitor's Center to the Botanical Gardens. When the teams return give each student an assignment to summarize the experience and reflect on what was learned about doing the activity in the group to be due the following class period.

**Evaluation of Learning Outcome:** The following class period, de-brief as to what worked and what didn't, having the team leader identify how the team went about doing the hunt. Then summarize what was learned about team dynamics, and how to be more successful, adding any content not identified by the students

**Application:** Discuss with the class how this knowledge of group dynamics and teams can be applied in the academic setting, the community, and future work experiences.

# Campus Scavenger Hunt

## CU 101 - Section ____

Clemson University

**Rules:**

1. You may not use a vehicle of any kind, you move by foot.
2. You may not share answers with other teams.
3. Hiding information, or somehow making it unavailable to others, will result in the disqualification of your team.
4. All team members must return to the classroom by the designated deadline - late returners will result in team disqualification.
5. Return time deadline:_____

**Goals and Objectives: this exercise is designed to teach you more about the culture and history of Clemson University. It is also a team building exercise, and lessons in decision making and problem solving.**

# Campus Scavenger Hunt

Questions:

1. What are the first three names on the WWI plaque in the President's Park?
   a.
   b.
   c.

2. What are the three professions listed on Thomas Green Clemson's statue in front of Tillman Hall?
   a.
   b.
   c.

3. What is the quote on the WWII memorial in front of Mell Hall?

4. Go to the Academic Success Center and bring back a Tutor Request Policy bookmark. What hours are the offices open?

5. Who are the University President and Vice-president/Provost?
   a.
   b.

6. What is the date on the plaque located on the cannon in front of Army ROTC (next to the student post office)?

7. Go to the hill top cemetery.
   a. What is the name of the University cemetery?

   b. Now, go through the entrance and follow the trail left. You will see a gated graveyard. What is the name of the graveyard mentioned on the plaque and who does it say is buried there?

8. What are the five colleges that make up Clemson University (do not count Calhoun Honors College).
   a.
   b.
   c.
   d.
   e.

9. What are the hours of the visitor's center?

10. What are the hours of the Bookstore?

11. How much is a tall cappuccino in Java City (in Cooper Library)?

12. What symbol and color is above the Memorial Auditorium at Tilman Hall?

13. Where is the Cadet Life Garden? How many brass plaques are there?
    a.
    b.

14. What are the dining hall hours of Schilletter?

15. Where is Clemson Ice Cream sold? Is there a featured flavor today?

16. What are 3 services the Michelin Career Center offers? (bring back a brochure).
    a.
    b.
    c.

17. What is the name of the Restaurant at the Madren Center?

18. How much does it cost for your family to stay in a room at Martin Inn for a family weekend?

**Time limit: 1 hour**

*Ages 12 to Adult*
*4–10 Players*

AWARD WINNING FUN®

# Apples to Apples®

## The Game of Hilarious Comparisons!

***Apples to Apples®*** is the wild, award winning card and party game that provides instant fun for four to ten players!

It's as easy as comparing "apples to apples"... just open the box, deal the cards, and you're ready to play! Select the card from your hand that you think is best described by a card played by the judge. If the judge picks your card, you win that round. And everyone gets a chance to be the judge!

Each round is filled with surprising and outrageous comparisons from a wide range of people, places, things, and events.

PARTY GAME OF THE YEAR

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BEST AMERICAN GAME

TIGER AWARD

## What's in the Box

- **Red Apple Cards** – 749 cards, each featuring the name of a person, place, thing, or event.
- **Green Apple Cards** – 249 cards, each featuring a characteristic of a person, place, thing, or event.
- **Blank Cards** – 3 green and 7 red apple cards to write on and personalize your game.
- **Two Deluxe Card Trays**
- **Quick Play Rules**

## Starting the Game

1. Remove either card tray from the box and place it on the table. Set the box aside.
2. Choose a player to be the first judge.
3. The judge deals seven red apple cards, face down, to each player (including him or herself). Players may look at their cards.

*Hold the cards in your hand like this so you can see the card titles.*

## Playing the Game

1. The judge picks a green apple card from the top of the stack, reads the word aloud, and places it face up on the table.
2. Players (except the judge) quickly choose the red apple card from their hand that is best described by the word on the green apple card played by the judge. Players place these red apple cards face down on the table.

   ***Quick Pick Option:***
   *With five or more players, you might want to try the Quick Pick Option. The last red apple card placed on the table will not be judged and is returned to that player's hand. If you snooze, you lose!*
3. The judge mixes the red apple cards so no one knows who played which card. The judge turns over each red apple card, reads it aloud, and then selects the one he or she thinks is best described by the word on the green apple card. The player of the selected red apple card is awarded the green apple card played by the judge.
4. To keep score, players keep the green apple cards they have won, on the table, until the end of the game.
5. The judge collects all of the red apple cards played during that round and discards them into the box bottom.
6. The card tray, and the role of judge, pass to the player on the left. The new judge deals enough red apple cards to bring each player's hand back up to seven.
7. Play continues following steps 1–6 until someone has earned enough green apple cards to win the game!

### WINNING THE GAME

| *Number of Players* | *Green Apple Cards Needed to Win* |
|---|---|
| 4 | 8 |
| 5 | 7 |
| 6 | 6 |
| 7 | 5 |
| 8–10 | 4 |

## Want to Play Again?

Discard all red and green apple cards used in the game, shuffle them, and return them to the bottom of the red and green card stacks. The next judge starts with a fresh set of cards and deals seven new red apple cards to each player. You're ready to play!

The card combinations in ***Apples to Apples*** are virtually limitless.

## Playing Tips

- It's OK to play a red apple card that isn't a perfect fit. Judges will often pick the most creative, humorous or interesting response.
- Lobbying and "table talk" are encouraged! Players can comment on cards and try to convince the judge to pick a particular card – either their own or a favorite choice.
- Playing red apple cards that appeal to the judge can improve your chances of winning. This is often called "playing to the judge."
- Red apple cards that begin with "My" should be read from the judge's point of view. For example, when the judge reads "My Love Life," it should be assumed that it is the judge's love life that is being described by the word on the green apple card.


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## *Apples to Apples* Variations

***After you've played the basic game, try these variations —***

### "Apple Turnovers"

For a change of taste, start by dealing five green apple cards to each player. The judge turns over a red apple card from the top of the stack. Players choose the green apple card from their hand that they think best describes the word on the red apple card. The judge then selects the green apple card he or she thinks is best, and awards the red apple card to the person who played the selected green apple card.

### "Quick Pick for Four"

With a group of four, players may play one or two red apple cards from their hands. Players attempting to play two cards must place them on the table, one card at a time. Only the first four red apple cards placed on the table will be judged.

### "Crab Apples"

For a tart twist, choose and judge red apple cards that are the least like, or the opposite of, the word on the green apple card. For example, you might choose "Charging Rhinos" when the green card "Dainty" is played.

### "Big Apples"

For the confident types, this is a way to put your apples where your mouth is! Two or more players boasting that the judge will pick their card can agree to each wager one of their green apple cards. If the judge selects one of their red apple cards, that player wins the green apple card and all of the wagered green apple cards. If the judge does not pick one of their red apple cards, the wagered cards ar forfeited to the bottom of the card stack.

### "Apple Potpourri"

For an unpredictable mix, each player selects a red apple card from his or her hand before the judge turns over the green apple card. After the red apple cards are played, the judge turns over a green apple card. As usual, the judge then selects the winning red apple card!

### "2 for 1 Apples"

For a real deal, the judge turns over two green apple cards to start the round. Each player selects the red apple card from his or her hand that is best described by both green apple cards. After the judge selects a red apple card, both of the green apple cards are awarded to the winner.

*SCORING*

Basic: When a team successfully completes a Basic charade (a TV, Movie, Song or Lightning Round charade that does not have a star next to it), that team scores 2 points and takes two yellow (one point) chips.

*: When a team successfully completes a charade marked with a star, that team receives the number of points equal to their dice roll. For example: Team A rolls a 4, moves and successfully completes a charade marked with a star. That team scores 4 points and takes 4 points worth of chips for that charade.

Play Off: The team that wins the Play Off rolls the die and scores DOUBLE the amount shown on the die. For example: Team B wins the Play Off and rolls a 5. They would double the points and take 10 points worth of chips for that charade.

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We appreciate your comments and questions concerning The Charade Game. Please send all correspondence to:

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# THE CHARADE GAME

## INSTRUCTIONS

Pressman®

For 4 or more players
Ages 10 to adult

## *OBJECT*

Be the first team t re 40 points, return to Home and correctly guess one final charade.

## *CONTENTS*

Over 1,000 charades in four categories, game board, timer, scoring tokens, movers, die and complete instructions.

## *TEAMS*

The Charade Game is played in teams with a minimum of 4 players (2 teams of 2 players each). However, you can have as many teams and players as you wish. Possible team arrangements might be:

6 players = 2 teams with 3 players on each team
9 players = 3 teams with 3 players on each team

It's not necessary to have an equal number of players on each team. Any team that is short a player will get 3 points at the start of the game.

## *SET UP*

Form teams and pick a mover for each team. Place the movers on the Home space in the center of the board.

Place the Charade cards and the scoring tokens near the board, within reach of all players. Yellow tokens are worth 1 point; blue tokens are worth 5 points.

The cover of this booklet has Charade signs which will help players in acting out the charades to their teammates. Players can review these before starting the game.

Any team that is short a player takes 3 yellow scoring tokens.

Each team rolls the die; the team with the highest roll goes first. Play proceeds to the left.

## *PLAYING*

Each card has 4 categories: TV, Movies, Songs and Lightning Round. Some of the charades in the categories are marked with a star (*). These are scored differently than the regular charades (see SCORING).

Each space on the board has a symbol that matches the four categories:

TV Shows (past and present)

Movies (past and present)

Songs (past and present)

Lightning Round (four words)



Each team decides who its starting player will be. Teams will rotate pla for each round. The first player from the starting team rolls the die and advances their over along any of the paths toward the outer edge of the board. Once players are on the outer edge, they move clockwise.

Take the top Charade card, turn it over and look at the charade next to the category that corresponds to the symbol landed on. Each player has 30 seconds to think about how to perform the charade for his teammates. Then, flip the timer over and begin acting it out!

If the team guesses the charade correctly before time runs out, that team receives the appropriate amount of points (see SCORING).

## *SPACES*

There are 2 types of spaces a team can land on:

1. Basic - A team that lands on a space with a TV, Movie or Song symbol takes a card, looks at the corresponding symbol category and tries to complete the charade before time runs out. If successful, the team recieves the appropriate amount of points (see SCORING) and the next team rolls.

When a team lands on the Lightning Round space, all four words on the card next to the Lightning Round symbol must be acted out in the time limit. If successful, the team receives the appropriate amount of points (see SCORING) and the next team rolls.

2. Play Off - On each Play Off space there is a TV, SONG, MOVIE or LIGHTNING ROUND symbol. When a team lands on the Play Off space, take the top Charade card, turn it over and *one player from each team* looks at the charade next to the corresponding category.

Turn the timer over and, on the count of 3, each team's player begins acting out the charade to his team. Therefore, the teams are competing *all at the same time.* You can watch the other team's player(s), but it's better to watch your own. The team that guesses the charade scores the points (see SCORING). If there is a tie, or if no team is able to guess the charade in time, no points are scored and the next team rolls.

## *ENDING AND WINNING THE GAME*

Once a team has scored 40 points or more they move back to Home using any of the paths. You do not have to reach Home by exact count, however, if a team rolls less than the number needed to reach Home, they must complete the charade on the space they landed on.

When a team reaches Home, it must complete a final charade in a category selected by an opposing team. If that team successfully completes the charade, it wins the game. If not, the next team rolls and the team at Home must wait for its next turn to try another charade.

If another team lands on a Play Off space while a team is at Home, the team at Home must participate in that charade.

NOTE: Depending upon the experience of the players, you may wish to either increase or decrease the number of points it takes to win the game.

# WOULD YOU RATHER...?

# RULES OF PLAY

For 4 or More Talkative and Imaginative Players

## Quick Steps

### Start Of Play

Shuffle Challenge Cards and place the deck face down.

Choose player pieces and place them on the Level One Start space.

### Game Play

Roll the die and move forward to land on either a Category Space or a Challenge Space.

**the Regular Category Space:**

- Draw a Question Card and **silently** read the question.
- Try to silently predict how the group will answer the question, note your guess on a ballot ticket, and place it face down on the table.
- Read the question out loud to the group.
- Group then has 90 seconds to discuss the question and come to a consensus.
- Group announces its choice.
- If you have correctly predicted the outcome, roll the die again and continue your turn.
- If you are incorrect, then your turn ends and play moves to the left.

**the Challenge Space:**

- Draw a Challenge Card and read it out loud to all players.
- Follow the instructions on the card and attempt to successfully complete your challenge.
- If you complete the challenge successfully, move your game piece to the next level **and your turn ends.**
- If you fail the challenge, your turn ends and you must wait until your next turn to roll again.

### Winning the Game

You win after you successfully complete your third challenge.

***CATEGORY COLOR CODES**

Pain - Fear - Discomfort: orange
Appearance - Embarrassment: blue
Ethics - Intellect: green
Random: yellow

## In-depth Instructions

### Equipment

"Would You Rather...?" contains one playing board, one die, 200 Question Cards, 20 Challenge Cards, 8 player pieces, one 90 second sand timer, ballot tickets, and pencils.

### Object Of The Game

To stimulate entertaining, ridiculous, and thought provoking conversation with "would you rather" questions as the ice-breakers. More precisely, to be the first player to successfully complete three "would you rather" challenges.

### Start Of Play

- Shuffle Challenge Cards and place the deck face down on the table.
- Each player chooses a game piece and places it on the **Level One Start space.** Play moves in a clockwise direction. The youngest player goes first.
- Each turn begins with a roll of the die. Roll the die and move the indicated number of spaces in a clockwise direction to land on either a Category Space or a Challenge Space.

### Game Play

**the REGULAR CATEGORY SPACE:** If your game piece lands on a Regular Category space, play proceeds as follows:

- Draw the first Question Card from the card box. Then **silently** read the "would you rather" question corresponding to the category color* on which your piece rests. Try to predict how the remaining players, **as a group,** will answer the question. Note your guess on a ballot ticket and place it face down on the table.
- Read the question out loud to the other players. They then have 90 seconds (use the timer) to debate, reason, argue, and laugh until they are able to reach a consensus or majority decision.

> **CONSENSUS:** A group decision. In "Would You Rather...?", consensus is reached after a lively, uninhibited discussion about which of the two challenging options of a question is better. Consensus can be reached by voting, discussing, or debating. Use whatever process you choose but do not get hung up on it. After 90 seconds of discussion, if there is a tie or you are unable to reach consensus, just pick one of the options by flipping a coin, or rolling the die, and move on to avoid delaying play. Players who prevent the group from reaching a consensus are hereby declared difficult and should be banished from the game. The goal is entertaining social interaction. A competitive strategy game is not our vision.

You may listen to the loud, entertaining decision making process but you should not give the other players any idea what your prediction is. Trying to influence the process generally reduces your hope of a correct prediction.

> **NOTE:** The objective of the game is honest, funny conversation that relates to the question asked. The group should make the consensus choice independent of what they think the predictor chose. The group should focus the discussion on debating the "would you rather" question. Any type of strategic table talk intended to sabotage the predictor is forbidden. For example:
>
> Good: "I think that sleeping in a bed full of sand would make me itchy."
> Bad (against the rules): "I believe that John (the predictor) will think that we will choose to sleep with sand. .so let's choose the other one."

- When the timer stops, or earlier if a consensus is reached, the group announces its choice, and you turn over your ballot ticket. If you have correctly predicted the outcome, roll the die again, and continue your turn. If you are incorrect, your turn ends and play moves to the left.

**the CHALLENGE SPACE:** If your game piece lands on a Challenge Space, play proceeds as follows: (5 different challenges are included in the 20 card deck.)

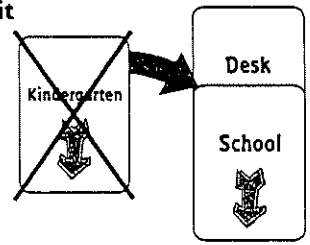
- Draw a Challenge Card from the top of the Challenge Card Deck and read the entire Challenge Card out loud to all players right away. Do not read it silently to yourself first. Then follow the instructions on the card and attempt to successfully complete your challenge.
- If you complete the challenge successfully, move your game piece to the Level Two Start space to show that you have one challenge down and two to go. Each time you successfully complete a challenge, you move your piece to the next level and your turn ends. If you fail the challenge, your turn ends and you must wait until your next turn to roll again.

> **NOTE:** The entire turn in a Challenge Space should only take a few minutes. **Repeating challenges is common and perfectly okay.** Read the entire Challenge Card out loud to everybody immediately, so that everyone understands...keep it moving.

### Winning the Game

A player is declared the winner of the game immediately after he successfully completes his third challenge. Once he has successfully completed his second challenge, and moved to the **Winning Challenge space,** a player waits until his next turn to attempt his final challenge and win the game. No die roll is necessary once a player has reached the Winning Challenge space and he can remain there for several turns trying to successfully complete his third challenge and win the game.

**Remember, you may only play a card over the largest or under the smallest card in each row. You cannot play it *between* two cards.**




**Be Creative!** Use your imagination and be sure to announce your play as you go. For example, "There are Thoughts in the Head."

If you can't play a card or choose not to play one, you may exchange up to three cards and skip a turn. Put the card(s) you don't want at the bottom of one of the face down decks and draw the same number of cards from the top of any deck into your hand. This ends your turn, and play moves to the person on your left.

Draw from the deck to bring your hand back up to five cards at the end of each turn.

## Playing Tips

• The card you play only has to relate to the card it directly touches, not the entire row. (See alternate game play for a different approach to this rule.)

• You may add a modifier such as "a," "an," "the," or "my" when playing your card. However, you may not embellish your card with other nouns to make it fit.

• Sometimes a fit may be more conceptual than logical. For example, while unlikely, it's possible that a Kangaroo *could* fit in a Library. Or, taken literally, the Universe *could* fit in a Dictionary (it's a word, after all). You are encouraged to stretch your imagination and think outside the box. However, be prepared to defend your play if someone challenges! (See "Challenges" on the other side.)

• Some words have multiple meanings (i.e., Jam, Spring, Change). Because your card only has to relate to the card it touches, you may re-interpret words with each new play. For example, one player puts Lawyer in a Jam. The next player could play Sandwich on top of Jam.

• A note about "in" vs. "on". This is a game that's all about "in." However, some people use "on" interchangeably. In most cases, there's a clear distinction between the two. (A Clown *in* a Phone Booth is different than a Clown *on* a Phone Booth). But sometimes the difference may not be as clear. (Do you stand *in line* or *on line*?) Whatever the case may be, everyone must agree before the game begins if "on" scenarios are allowed or not.

## A Word From Gamewright

We love games like *In a Pickle* that get creative juices flowing. This is a great game to break out when you need to stretch your brain. See how outrageous you can get with the scenarios you create. At the same time, challenge yourself (and your opponents) to think outside the norm and picture scenes that might otherwise seem preposterous. The more you play, the more you will see that there's more inside a word than you might expect!

**Game by Colleen McCarthy-Evans and Joyce Johnson**

**Illustrations by David Semple**

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### Challenges

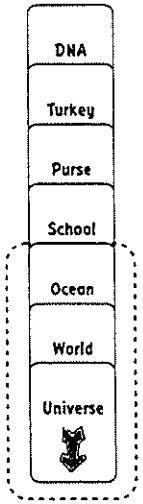
As *mentioned above, you are encouraged to think* creatively and play cards that might not "fit" in an obvious way. However, other players may challenge your play if they don't agree with the logic of the fit. If another player offers a challenge, you get a chance to defend your card by making a statement for your case. For example, "Yes, you can fit a Turkey in a Purse. It's sliced turkey." After a short time for debate (keep in mind: this is supposed to be a friendly game, not the Supreme Court!), all players vote (except the challenged player), using thumbs up for "okay" and thumbs down for "no way."

**Majority rules!** If more players vote that your card fits, it stays in place and the game continues as usual. However, if you lose the challenge, you lose your turn and play continues to the left. Remove your card from the playing area and discard it to the bottom of a draw pile, then draw a new card from the deck. *Note: If there is an even number of players voting and there is a tie, the decision goes in favor of the challenged player (the card stays).*

### Pickle Rounds / Winning a Row of Cards

If you play the fourth card to any row, you start a Pickle Round, in which all players vie to win that row of cards. Starting with the player to your left and continuing in order, each player gets one chance to play a card that is LARGER than the card furthest from the center. If you don't have a card that can beat that card or don't want to play a card, say "pass," and play moves to the left.

The round ends with the player who started the Pickle Round getting one final chance to trump the last card played.




whoever played the largest card, wins the round. That player collects the row of cards and places it face down in front of him or her. Then start a new row by drawing a card from the deck and placing it face up in place of the old row. (There should always be four rows in play.) All players replenish their hands back up to five cards, and play continues as normal to the left of the person who started the Pickle Round until someone places the fourth card in another row.

*Pickle Round Notes*

- During a Pickle Round, you can only play cards that are larger than the largest card in the row.
- Once someone starts a Pickle Round, all play is focused on the row in contention. No cards may be played to other rows.
- Any card played during a Pickle Round can be challenged by another player, just like in normal play.
- All players, including the person who started the Pickle Round, may not replenish their hands until the round is over.

### Winning the Game

To win, be the first player to collect the required number of rows of cards:

**Two players: Five rows**
**Three or Four players: Four rows**
**Five or Six players: Three rows**

Ages 10 & up

# IN A PICKLE

The What's-in-a-Word Game

## Rules of Play

*Before You Play! There are two different ways to play this game, depending on the mood of the group. For a highly creative game with opportunities for lively debate, follow the regular rules. For a more narrative-driven, less "open-for-interpretation" game, choose the alternate game play. (The second version is strongly recommended for two players.)*

### Contents

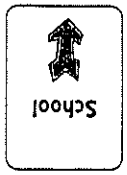
320 cards featuring nouns of all shapes and sizes

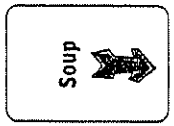
### Object

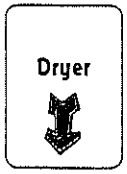
Win the most rows of cards by playing the "largest" noun in an ever-changing string of cards.

### Setup

Remove the card holder from the box and place it within reach of all players. Select a person to deal five cards but keep them secret from opponents. Place four additional cards face up in the middle of the playing area in a plus shape with the arrows on the cards pointing away from the center.



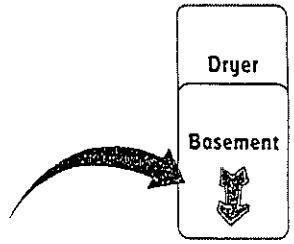


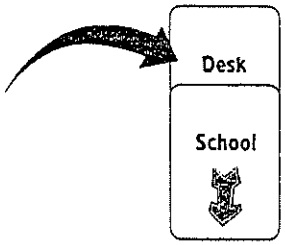

### How to Play

The player to the left of the dealer goes first and continues clockwise. On your turn, play one noun card from your hand face up to any of the four rows that either ***fits inside*** or that is ***larger than*** one of the outermost cards already in play. *Note: the arrow on the cards indicates the direction of larger.*

If the noun on your card is **larger** than one of the outer cards, place it so that it **overlaps** the card furthest from the center.




If the noun on your card is **smaller** than one of the outer cards, place it **underneath** the card closest to the center in any of the rows.



## Christina Yednock

**From:** fye-bounces@listsrv.aatyc.org on behalf of Amy Baldwin [kbaldwin99@comcast.net]
**Sent:** Wednesday, August 20, 2008 12:44 PM
**To:** Jason Henry; FYE@listsrv.aatyc.org
**Subject:** Re: [FYE] First Day Activity
**Attachments:** ATT00059.txt

Not to be outdone by my PTC colleagues, I did the following:

1) Asked students to write their name, contact information, and major on one side of an index card.
2) Asked students to write down two truths and a lie about themselves. The lie could not be obvious by looking at them.
3) I collected their cards and called each one out and read their statements. The class had to vote on which statement was a lie. Only one person got mine right. :) I guess I am a good liar.

Then, I had them pair up--one person was an A and one a B. I talked about active and critical reading as well as skimming and scanning. I asked them to skim the syllabus, then scan it for two policies they wanted to read about. The As read one of their paragraphs to the Bs. Then, the Bs read their paragraphs to the As. I asked the As to summarize in their own words the paragraph they chose. Then, we talked about any specifics if they were necessary. I repeated this with the Bs. Finally, I asked them to write down any challenges they may have meeting one of the expectations/requirements discussed and to write down how they could overcome those challenges.

I did this in both Composition II (research writing) and College Seminar. All students were able the first day to see the importance of reading actively and critically and got to see how I would conduct class (expect them to prepare, discuss with fellow students, and share).

MUCH better than reading the syllabus to them.

Amy Baldwin
Pulaski Technical College

----- Original Message -----
**From:** Jason Henry
**To:** FYE@listsrv.aatyc.org
**Sent:** Wednesday, August 20, 2008 12:40 PM
**Subject:** [FYE] First Day Activity

Ann,

Thanks for sharing your wonderful idea. In the spirit of sharing, I would like to share what I did on the first day in my freshman orientation course, College Seminar.

As students walked through the door I handed each one a name tag and marker. I asked them to think of an adjective that described them and that starts with the first letter of their first name. I had them put their "new name" on their name tag. For instance, they might be "Dazzling Debbie." Then, I had students number off 1,2,3,4,5. I put them in groups according to their numbers. After that, we played "The Most Common in Common" (instructions below).

After the activity, I had groups stand and introduce each other and why they picked the adjective they came up with. For instance, Dazzling Debbie talked about why Tyler was "terrified" to start college and that "Jumping Joshua" ran hurdles for Bryant High School.

Once students were comfortable with each other in groups, I handed out the syllabus with no instructions except to discuss the document in their group. After about 10 minutes of group discussion, I had each group talk about what they learned. This led to a great class discussion about

**Christina Yednock**

**From:** fye-bounces@listsrv.aatyc.org on behalf of Jason Henry [jhenry@pulaskitech.edu]
**Sent:** Wednesday, August 20, 2008 12:40 PM
**To:** FYE@listsrv.aatyc.org
**Subject:** [FYE] First Day Activity
**Attachments:** Most Common in Common.doc; ATT00023.txt

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Instructions for "Most Common in Common"

1. Have students number off to form groups (1,2,3,4,5,1,2,3,4,5,...)

2. Pass out the attached activity sheet.

3. Have students in the group identify specific things everyone in the group has in common. For instance, they all ran track in high school. Tell
   them an answer like "we all have arms" does not count. They must be as specific as possible.

4. The group who comes up with the most in X number of minutes wins.

5. Have groups stand up and explain what each member has in common.

6. Pass out prizes to the winning group (I gave out packages of index cards to use to make flash cards).

Hope you all have a great semester!

Jason

**ALL ABOUT ME!**
**FYIG SPRING 2009**

Name: _____

Degree at OTC: _____

Career Interest: _____

Number of credit hours taking this semester: _____

1. When I'm not at school or doing homework, you are likely to find me: _____

   _____

   _____

2. Some things that are really important to me:_____

   _____

3. What type of music do you enjoy?_____

   _____

4. When you were 5 years old, what did you want to be when you grew up? _____

   _____

   _____

5. What is your ultimate dream and how do you plan to get it? _____

   _____

   _____

   _____

6. Tell one me something unique about yourself or something unique you have done: _____

   _____

   _____

**Christina Yednock**

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Hope you all have a great semester!

Jason

**Partnered Interviews**

Have students pair up.

Students in their pairs take turns asking and getting answers to four interview questions:

> High School they attend?
> Year is school?
> One goal they have for the future?
> "If your house, containing everything you own, caught fire and you had time to safely go and save one item, what would it be and why?"
>
> (Write the questions or phrases of the questions on the board before hand)

After 3 minutes of the students interviewing each other, have all the students circle up. Each student should take turns introducing to the large group who they interviewed by reporting the answers to the questions.

Adaptations

Add, delete, or alter questions
Students can work in threes
If you have a large group, do the exercise as two large groups.

# Impression

**Ask the students to introduce the student either behind or to the right of them. Have them make up a name, occupation and favorite hobby. This is all done by guess work and first impression. The person being guessed will respond with the correct answer.**

**Discussion Questions:**

1. How accurate was your first impression?
2. What did you base your first impression on?
3. Stereotypes are often based on first impressions. Give some examples of stereotypes. Are they always accurate? (If from the country, you are hillbilly – (West Virginia)barefoot and pregnant, toothless) (If from the North you're a Yankee, some stuck up northerner.)
    - To foreigners, a Yankee is an American.
    - To Americans, a Yankee is a Northerner.
    - To Northerners, a Yankee is an Easterner.
    - To Easterners, a Yankee is a New Englander.
    - To New Englanders, a Yankee is a Vermonter.
    - And in Vermont, a Yankee is somebody who eats pie for breakfast.
4. Do you feel more comfortable about this group?

# Straws

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**INTRODUCTION:** I have been involved in New Student Orientation programs for many years. New college students are often nervous about setting foot on a college campus for the first time and preoccupied with how others perceive them. Traditional orientation programs do little to address these common concerns. Instead, new students typically sit passively while they are bombarded with information about rules, policies and college resources. Many students leave these sessions more confused and concerned than when they first arrived.

I wanted to actively involve new students who attend our New Student Orientation and help them meet and become comfortable with some of their new classmates. I also wanted them to begin thinking about the differences between high school and college, especially the need for them to be actively involved in their classes and campus life. To achieve these ends, I decided to try a creative brainstorming activity called "Straws," which I learned at a California Association of Student Councils Leadership Conference (C.A.S.C.). This activity works with groups as large as one hundred, and I have modified it numerous times throughout my career to address a variety of topics, including the importance of tutoring programs, the qualities of an effective leader, and, at a workshop for new faculty, the importance of using a variety of teaching tools in a classroom setting. The total time for this activity is about 60 minutes.

**PURPOSE:** To help entering students to...

- Meet fellow students (serve as an icebreaker)
- Begin thinking about how college will be different from high school
- Create expectation for active learning throughout the students' college experience

**SUPPLIES/SETUP:**

- A large meeting room set with tables for 8
- 100 paper-wrapped straws for each group
- One roll of tape for each group
- A microphone/PA system for the reporting phase of the activity (if the group is large)
- A whiteboard or transparency projector for recording student ideas
- A handout for all students: "Discussion Topics" (See Support Materials below)
- Staff members to assist during the activity
- Awards

**DIRECTIONS:**

1. Welcome the students and have them participate in an initial icebreaker (e.g., a scavenger hunt where they have to collect signatures from other new students). At the end of the icebreaker, ask them to sit at a table with people they do not know. This will create groups of eight.

2. Say, "Today we are going to identify the differences between high school and college. Now, you probably know that college will be different from high school, but you may not have thought about how. At each table there are 100 straws and one roll of scotch tape. Your group will have 12 minutes to create something that illustrates the difference between high school and college. At the end of this activity a panel of college staff members will choose the most creative symbol of the difference between high school and college, and the

winning group will be awarded prizes. [Address any questions.] Please begin."

3. During the building phase of the activity, periodically announce the time remaining. Place handouts with the Discussion Topics on the tables in preparation for the next step.

4. After 12 minutes, announce, "Time is up. Please stop building. Look around at all the great things you have created! On your table you will find handouts with three topics to discuss in your group. You have 10 minutes for your discussion; make sure you introduce yourselves if you haven't already done so, and note where you went to high school. The spokesperson you choose will present your object to the entire group."

5. After 10 minutes, announce, "Spokespersons from each table, please come to the front of the room with the object your group created." Give each spokesperson up to one minute to present his or her group's creation to the entire group. Encourage students to applaud after each presentation. As important differences between high school and college are mentioned in each presentation, emphasize them by repeating and elaborating on them. For example, "Yes, it is so true that you need to be a very active learner in college. What are some of the things that active learners do?" or "You're so right that college instructors are going to expect you to read all assignments before coming to class. They're not going to keep reminding you." Record ideas on a white board for all to see.

6. The panel of "judges" (college faculty, staff, or Peer Advisors) now convenes to choose a winner. We give each winning team member a gift certificate to our campus bookstore.

7. Close the session: "As you can see from the many ideas that were presented here today by your peers, college will definitely be different from high school. We hope you enjoyed participating in this activity and getting to meet some of your future classmates. Most important, realize that this is just the first of many times that you will be actively involved in learning here on our campus."

**EXPERIENCES:**

When I did this activity at a recent orientation, most of the students hesitated at the start. Some of the male students, in particular, did not appear eager to engage in such a playful task, and they just stared at the supplies. However, in the end, the groups with mostly male students ended up doing the best job of building a complex symbol. At some tables, the students picked up a straw or two, and started tearing off the paper. Some groups started cutting pieces of scotch tape and building their objects, even though it was clear they didn't really know where they were headed- they just knew they had to get started and build something! Once the students saw what other groups were building, they became more animated. An atmosphere of competition began to evolve, especially when the students were told, "You have 8 minutes left," or "You have 4 minutes left."

High school students are infamous for finding everything "boring." Nevertheless, I was pleasantly surprised at how they responded. I was excited to see the long line of students at the front of the room displaying the objects their groups had created. The spokespersons did an excellent job of explaining what their groups had created and what their creations symbolized. One straw creation depicted a high school that resembled a prison, symbolizing how little freedom they had in high school as contrasted with the freedom they anticipated in college. Another creation depicted dollar signs, which symbolized that now that they were paying for their education and could not afford to waste time.

Throughout the activity, I was pleased to see incoming students who did not know each other begin to work together, create wonderful structures, and then get up in front of their peers and teach each other how to prepare for the new challenges of college.

**OUTCOMES:**

Most of the students in attendance at the New Student Orientation session that day knew few other students when they arrived. This activity enabled them to work together with seven other students on a fun task, thereby breaking down barriers and making new friends. During the activity I walked around the room to

observe the groups and inquired whether they had met new people, and the majority responded that they had, indeed, met students from other high schools. Whereas most of the students had arrived on campus alone that morning, as they headed to their next session, they walked together in small groups, engaged in animated conversations.

The activity reinforced the idea that college would be different from high school, and identified some of the things they would need to do to be successful in this new environment. During the presentations, group reporters commented that they knew and were excited about the fact that college would be a different experience from high school. Many noted that they had felt limited in high school to really explore career and academic options, because it had been such a highly structured environment. They expressed enthusiasm at the opportunity to start fresh and to take more responsibility for their learning and academic success.

I believe this activity also set an expectation that students would be required to participate actively in their college experience. One of our college administrators stood outside the door when the workshop ended and noted, in amazement, the high level of excitement and energy that was coming from the new students. They were laughing, smiling and high-fiving each other as they left the session. She commented how pleased she was that we had been successful in helping to create a more hand-on, interactive orientation session for new students. Our hope is that exposing students to an active learning experience on their first day will help them realize that their college instructors will expect them to engage actively in their academic studies as well.

**LESSONS LEARNED:**

The best part of this activity was hearing new students telling each other what the differences would be between high school and college. We didn't have to lecture them. Instead, they took an active role and taught each other. Hearing them exhort each other to take college seriously was priceless! We could not have taught the lesson any better ourselves.

**SUPPORT MATERIALS:**

Discussion Topics:

1. Discuss as a group what you built and how it symbolizes what you think will be the biggest difference between high school and college.

2. Given the differences you have listed between high school and college, identify what you need to do to make sure you're successful in college.

3. Select a spokesperson who will present your creation to everyone and explain what it symbolizes.

You have 10 minutes to complete this discussion. After the presentations, the winning group will receive gift certificates to the campus Bookstore!

**--Sharon Padilla-Alvardo, Coordinator, Tutoring Center, Cosumnes River College, padills@crc.losrios.edu**

* * * * *

The ON COURSE NEWSLETTER publishes innovative strategies for helping students become active, responsible learners. To subscribe to this bi-weekly (monthly in the summer) e-newsletter, click here and send the resulting e-mail. No need to type anything. Our computer will automatically add your return address to the list of subscribers. You're always in charge of your subscription, with a subscribe/unsubscribe link in every newsletter. Have a best practice to share? Click here and request our publication guidelines.

**Greatest Educational Experience**

Brent Bell, Kinesiology Department
University of New Hampshire

This is a simple and adaptable activity I have used successfully to start up a number of groups. I use this a lot in my classes.

"Has everyone in the group ever had a great educational experience?"

The next question typically is "what is a great educational experience?" The activity is essentially an exercise in thinking about what is great.

Exercise:

> "Please think of one of your greatest educational experiences to date. Now this does not have to be anything associated with school, and if fact, many people (interestingly) do not think of school when they think of their greatest educational experience. What is that experience that first comes to mind? What is the experience that rocked your world, changed your thinking, altered how you think about yourself, led to discovery, whatever it is…what is one of your greatest educational experiences?"

"Does everyone have something in mind?"

Task

Write down five adjectives that describe your greatest educational experience.

After a short time, begin to report and tally up all the adjectives on the board. In the many times I have used this exercise, the typical reporting will look something like this:

| | |
|---|---|
| Challenging | √√√√√√√√√√√ |
| Tough | √√√√√ |
| Difficult | √√√√√√√√√ |
| Engaging | √√√√√ |
| Hard | √√√√ |
| Risky | √√√√√ |
| Etc. | |

After the discussion: Take out a piece of paper and have the students answer the following—from this data, write a sentence defining a great educational experience. I like to collect this "synthesis of the data"

This exercise orients the students to the class through their own lived experiences and has them constructing this meaning.

I now use this in class, but I have used it with a number of groups such as orientation leaders. It can be adapted from "greatest educational experience" to "greatest orientation experience" or for outdoor leaders "greatest backpacking trip" etc. I have even used this exercise with "greatest summer job" for a group of summer staff.

The typical outcome is often surprising. Participants come to realize that great educational experiences are typically challenging. Great summer jobs are those where students feel competent and skilled, great orientation experiences have a lot to do with a caring individual. What does not occur is students reporting rewards for a lack of effort, or lack of engagement. The message is "get engaged" to get the most out of the experience.

This exercise is similar to Mike Gass's "Miracle Question" which is also useful. Mike has students imagine themselves at the end of an experience when they are truly satisfied. He then asks them "What would need to occur between now and the end of the experience for you to have that feeling?" Typically what needs to occur has much more to do with the community.

**Icebreakers/Discussion Prompts for orientation/small groups** **FYE Listserv**

1. "Shoe Game"

Have the group stand in a large circle shoulder to shoulder. Then have everyone remove their shoes, tie them together, and place in the center of the circle. Have one volunteer choose a pair of shoes other than their own and make one statement about the owner of the shoes (ex: The owner of these shoes must be thrifty and economical to wear shoes in this condition). The owner of the shoes then comes forward, introduces him/herself, and picks out another pair of shoes to introduce. Game continues until all participants have introduced themselves.

Jarrett J. Kealey
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2. We are now having a 45 minute session with just student orientation leaders with the freshmen. We are first going to do some icebreakers which include the adjective name game, electric chain, and two person interviews (These will be explained shortly). We only do one icebreaker and then talk about important offices on campus and how they pertain to the freshmen such as housing, bursars, academic advising, and financial aid.

Adjective Name Game:
Everyone gets in a circle and one facilitator starts by saying an adjective that begins with the same letter as their first name such as Rowdy Ray. Then it goes on in the circle but you have to say everyone's name that has said their name before your own. Depending on how many people it can take 10-15 minutes.

Electric Chain:
There is one big circle and the facilitator stands in the middle of the circle. The facilitator will say one thing that he really likes and if it pertains to someone in the circle they run into the circle and link arms with that person. Only one person can come out of the circle and link up. So the person that linked then says something that they like and it continues until everyone is linked together. Example: I like baseball...the next person likes hip hop music...and it continues on. This could take up to twenty minutes to about a half hour.

Two Person Interviews:
Pair up the kids and they ask each other questions and then they have to introduce the other person to the rest of the group. Example: This is Joe. He is majoring in Biology, he is from williamstown, he likes the phillies...etc..This is quite simple and easy.

rscorientation@gmail.com
Richard Stockton College of New Jersey
P.O. Box 195
Pomona, NJ 08240-0195

3. Although this is far from original, it seems to work well for me with large groups, (I usually have about 125 in the room at any given time).

They start in pairs and I ask them introduce themselves and then to find 2 things they have in common... it can't be anything obvious like 'blue eyes', CCSU freshmen, etc... after about 5 minutes, I blend two pairs and challenge them to find 3 things they have in common. They report out briefly and we talk about the power of getting to know peers in their classes...

Meg Leake
Central Connecticut State University
The Learning Center
(860) 832-1901
[leake@mail.ccsu.edu]

4. We have used two small group icebreakers in our orientation and the first day in some of our FYE classes that don't take much planning or prep and seem to work pretty well. Here are the basics for each:

    1) "Either, Or" – have the group stand in the middle of the space to start then ask a series of "either, or" questions such as, are you an ice cream person or cake person while at the same time pointing to opposite sides of the room. Student make their choice and introduce themselves to someone who made the same choice. Other choices might be things like - The beach or the mountains? Writing or math? Morning person – night person? Basically anything works
    2) "Starburst questions" – only called Starburst because that is the type of candy I get. In the middle of a small group of students put out some different colored starburst candies and ask each person to take one. Prior to the orientation create some questions that will be asked of each person who chose a certain color of candy. For example, if you chose a pink candy they would answer the question of, if you could vacation anywhere in the world where would you go? If you chose a red candy answer the question, if you could buy any car you wanted, what would you buy? Have two or three questions for each color of candy depending on how much time you want to spend on this activity.

    Again we use these because they don't require a lot of prep or materials and the students catch on really quickly.

    **Diane Smith**
    Director, Title III Program
    360-538-4181
    dsmith@ghc.edu

5. I've used, if you had to get a tattoo (or another tattoo in some cases) what would it be and why? It gets them talking about what they value in life but in a fun way.
Costa, Karen [k_costa@mwcc.mass.edu]

**Mute Line Up**

10-20 minutes

Talk to your students about the importance of communication.

What is communication?

(Write on the Board)

Communication is:

1. Expressing ideas
    i. Verbal
    ii. Non Verbal

    (80% of expressing ideas is nonverbal)

    for example, body language, gestures
2. Listening
3. Understanding

Ask them, why would communication be important when working in a group?

How do you know when good communication is going on?

How do you think a member of the group feels when they don't think they are being heard?

This exercise will test how good this group is at nonverbal communication. The challenge is called the Mute Line Up.

When I tell you to begin, you, as a team, will have one minute to line up shoulder-to-shoulder along the chalkboard in order of your shoe size. There is to be absolutely no talking or writing.

Any questions? Begin.

Give them time up dates every 20 seconds

When time has expired or they are finished. Ask them to state their shoe size as they are standing.

**Debriefing**

Ask them:

How were you, as a group, able to be successful or what happened that they were not successful?

What were some creative things that went on?

For the rest of the summer as you are working as a group, when will it be important to read another member's body language and non-verbal communication.

What should you do if you are confused and cannot understand someone?

**Transition**

Make sure to make a transition from this to your project and what the group will be working on.

**Follow-up**

At the end of the meeting or at the start of the next meeting. Do a Mute Line up with their birthdays.

**The Amazing Apprentice Race**

Tutors are put in groups of 3-5 to complete certain tasks in a certain amount of time.

Goals: To have tutors get to know each other, become more familiar with the campus, and become introduced to different pieces of the summer program.

Materials
Groups are given a large envelope with instructions
Each group would need one disposable camera ($7 each) or have access to a camera phone.
If T travel is needed, tutors would need fare for T.
Wall Street Journal for each group

Rules:
Teams must stay together
Do not run (We will be watching).
Be respectful of others around you and yourselves
Your UB badge must be warn at all times.
Pics must be forwarded to Julianna by 5PM
The Pics will be reviewed the next day as an entire group and teams will have any opportunity to explain the photos.
Winners will be determined by efficiency of getting all items completed (based on time envelope is dropped off) and accuracy of answers and best completion of each task.

Possible tasks:

- ☐ Access a Computer and print the home page of *3 Community Service Sites*
- ☐ What time is the Mugar Library open on Tuesdays?
- ☐ Summer Theme: Wall Street Journal Activity. Go through the Wall Street Journal and generate a list of 10 companies that make products with which the students are familiar. Keep this list, because you will need it for future meetings. What is the stock's 52-week high? What is the stock's 52-week low? What is the current price of the stock relative to the 52-week high and low?
- ☐ Look at the newspaper, what is the yesterdays closing stock for:
- ☐ Go to the basement of the SOC building and count the number of desks in SOC B55
- ☐ Go to Cummington Street and find ????, she will have an envelope with an important task.
- ☐ Go to the third floor of CAS and open the locker featuring the number of summers UB has been at BU
- ☐ Do a Unique pose in front of MLK Statue by Marsh Plaza
- ☐ Do a Unique pose by the Esplanade Jungle Bars
- ☐ Go to _____ Bay State Road and take a picture of
- ☐ Go to Warren Tours and pose with one of the vending machines.

- ☐ Go to the SED and locate room 410. Write down the message on the door about UB here:

Campus
Services

requested during times other than those listed above is $5.00.Your ID card will contain your library barcode for checking out materials and is required if you wish to check out any library books and/or videos.

## Library/Learning Resource Center

The Library/LRC provides access to information for all students, faculty, staff, and also community members in the surrounding area. A wealth of information can be found in books, magazines, newspapers, and via electronic media, including the Internet. The Library/LRC has online indexes for newspapers and magazines, online encyclopedias and full-text databases to meet the varied needs of our patrons. The Library is open from 7:30 a.m. until 7:30 p.m. Monday through Thursday, and 7:30 a.m. until 4:30 p.m. on Friday during the Fall and Spring semesters. A schedule for Summer sessions and any changes that must be made to our regular schedule will be posted.

## *Lost and Found*

Contact the receptionist at the Information Desk for lost and found items.

## Parking

Traffic signs are posted throughout the campus, and students are encouraged to familiarize themselves with the posted speed limits, directions, and parking areas. Parking permits are not required. However, a special permit, which must be displayed in the vehicle while it is parked on campus, is required to park in the handicapped zone.

## *Services for Students with Disabilities*

The purpose of the Americans with Disabilities Act (ADA) is to extend to people with disabilities civil rights similar to those now available on the basis of race, color, sex, national origin, and religion through the Civil Rights Act of 1964. It prohibits discrimination on the basis of disability in the private sector employment, services rendered by state and local governments, places of public accommodation, transportation, and telecommunications services. It is the policy of Ouachita Technical College to accommodate students with disabilities, pursuant to federal and state laws. Services available to disabled students include, but are not limited to, personalized orientation to campus, assistance with course registration, special parking, assistance with class scheduling, tutoring, recording of lectures, reader service, special seating arrangements, interpreter services, recording of class lectures, physical access to educational and related facilities and other reasonable accommodations. The OTC campus is accessible to wheelchairs. Any student needing accommodations must contact the Student Success Coordinator in the Division of Student Affairs. All students with disabilities are encouraged to contact the Division of Student Affairs for assistance, additional information on services and the *OTC Disability Handbook.*

## *Smoking/Tobacco Policy*

The College is dedicated to the health and comfort of all employees and to those who wish to work and learn in a smoke- and tobacco-free environment. **The use of tobacco in any form is prohibited in all buildings and within twenty-five (25) feet of any doorway. The Governor's Policy Directive #15 (GPD-15, effective 07/01/04) prohibits smoking of any kind within 25 feet of any entrance to any building owned or operated by the State of Arkansas.**

## *TRiO Student Support Services*

TRIO Student Support Services program is designed to help qualified students enter and graduate from college. The goals are achieved through the following services: tutoring (personal and computer-aided); disability services; counseling (personal, career, and academic); cultural activities; and special events.

## *Tours and Visits*

Tours and visits to the College campus, by groups and individuals, are always welcome. The Division of Student Affairs should be contacted to schedule tours or visits.

## *Tutoring*

Tutoring is available at no charge through the Student Success Office and TRiO Student Support Services in the Division of Student Affairs, as well as, all academic divisions. Contact the Student Success Coordinator for information.

# *Campus Services Quiz*

1. **There is an annual $25 campus parking fee?**
   a. **True**
   b. **False**

2. **OTC provides tutoring to free of charge?**
   a. **True**
   b. **False**

3. **Smoking is permitted within ____ feet of any entrance to any building on campus.**
   a. **15**
   b. **35**
   c. **55**
   d. **25**

4. **OTC has a contract Hot Spring County Hospital for students/**
   a. **True**
   b. **False**

5. **TRiO Student Support Services offers;**
   a. **Tutoring**
   b. **Academic/disability counseling**
   c. **Career/transfer counseling**
   d. **All of the above**

6. **___students are required to have student ID's. If lost, replacement cards cost $ ___.**
   a. **Freshman;$10**
   b. **Freshman;$5**
   c. **All;$10**
   d. **All;$5**

College
Etiquette

If you must disturb the class in this way on a given day (stuck in traffic or something) you should be **unobtrusive about your entry.**

**3. Do not get up and walk out halfway through class.**

It disturbs people and gives the unmistakable impression that you don't respect the class, the other students and the instructor.

**4. Do not cut the instructor off at the end of class.**

The instructor has the right to finish his or her thought at the end of the class period and conclude the class in an orderly manner without people standing up and walking out. (There is a separate list of rules for instructors. On that list is a rule that says "Do not routinely keep students more than a minute or two after the official end of the period.")

**5. Do not ask the instructor to go over again material you missed because you skipped a class.**

After class, speak with your instructor about the material you missed and you may have to schedule a time to meet with them during their office hours or you may need to get with other student.

**6. Don't assume that it is okay to eat in the classroom.**

Some teacher's are okay with it, but there may be other's who are not. Please note: it is never proper etiquette to cover your desk with food. *For example, you have an 8 and you didn't have a chance to eat at home. You run over to Macdonald's and get the pancakes, sausage, eggs, biscuits and coffee meal deal. It is not okay to cover your desk with your breakfast . . . how will you take notes; will you really be focused on the instructor? But if you stopped and got a cup of coffee and a sausage and biscuit sandwich, that is more manageable.*

**6. All cell phones must be turned off during class and there should be no texting.**

Most everyone has a cell phone and instructors understand there may be times when you have to take a call, but please make sure it is an emergency. If you know ahead of time you are expecting a call during class time, try and let the instructor know before class that u have an emergency and you will be receiving a call, the phone will be on vibrate and you will simply walk outside of classroom to answer the call.

**Now, let's talk about the ten suggested goals for the college freshman:**

## Ten Goals for College Freshman #1: Do Not Fail Any Courses

Failing just one course during your first year can ruin your GPA. It is also hard to bring your GPA score back up, once you've failed a course. That's why your first goal as a college freshman is to pass all of your courses. Preferably you want to get at least a "C" in each course or the class may not count towards your degree.

## Ten Goals for College Freshman #2: Get Hard Classes Out of the Way

Make it a goal to finish several harder courses during your freshman year. The longer you put these courses off, the harder college will become. For example, take a math and science course during the first semester of your freshman year and then take another math and science course during your second semester.

## Ten Goals for College Freshman #3: Avoid Withdrawing from Courses

If you can avoid withdrawing from courses during your freshman year of college, it will really help you out in the long run. The more classes you withdraw from, the longer it will take to finish your degree. If you do

find that you dislike a course, try to drop that course during the first week of the semester and add another course to take its place.

## Ten Goals for College Freshman #4: Learn to Make a Proper Schedule

A proper schedule will not only help you during your freshman year of college, but throughout your entire life. While it may be hard to make a solid schedule during the first week of class, make sure you know how to make a proper schedule before the first year is over. This also means making sure you stick to your schedule as well.

## Ten Goals for College Freshman #5: Meet with a Career Counselor

A career counselor will not only be able to talk to you about your future career goals, but they may also be able to help you find a job. This is an important goal to make because a career counselor will be able to find you a job that matches your career goals.

## Ten Goals for College Freshman #6: Speak to Your Advisor

Before your freshman year of college is over, make it a goal to sit down and speak with your advisor. Your advisor will be able to tell you if they think you are on the right track or if you need to make changes in order to meet your other goals.

## Ten Goals for College Freshman #7: Start Looking at Universities

If you are attending a community college, take time during your freshman year to start looking at universities. You can start requesting brochures, take campus tours, and even meet with professors and

advisors. This will help you determine which university will be best for you.

## Ten Goals for College Freshman #8: Reevaluate Your Career Goals

Shortly after speaking with your career counselor, reevaluate your career goals. Is this the career you want? Are the classes interesting enough to have a career that revolves around those subjects? If not, this is the time to make changes. This is also another reason why goal number two is so important. The harder classes will be useful in other degrees as well.

## Ten Goals for College Freshman #9: Finish at Least 8 Courses

During your freshman year of college; make a goal to finish at least 8 courses. That would be full-time during both semesters. If you want to finish college early though, you will need to take several more courses than that.

## Ten Goals for College Freshman #10: Join Groups That Will Look Good On Your University Application

One last goal college freshman should make, is to get involved at your college. Join groups and clubs that will look good on your university application. Also take time to volunteer and attend school functions that can improve your application.

# College Etiquette Quiz

1. Define etiquette

   _____

   _____

2. The class is over, but the instructor has one more point to make you should:
   a. Go ahead and go because class is technically over
   b. Wait until he/she completes their thought
   c. Grab your cell phone and pretend you have a call and leave

3. Since this is not high school all instructors are okay with students eating in class.
   a. True
   b. False

4. You missed Wednesday's class, it's okay to ask the instructor to repeat the information at the next class?
   a. True
   b. False

5. Texting in class demonstrates proper college classroom etiquette because at least you are not talking on the phone in class?
   a. True
   b. False

6. Meeting with your advisor before your freshman year is over is important because they can tell you:
   a. That the instructor says you are always late for class
   b. If the instructor is cancelling class
   c. If you are on the educational track

# Email Etiquette

*With almost 88% of Internet users, Email is the most popular of all Internet activities. (UCLA Internet Report: Surveying the Digital Future, 2001). The sheer number of individuals using email warrants a standard of usage. Email is a very different type of correspondence than letters and is meant to be quick and relatively simple. Your correspondence says a lot about you, so be aware of basic email etiquette, also known as netiquette*

## Watch Your LANGUAGE

- Make a good first impression. A well-written email is worth a little extra effort. Once you click that send button, there's no second chance.
- Don't use first names for someone you don't know. If in doubt, use Mr., Mrs., Ms., or Dr. as appropriate. If you are responding to an email where the sender used the first name only, then you are free to also use the first name.
- It is sometimes difficult to correctly convey your tone of voice through email. Read over your emails several times to be sure you are coming across as respectful, friendly and approachable (or other emotion as appropriate).
- Emoticons are great for informal emails to someone you know well. They are not so appropriate when contacting professionals such as professors or potential employers.
- DO NOT WRITE IN ALL CAPITALS. In "emaileeze"...you are yelling. This is very annoying and you might receive an unwanted response.
- Be brief, but polite. Include necessary information, but get your point across as quickly as possible. If you must be wordy, you might apologize upfront for the necessity.

- Plz Dnt Abbrvt! Fine for personal messages to your friends, but not for formal emails.
- Have at least one professional email address. Do you really want your potential employer knowing that you are sexkitten@.....? There are free accounts through a number of online sources so there is no reason not to have at least one email account for professional use only. Your first initial and last name work nicely for this purpose.
- Spell checker is great, but it doesn't always catch errors such as "there" instead of "their." Don't guess; look up words you are unsure of. Online dictionaries make this easy, so no excuses!
- Consider using a conversational tone when writing. It sounds friendly and is easy to read for the receiver.
- Slang is not okay in professional emails, but contractions may be used. Offensive language is always a no-no.
- Attachments have been weapons of destruction for computers and many people no longer open them even if they know the sender. Viruses are nasty...have good security software. Inserting your attachment into the body of the email works in most cases unless the attachment is very long.

*Basics of Email*

# E T I Q U E T T E

Be concise and to the point.

Use proper spelling and grammar.

Answer emails in a timely manner.

Do not attach unnecessary files.

Do not overuse the high priority option.

Do not use ALL CAPS.

Read your email before sending it.

Do not overuse Reply to All – not everyone needs to know your response.

Use bcc: when sending emails to a number of people so that the reader doesn't get a long list of addresses.
Some people might not want their email addresses shared with your mass mailing group.

Forward chain letters only to those you know welcome them.
Some companies have strict policies against mailing such letters on company time.

Request delivery and read receipts only when absolutely necessary.

Never discuss confidential information through email including your social security number, bank accounts, and personal information.

Write a meaningful comment in the subject line.

Do not send spam, hoaxes, etc. These belong in the trash.
Check hoaxbusters, snopes, urbanlegends or other internet hoax web sites.

Don't reply to spam. The sender will then know you actually exist.

# Quintessential Careers:
# College Professor Pet Peeves and Positive Student Behaviors

*by Randall S. Hansen,Ph.D.*

in their classes who are there to actively, learn, participate, and demonstrate their commitment to learning.

And then there are certain behaviors best avoided by students in college. These behaviors drive faculty crazy and will lead to you being seen as less than the ideal student. Some of these activities are disrespectful to the professor -- as well as to your fellow students.

**Pet Peeves**
What are things to avoid? Here's one list:

- Failing to come to class regularly
- Arriving to class late (and especially making a big entrance), and worse, making a habit of it
- Shuffling papers, putting books away, and other "end-of-class" behaviors before the professor has ended class
- Questioning whether some of the homework for the class is just "busy work."
- Asking if "we're doing anything important in class" when informing the professor that you may have to miss a class
- Asking about what is happening in class when it is clearly marked on the syllabus
- Allowing your cell phone to ring in class
- Text messaging while in class
- Holding a private discussion with someone during class
- Asking inane or off-topic questions
- Eating a meal in class
- Telling the professor you went to his/her office for help, but that he/she is never there
- Claiming you did not know an exercise was due, that there was a test, or any other class work that is clearly identified on the class calendar
- Telling the professor you deserve a break because of who you are
- Not completing the assigned reading before class
- Going to the restroom in the middle of class (unless it's an emergency)
- Sleeping during class
- Complaining about the workload in class, stating "you know, this isn't the only class I'm taking"
- Wearing inappropriate clothing (or the lack of it) to class
- Asking to "borrow" a stapler to staple a homework assignment for the class. (Would you ask your boss for a stapler to staple a report?)
- Turning in assignments that do not follow the class procedure (and every professor has different guidelines; know them!)
- Making excuses for missed exams, class assignments. (Especially don't use the time-worn dead grandparent excuse, or that you *have* to pick someone up at the airport)

**Positive Behaviors**
Here are the things college professors love:

- Students who take responsibility for their education
- Students who have read the assigned reading and actively participate in class discussion
- Students who complete all assigned work on time
- Students who sit toward the front of the classroom
- Students who visit professors during office hours
- Students who do not make excuses
- Students who ask for help more than a day before a test or an assignment due date

Learning
Styles

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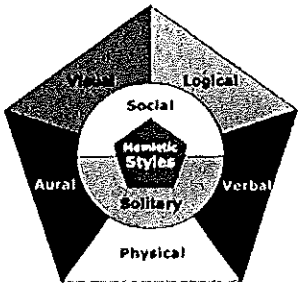
# The social (interpersonal) learning style




If you have a strong social style, you communicate well with people, both verbally and non-verbally. People listen to you or come to you for advice, and you are sensitive to their motivations, feelings or moods. You listen well and understand other's views. You may enjoy mentoring or counseling others.

You typically prefer learning in groups or classes, or you like to spend much one-on-one time with a teacher or an instructor. You heighten your learning by bouncing your thoughts off other people and listening to how they respond. You prefer to work through issues, ideas and problems with a group. You thoroughly enjoy working with a "clicking" or synergistic group of people.

You prefer to stay around after class and talk with others. You prefer social activities, rather than doing your own thing. You typically like games that involve other people, such as card games and board games. The same applies to team sports such as football or soccer, basketball, baseball, volleyball, baseball and hockey.

## Common pursuits and phrases

Some examples of pursuits that people with a strong social style may follow include counseling, teaching, training and coaching, sales, politics, human resources, and others.

As with people with the logical style, you are more likely to use phrases that reflect your dominant style out of physical, aural and visual styles. Here are some other phrases you may also use:

- Let's work together on this.
- We can work it out.
- Tell me what you are thinking.
- Help me understand this.
- Let's pull some people together to discuss.
- Let's explore our options.

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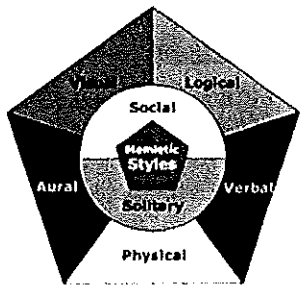
# The solitary (intrapersonal) learning style




If you have a solitary style, you are more private, introspective and independent. You can concentrate well, focusing your thoughts and feelings on your current topic. You are aware of your own thinking, and you may analyze the different ways you think and feel.

You spend time on self-analysis, and often reflect on past events and the way you approached them. You take time to ponder and assess your own accomplishments or challenges. You may keep a journal, diary or personal log to record your personal thoughts and events.

You like to spend time alone. You may have a personal hobby. You prefer traveling or holidaying in remote or places, away from crowds.

You feel that you know yourself. You think independently, and you know your mind. You may have attended self-development workshops, read self-help books or used other methods to develop a deeper understanding of yourself.

You prefer to work on problems by retreating to somewhere quiet and working through possible solutions. You may sometimes spend too much time trying to solve a problem that you could more easily solve by talking to someone.

You like to make plans and set goals. You know your direction in life and work. You prefer to work for yourself, or have thought a lot about it. If you don't know your current direction in life, you feel a deep sense of dissatisfaction.

## Common pursuits and phrases

Those that have a strong solitary style include authors, researchers, park rangers and security guards. Peak performers in any field often have a good solitary style behind other more dominant styles.

You are more likely to use phrases that reflect your other dominant styles. Here are some other phrases you may also use:

- I'd like some time to think it over.
- This is what I think or feel about that.
- I'd like to get away from everyone for a while.
- I'll get back to you on that.

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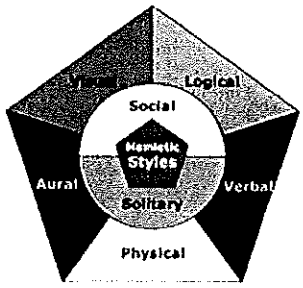
# The aural (auditory-musical-rhythmic) learning style




If you use the aural style, you like to work with sound and music. You have a good sense of pitch and rhythm. You typically can sing, play a musical instrument, or identify the sounds of different instruments. Certain music invokes strong emotions. You notice the music playing in the background of movies, TV shows and other media. You often find yourself humming or tapping a song or jingle, or a theme or jingle pops into your head without prompting.

## Common Pursuits and Phrases

Some pursuits that use the aural style are playing, conducting, or composing music, and sound engineering (mixing and audiovisual work).

You may use phrases like these:

- That sounds about right.
- That rings a bell.
- It's coming through loud and clear.
- Tune in to what I'm saying
- Clear as a bell.
- That's music to my ears.

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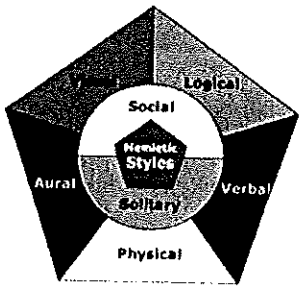
# The visual (spatial) learning style




If you use the visual style, you prefer using images, pictures, colors, and maps to organize information and communicate with others. You can easily visualize objects, plans and outcomes in your mind's eye. You also have a good spatial sense, which gives you a good sense of direction. You can easily find your way around using maps, and you rarely get lost. When you walk out of an elevator, you instinctively know which way to turn.

The whiteboard is a best friend (or would be if you had access to one). You love drawing, scribbling and doodling, especially with colors. You typically have a good dress sense and color balance (although not always!).

## Common pursuits and phrases

Some pursuits that make the most use of the visual style are visual art, architecture, photography, video or film, design, planning (especially strategic), and navigation.

You may use phrases like these:

- Let's look at it differently.
- See how this works for you.
- I can't quite picture it.
- Let's draw a diagram or map.
- I'd like to get a different perspective.
- I never forget a face.

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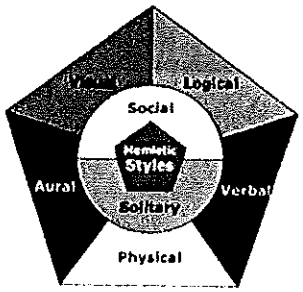
# The verbal (linguistic) learning style




The verbal style involves both the written and spoken word. If you use this style, you find it easy to express yourself, both in writing and verbally. You love reading and writing. You like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like. You know the meaning of many words, and regularly make an effort to find the meaning of new words. You use these words, as well as phrases you have picked up recently, when talking to others.

## Common pursuits and phrases

Pursuits that use the verbal style include public speaking, debating, politics, writing and journalism.

You may use phrases like these:

- Tell me word for word...
- Let's talk later.
- The word you're looking for is...
- I hear you but I'm not sure I agree.
- Let me spell it out for you.
- In other words...

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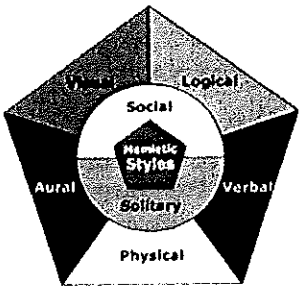
# The physical (bodily-kinesthetic) learning style




If the physical style is more like you, it's likely that you use your body and sense of touch to learn about the world around you. It's likely you like sports and exercise, and other physical activities such as gardening or woodworking. You like to think out issues, ideas and problems while you exercise. You would rather go for a run or walk if something is bothering you, rather than sitting at home.

You are more sensitive to the physical world around you. You notice and appreciate textures, for example in clothes or furniture. You like "getting your hands dirty," or making models, or working out jigsaws.

You typically use larger hand gestures and other body language to communicate. You probably don't mind getting up and dancing either, at least when the time is right. You either love the physical action of theme park rides, or they upset your inner body sense too much and so you avoid them altogether.

When you are learning a new skill or topic, you would prefer to "jump in" and play with the physical parts as soon as possible. You would prefer to pull an engine apart and put it back together, rather than reading or looking at diagrams about how it works.

The thought of sitting in a lecture listening to someone else talk is repulsive. In those circumstances, you fidget or can't sit still for long. You want to get up and move around.

## Common Pursuits and Phrases

Pursuits that involve the physical style include general physical work, mechanical, construction and repair work, sports and athletics, drama and dancing.

You may use phrases like these:

- That feels right to me.
- I can't get a grip on this...
- Stay in touch.
- Get in touch with...
- That doesn't sit right with me.
- I have good feelings about this.
- My gut is telling me...
- I follow your drift.

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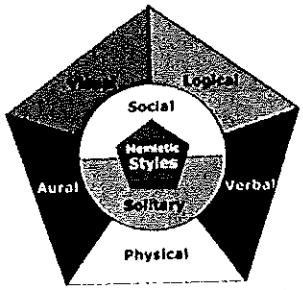
# The logical (mathematical) learning style




If you use the logical style, you like using your brain for logical and mathematical reasoning. You can recognize patterns easily, as well as connections between seemingly meaningless content. This also leads you to classify and group information to help you learn or understand it.

You work well with numbers and you can perform complex calculations. You remember the basics of trigonometry and algebra, and you can do moderately complex calculations in your head.

You typically work through problems and issues in a systematic way, and you like to create procedures for future use. You are happy setting numerical targets and budgets, and you track your progress towards these. You like creating agendas, itineraries, and to-do lists, and you typically number and rank them before putting them into action.

Your scientific approach to thinking means you often support your points with logical examples or statistics. You pick up logic flaws in other peoples words, writing or actions, and you may point these out to people (not always to everyone's amusement).

You like working out strategies and using simulation. You may like games such as brainteasers, backgammon, and chess. You may also like PC games such as Dune II, Starcraft, Age of Empires, Sid Meier games and others.

## Common Pursuits and Phrases

People with a strong logical style are likely to follow such pursuits as the sciences, mathematics, accounting, detective work, law and computer programming.

You are more likely to use phrases that reflect your most dominant style out of the visual, aural or physical styles, however you may also use phrases like these:

- That's logical.
- Follow the process, procedure, or rules.
- There's no pattern to this.
- Let's make a list.
- We can work it out.
- Quantify it, or prove it!

# What's Your Learning Style?

Learning styles refer to the ways you prefer to approach new information. Each of us learns and processes information in our own special ways, though we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer will offer insight into how you learn.

| | | | |
|---|---|---|---|
| 1. When I try to **concentrate...** | I grow distracted by clutter or movement, and I notice things around me other people don't notice. | I get distracted by sounds, and I attempt to control the amount and type of noise around me. | I become distracted by commotion, and I tend to retreat inside myself. |
| 2. When I **visualize...** | I see vivid, detailed pictures in my thoughts. | I think in voices and sounds. | I see images in my thoughts that involve movement. |
| 3. When I **talk with others...** | I find it difficult to listen for very long. | I enjoy listening, or I get impatient to talk myself. | I gesture and communicate with my hands. |
| 4. When I **contact people...** | I prefer face-to-face meetings. | I prefer speaking by telephone for serious conversations. | I prefer to interact while walking or participating in some activity. |
| 5. When I **see an acquaintance...** | I forget names but remember faces, and I tend to replay where we met for the first time. | I know people's names and I can usually quote what we discussed. | I remember what we did together and I may almost "feel" our time together. |
| 6. When I **relax...** | I watch TV, see a play, visit an exhibit, or go to a movie. | I listen to the radio, play music, read, or talk with a friend. | I play sports, make crafts, or build something with my hands. |
| 7. When I **read...** | I like descriptive examples and I may | I enjoy the narrative most and I can | I prefer action-oriented stories, but I |

| | | | |
|---|---|---|---|
| | pause to imagine the scene. | almost "hear" the characters talk. | do not often read for pleasure. |
| 8. When I **spell...** | I envision the word in my mind or imagine what the word looks like when written. | I sound out the word, sometimes aloud, and tend to recall rules about letter order. | I get a feel for the word by writing it out or pretending to type it. |
| 9. When I **do something new...** | I seek out demonstrations, pictures, or diagrams. | I want verbal and written instructions, and to talk it over with someone else. | I jump right in to try it, keep trying, and try different approaches. |
| 10. When I **assemble an object...** | I look at the picture first and then, maybe, read the directions. | I read the directions, or I talk aloud as I work. | I usually ignore the directions and figure it out as I go along. |
| 11. When I **interpret someone's mood...** | I examine facial expressions. | I rely on listening to tone of voice. | I focus on body language. |
| 12. When I **teach other people...** | I show them. | I tell them, write it out, or I ask them a series of questions. | I demonstrate how it is done and then ask them to try. |
| Total | Visual: _____ | Auditory: _____ | Tactile/Kinesthetic: _____ |

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style: _____

Your secondary learning style: _____

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

If your primary learning style is **visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

If your primary learning style is **auditory**, listen to the words you read. Try to develop an

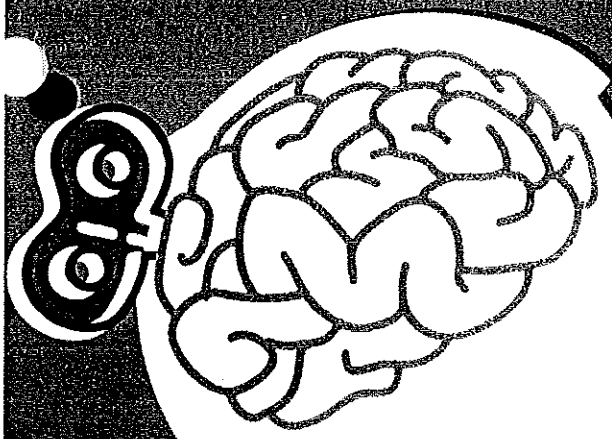
internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

If your primary learning style is **tactile/kinesthetic**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

# Learning Styles

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

| *When you..* | Visual | Auditory | Kinesthetic & Tactile |
|---|---|---|---|
| **Spell** | Do you try to see the word? | Do you sound out the word or use a phonetic approach? | Do you write the word down to find if it feels right? |
| **Talk** | Do you sparingly but dislike listening for too long? Do you favor words such as *see, picture*, and *imagine*? | Do you enjoy listening but are impatient to talk? Do you use words such as *hear, tune*, and *think*? | Do you gesture and use expressive movements? Do you use words such as *feel, touch*, and *hold*? |
| **Concentrate** | Do you become distracted by untidiness or movement? | Do you become distracted by sounds or noises? | Do you become distracted by activity around you? |
| **Meet someone again** | Do you forget names but remember faces or remember where you met? | Do you forget faces but remember names or remember what you talked about? | Do you remember best what you did together? |
| **Contact people on business** | Do you prefer direct, face-to-face, personal meetings? | Do you prefer the telephone? | Do you talk with them while walking or participating in an activity? |
| **Read** | Do you like descriptive scenes or pause to imagine the actions? | Do you enjoy dialog and conversation or hear the characters talk? | Do you prefer action stories or are not a keen reader? |
| **Do something new at work** | Do you like to see demonstrations, diagrams, slides, or posters? | Do you prefer verbal instructions or talking about it with someone else? | Do you prefer to jump right in and try it? |
| **Put something together** | Do you look at the directions and the picture? | | Do you ignore the directions and figure it out as you go along? |
| **Need help with a computer application** | Do you seek out pictures or diagrams? | Do you call the help desk, ask a neighbor, or growl at the computer? | Do you keep trying to do it or try it on another computer? |



# YOUR BRAIN AT WORK

As technology advances so does our knowledge of the very thing that makes these technological breakthroughs possible—the brain. The brain has gone from being thought of as worthless (the ancient Egyptians discarded it in their process of mummification) to being recognized as the most significant, and extremely complicated organ of our bodies.

We've known for a time that the brain carries out four main functions; collecting information, making meaning of this collected information, creating new ideas from this meaning, and acting on those ideas.

We've also believed that humans were born with a given intelligence that limited what one could learn. Not so. Neuroscientists using electron microscopes, MRI, PET, etc. scanning technology which has made it possible to actually observe the living brain, have discovered that our brain has the ability to change its structure and function as a result of outside experiences. This means that it is possible to increase our brain power, thus disproving this belief "that what you got is what you get."

By the same token, researchers have learned that our brain needs to be stimulated in order to increase its power. This stimulation - the brain's food - is education. Education powers the brain biologically by laying down more connections between brain cells, and knowledge (brain power) grows as these neurons make new connections. Education incorporates what we have already learned with new experiences, ideas, and feelings enriching our brains and ultimately our lives.

## Study tips to activate the brain:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

# Left and Right Brain Learning Styles

All of us use both sides of the brain, but most of us are either left or right brain dominant, which means that we may use the left or right brain characteristics more often in the ways we think, act and learn. It is important to recognize your brain dominance and value it as your special learning style. The next step is to begin developing the other side so that you can use your whole brain in thinking, acting and learning.

Read each pair of left and right brain characteristic and check the one that seems most like you. A good way to tell is to ask yourself which characteristic helps you learn better. If you strongly identify with both characteristics in a pair, then check both. More checks in the left column indicate left-brain dominance. More checks in the right column indicate right-brain dominance. Several checks in both boxes: a whole brain thinker.

| LEFT BRAIN | RIGHT BRAIN |
|---|---|
| ____ Verbal (words and numbers) | ____ Visual (pictures, graphs, charts...) |
| ____ Sequential (step by step) | ____ Holistic (seeing patterns and relationships) |
| ____ Logical | ____ Intuitive (knowing all at once) |
| ____ Reasoning (cause and effect thinking) | ____ Emotional (feeling) |
| ____ Analytical | ____ Creative |
| ____ Realistic | ____ Imaginative |
| ____ Facts | ____ Stories |
| ____ Details | ____ The big picture |
| ____ Organized; on time | ____ Spontaneous; timeless |
| ____ Serious; work ethic | ____ Humorous; play ethic |
| ____ Math; Science | ____ Art, music, drama, metaphor, color |

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# LEARNER SURVEY

Skill: How You Learn
Directions: In each section, check each description that applies to you. Leave the others blank.

**Section A**

1. _____ If I need to spell a word correctly, I write it down to see if it "looks" right.
2. _____ I can remember names if I see them written on name tags.
3. _____ I enjoy reading books and looking at the pictures.
4. _____ I would prefer to red the directions or look at the illustrations before beginning a project.
5. _____ To remember what my teacher says in class, it helps me to take notes.
6. _____ I usually write down all of my assignments to help me remember them.
7. _____ A good way for me to practice vocabulary words would be to use flashcards.
8. _____ I like my desk and locker to be organized.
9. _____ I can sit still to watch TV or work on the computer for a long time.
10. _____ I understand things better when I read them than when I listen to them.
11. _____ I like for my folks to make a list of the chores I need to do rather than just tell me.
12. _____ I can picture things easily in my mind.

**TOTAL NUMBER OF CHECKS IN SECTION A** _____

**Section B**

1. _____If I hear someone's name, I remember it easily.
2. _____ I prefer to listen to a book on audio tape rather than read it.
3. _____ I can pay attention and remember easily when my teacher reads aloud to us.
4. _____ I use jingles and songs to help me memorize things.
5. _____ If I were lost, I would stop and ask someone for directions rather than look at a map.
6. _____ In reading, I can best remember a story if we have a class discussion about it.
7. _____ I remember songs after hearing them only a couple of times.
8. _____ I often read and study by repeating information aloud to myself.
9. _____ I am distracted by background noise (like pencil tapping) when I am taking a test.
10. _____ I like to study for tests by having someone quiz me aloud.
11. _____ I like to talk and listen.
12. _____ I work math story problems by talking through them aloud.

**TOTAL NUMBER OF CHECKS IN SECTION B** _____

**Section C**

1. _____ It is hard for me to pay attention when I must sit still for a whole class period.
2. _____ I enjoy sports and being active.
3. _____ I count on my fingers or with other objects when I do math problems.
4. _____ My favorite classes are those where I can move around a lot.
5. _____ I would almost always choose to play outside rather than sit inside and read a book or listen to tapes.
6. _____ I have a hard time staying neat and organized.
7. _____ I am good at skills that require precise movements like walking on a balance beam, serving a volleyball or playing ping-pong.
8. _____ I prefer to learn a new activity by being shown how to do it rather than reading about it or listening to a tape about it.
9. _____I would like to act out stories rather than talk about them.
10. _____ I have a good sense of balance and rhythm.
11. _____ I can learn new dance steps or athletic skills after only trying them a few times.
12. _____ I would like to study my multiplication tables by saying them in rhythm while I jumped rope.

**TOTAL NUMBER OF CHECKS IN SECTION C _____**

**Now write your section totals in the spaces below.**

A= B= C=

A. If your highest total is in section A, you are likely a **SEEING** learner. You remember best by using your eyes.

B. If your highest total is in section B, you are likely a **HEARING** learner. You remember best by using your ears.

C. If your highest total is in section C, you are likely a **DOING** learner. You need movement or activity while you study to remember best.

Now fill in the blanks below:
I am strongest as a _____ learner.
My second area of strength is as a _____learner.

Adapted From Kelley Wingate Publications 1996

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# DIFFERENT STROKES FOR DIFFERENT FOLKS?

## *A Critique of Learning Styles*

BY STEVEN A. STAHL

I WORK WITH a lot of different schools and listen to a lot of teachers talk. Nowhere have I seen a greater conflict between "craft knowledge" or what teachers know (or at least think they know) and "academic knowledge" or what researchers know (or at least think they know) than in the area of learning styles. Over the years, my experience has told me to trust teachers; it has also taught me that teachers' craft knowledge is generally on target. I don't mean to say that teachers are always right, but they have learned a great deal from their thousands of observations of children learning in classrooms. So, when teachers talk about the need to take into account children's learning styles when teaching, and researchers roll their eyes at the sound of the term "learning styles," there is more to it than meets the eye.

The whole notion seems fairly intuitive. People are different. Certainly different people might learn differently from each other. It makes sense. Consider the following from the Web site of the National Reading Styles Institute, a major proponent of the application of learning styles to the teaching of reading:

> We all have personal styles that influence the way we work, play, and make decisions. Some people are very analytical, and they think in a logical, sequential way. Some students are visual or auditory learners; they learn best by seeing or hearing. These students are likely to conform well to traditional methods of study.
>
> Some people (we call them "global learners") need an idea of the whole picture before they can understand it, while "analytic learners" proceed more easily from the parts to the whole. Global learners also tend to learn best when they can touch what they are learning or move around while they learn. We call these styles of learning "tactile" and "kinesthetic." In a strictly traditional classroom, these students are often a problem for the teacher. She has trouble keeping them still or quiet. They seem unable to learn to read. (http://www.nrsi.com/about.html)

This all seems reasonable, but it isn't.

## Research and Learning Styles

The reason researchers roll their eyes at learning styles is the utter failure to find that assessing children's learning styles and matching to instructional methods has any effect on their learning. The area with the most research has been the global and analytic styles referred to in the NRSI blurb above. Over the past 30 years, the names of these styles have changed—from "visual" to "global" and from "auditory" to "analytic"—but the research results have not changed.

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In 1978, Tarver and Dawson reviewed 15 studies that matched visual learners to sight word approaches and auditory learners to phonics. Thirteen of the studies failed to find an effect, and the two that found the effect used unusual methodology. They concluded:

> Modality preference has not been demonstrated to interact significantly with the method of teaching reading.[1]

One year later, Arter and Jenkins reviewed 14 studies (some of these are overlapping), all of which failed to find that matching children to reading methods by preferred modalities did any good. They concluded:

> [The assumption that one can improve instruction by matching materials to children's modality strengths] appears to lack even minimal empirical support.[2]

Kampwirth and Bates, in 1980, found 24 studies that looked at this issue. Again, they concluded:

> Matching children's modality strengths to reading materials has not been found to be effective.[3]

In 1987, Kavale and Forness reviewed 39 studies, using a meta-analysis technique that would be more sensitive to these effects. They found that matching children by reading styles had nearly no effect on achievement. They concluded:

> Although the presumption of matching instructional strategies to individual modality preferences has great intuitive appeal, little empirical support for this proposition was found.... Neither modality testing nor modality teaching were shown to be [effective].[4]

A fifth review, in 1992, by Snider found difficulties in reliably assessing learning styles and a lack of convincing research that such assessment leads to improvement in reading.

> Recognition of individuals' strengths and weaknesses is good practice; using this information, however, to categorize children and prescribe methods can be detrimental to low-performing students. Although the idea of reading style is superficially appealing, critical examination should cause educators to be skeptical of this current educational fad.[5]

These five research reviews, all published in well-regarded journals, found the same thing: One cannot reliably measure children's reading styles and even if one could, matching children to reading programs by learning styles does not improve their learning. In other words, it is difficult to accurately identify children who are "global" and "analytic." So-called global children do not do better in whole language programs than they would in more phonics-based programs. And so-called analytic children do not do better in phonics programs than they do in whole language programs. In short, time after time, this notion of reading styles does not work.

This is an area that has been well researched. Many other approaches to matching teaching approaches to learning styles have not been well researched, if at all. I could not find studies in refereed journals, for example, documenting whether the use of Howard Gardner's Multiple Intelligences Model[6] improved instruction. This does not mean, of course, that the use of the model does not improve achievement, only that I could not find studies validating its use. The same is true of other learning style models.

One cannot prove a negative. Even if all of these studies failed to find that matching children by learning styles helps them read better, it is always possible that another study or another measure or another something will find that matching children to their preferred learning modality will produce results. But in the meantime, we have other things that we *know* will improve children's reading achievement. We should look elsewhere for solutions to reading problems.

Yet, the notion of reading styles (or learning styles) lingers on. This is true not only in my talks with teachers, but also in the literature that teachers read. The most recent issue of *Educational Leadership* included, as part of a themed issue on innovations, several articles on learning styles. *Phi Delta Kappan* also regularly contains articles on learning styles, as do other publications intended for teachers.

## Research into Learning Styles

Among others, Marie Carbo claims that her learning styles work is based on research. [I discuss Carbo because she publishes extensively on her model and is very prominent on the workshop circuit. In the references for this article, I cite a few examples of her numerous writings on the topic.[7]] But given the overwhelmingly negative findings in the published research, I wondered what she was citing, and about a decade ago, I thought it would be interesting to take a look. Reviewing her articles, I found that out of 17 studies she had cited, only one was published.[8] Fifteen were doctoral dissertations and 13 of these came out of one university—St. John's University in New York, Carbo's alma mater. None of these had been in a peer-refereed journal. When I looked closely at the dissertations and other materials, I found that 13 of the 17 studies that supposedly support her claim had to do with learning styles based on something other than modality. In 1997, I found 11 additional citations. None of these was published, eight were dissertations, and six of these came from St. John's. In short, the research cited would not cause anyone to change his or her mind about learning styles.

## What Do People Mean by Learning Styles?

Modality refers to one of the main avenues of sensation such as vision and hearing. I have only talked about modality-based reading styles because these are both the best researched and the most heavily promoted. The National Reading Styles Institute claims that it has worked with "over 150,000 teachers," and its advertisements seem to be everywhere. Furthermore, these notions of "visual" and "auditory" learners or "global" and "analytic" learners have been around for a long time and have found their way into a number of different programs, not just the NRSI programs.

There are other ways of looking at learning styles. People have proposed that children vary not only in perceptual styles, but on a host of different dimensions. To name a few, people have suggested that children are either two-dimensional/three-dimensional, simultaneous/sequential, connecting/compartmentalizing, inventing/reproducing, reflective/impulsive, field dependent/field independent, and so on.

Some of these are *learning preferences,* or how an individual chooses to work. These might include whether a person prefers to work in silence or with music playing, in bright light or dim light, with a partner or alone, in a warm room or a cool room, etc.

Some of these are *cognitive styles,* such as whether a person tends to reflect before making a choice or makes it impulsively, or whether a person tends to focus on details or sees the big picture.

Some of these are *personality types,* such as whether a person is introverted or extroverted.

Some of these are *aptitudes,* like many of Howard Gardner's multiple intelligences. Gardner suggests that people vary along at least seven different dimensions—*linguistic* or the ability to use language, *logico-mathematical* or the ability to use reasoning especially in mathematics, *spatial* or the ability to use images or pictures, *bodily-kinesthetic* or the ability to control movement, *musical, interpersonal* or the ability to work with people, and *intrapersonal* or the thinking done inside oneself. The last two are more like personality types, rather than aptitudes or even learning styles. The others are Gardner's attempt to expand the notion of what we think is intelligent behavior to people who are skilled in music, or dance, or even in interpersonal relations. In contrast to the traditional vision of learning styles as either/or categories (either a person is visual or he or she is auditory), multiple intelligences are put forth by Gardner as separate abilities. A child may be strong in a few of these areas, or none of these areas.

What is a teacher to do with all this? If there are children who prefer to work with music, then the teacher might either provide Walkmans for those who prefer music or play music openly and provide earplugs for those who don't. If there are children who prefer to work in bright light, the teacher might seat those children over by the window. Children who like to snack while reading can be allowed to eat during class (healthy foods, of course). It would be easy to see how accommodating all of these preferences in a class could lead to chaos. How would a teacher lecture, give assignments, or even call to order a class in which a sizable proportion of the students was wearing earplugs? Or how does one regulate the temperature so part of the room is warm and part cool?

Others have used learning styles theory as a way of making sure that all the needs of diverse learners are being met. Marguerite Radenich used Gardner's model to examine literature study guides.[9] Her ideal was one that incorporated all of these ways of knowing into an integrated whole to be used to study adolescent literature. Thus, Gardner's model was used here to create more multidimensional instruction. This is very different from using these different styles to segregate children into groups where they would receive fairly one-dimensional instruction.

Thoughtful educators have tried to make this work, and perhaps it is workable, but trying to meet all of the preferences of a group of children would seem to take energy that would be better spent on other things. This is especially true since no one has proven that it works.

## Learning Styles and Fortune Telling

Why does the notion of "learning styles" have such enduring popularity—despite the lack of supporting evidence? I believe that this phenomenon has a lot in common with fortune telling.

You go to see a fortune teller at a circus. She looks you over and makes some quick judgments—how young or old you are, how nicely you are dressed, whether you appear anxious or sad or lonely—and based on these judgments, tells your fortune. The fortune she tells may be full of simple and ambiguous statements—"you will be successful at your next venture," "you will be lucky at love," or may be more complex—"you are successful at home, but someone is jealous; make sure you watch yourself." Either way, the statements are specific enough so that they sound predictive, but ambiguous enough that they could apply to a number of situations.

When we read the statements on a Learning Style Inventory, they sound enough like us that we have a flash of recognition. These inventories typically consist of a series of forced choices, such as these from Marie Carbo's *Reading Style Inventory, Intermediate,* 1995.[10]

A) I always like to be told exactly how I should do my reading work.

B) Sometimes I like to be told exactly how I should do my reading work.

C) I like to decide how to do my reading work by myself.

Or

A) I like to read in the morning.
B) I don't like to read in the morning.

A) I like to read after lunch.
B) I don't like to read after lunch.

A) I like to read at night.
B) I don't like to read at night.

Or

A) I read best where it's quiet with no music playing.

B) I read best where there is music playing.

C) I read about the same where it's quiet or where there is music playing.

Since all of us have some preferences (my experience is that adults have clear preferences about music during reading, especially), these items tend to ring true. Like the fortunes told by the fortune teller, these statements at first light seem specific enough to capture real distinctions among people. But the problem with choices like these is that people tend to make the same choices. Nearly everybody would prefer a demonstration in science class to an uninterrupted lecture. This does not mean that such individuals have a visual style, but that good science teaching involves demonstrations. Similarly, nearly everybody would agree that one learns more about playing tennis from playing than from watching someone else play. Again, this does not mean that people are tactile/kinesthetic, but that this is how one learns to play sports. Many of these "learning styles" are not really choices, since common sense would suggest that there would not be much variance among people. In the class sample provided with the Reading Style Inventory above, for example, 96 percent of the fifth-graders assessed preferred quiet to work-

ing while other people were talking, 88 percent preferred quiet to music, 79 percent picked at least two times of day when they preferred to work, 71 percent had no preference about temperature, and so on. Virtually all of the questions had one answer preferred by a majority of the students.

The questions are just specific enough to sound like they mean something, but vague enough to allow different interpretations. For example, does "music" refer to Mozart or Rap? Obviously, one's choices would be different for different types of music. A more serious question would arise over the "teacher direction" item. Doesn't the amount of teacher direction needed depend on the difficulty of the assignment? There are some assignments that are self-evident and do not need much teacher direction, but when work gets complex, students need more direction. This is not a matter of preference.

The other major problem with these inventories is that there are no questions about a child's reading ability. So children with reading problems are given the same measure as children who are doing well in reading. This has two effects. First, there is a bias on some items for children with different abilities. Consider these two items, also from the Carbo inventory:

A) It's easy for me to remember rules about sounding out words.

B) It's hard for me to remember rules about sounding out words.

Or

A) When I write words, I sometimes mix up the letters.

B) When I write words, I almost never mix up the letters.

Children with reading problems are more likely to answer that they do not remember phonics rules and that they sometimes mix up the letters. According to the learning styles research reports, such children are likely to be considered as having a global (or visual) preference.[11] Actually, this may not be a preference at all, but a reflection of the child's current level of reading ability. The potential for harm occurs when children with reading problems are classified as "global" (visual) learners and thereby miss out on important instruction in decoding, or are classified as "analytic" (auditory) learners and miss out on opportunities to practice reading in connected text.

Not including information about reading ability also leads to some strange prescriptions. Adults attending learning styles workshops often get prescriptions for beginning reading instruction methods, such as the language experience approach or phonics/linguistic approaches, certainly not needed by competent readers. And for children, too, some of the approaches may be inappropriate. The language experience approach, for example, is best suited for children at the emergent literacy stage, when they need to learn about basic print concepts, one-to-one matching, letter identification, and so on.[12] For a second-grader, or even a newly literate adult, language experience may be appropriate (if they still have not mastered basic print concepts) or highly inappropriate (if they are already reading fluently). It depends on the readers' skill, not their learning styles.

## Reliability

If you are to use a test, even an inventory like the one cited above, it should be reliable. If a test is reliable, that means you are going to get the same (or close to the same) results every time you administer it. If a test is 100 percent reliable (or has a reliability coefficient of 1.0), then a person will score exactly the same on Thursday as on Tuesday. Perfection is tough to come by, so we generally want a reliability coefficient to be .90 or higher.[13] If a test is not reliable, or trustworthy, then it is difficult to believe the results. This is a problem, not only with inventories, but with any measure that asks subjects to report about themselves.

Reliabilities of these measures are relatively low. The self-reported reliabilities of Carbo's Reading Style Inventory and Dunn and Dunn's Learning Style Inventories are moderate, especially for a measure of this kind—in the neighborhood of the .60s and the .70s. Similar reliabilities are reported for the Myers-Briggs Inventory, another learning styles assessment.[14] These are lower than one would want for a diagnostic measure. And, these scores are inflated, since for many items there is generally one answer that nearly everybody chooses. This would tend to make the reliabilities higher.

The vagueness in the items may tend to make the reliabilities low. Again, how a child interprets each item will influence how it is answered, as with the "teacher direction" and "music" examples discussed earlier.

Test-retest reliabilities are particularly important for a measure of learning styles. These moderate reliabilities could be interpreted in two ways. The test itself may not be a reliable measure of what it is supposed to measure—that is, a person has a stable learning style, but the test is not getting at it. If the test is not reliable, then the information it gives is not trustworthy.

The other possibility is that learning styles may change, from month to month, or even week to week. This is also problematic. If we are talking about matching a person to a situation using this instrument, this is a relatively long-term (semester or academic year) matching. If a person's style changes, then one either must measure learning styles frequently, or allow for more flexible assignments.

## How Reading Develops

The Learning Style model assumes that different children need different approaches to learn to read. Children are different. They come to us with different personalities, preferences, ways of doing things. However, the research so far shows that this has little to do with how successful they will be as readers and writers. Children also come to us with different amounts of exposure to written text, with different skills and abilities, with different exposure to oral language. The research shows that these differences *are* important.

Rather than different methods being appropriate for different children, we ought to think about different methods being appropriate for children at different stages in their development. Children differ in their phonemic abilities, in their ability to recognize words automatically, in their ability to comprehend and learn from text, and in

their motivation and appreciation of literature.[15] Different methods are appropriate for different goals. For example, approaches that involve the children in reading books of their own choice are important to develop motivated readers.[16] But whole language approaches, which rely largely on children to choose the materials they read, tend not to be as effective as more teacher-directed approaches for developing children's word recognition or comprehension.[17]

A language experience approach may be appropriate to help a kindergarten child learn basic print concepts. The child may learn some words using visual cues, such as might be taught through a whole word method. With some degree of phonological awareness, the child is ready to learn letters and sounds, as through a phonic approach. Learning about letters and sounds, in combination with practice with increasingly challenging texts, will develop children's ability to use phonetic cues in reading, and to cross-check using context. With additional practice in wide reading, children will develop fluent and automatic word recognition. None of this has anything to do with learning styles; it has to do with the children's current abilities and the demands of the task they have to master next.

## What Do Teachers Get out of Learning Styles Workshops?

I have interviewed a number of teachers who have attended learning styles workshops. These were meetings of 200 to 300 teachers and principals, who paid $129 or so to attend a one-day workshop or up to $500 to attend a longer conference. They have found them to be pleasant experiences, with professional presenters. The teachers also feel that they learned something from the workshops. After I pressed them, what it seemed that they learned is a wide variety of reading methods, a respect for individual differences among children, and a sense of possibilities of how to teach reading. This is no small thing. However, the same information, and much more, can be gotten from a graduate class in the teaching of reading.

These teachers have another thing in common—after one year, they had all stopped trying to match children by learning styles. □

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# What Does My Learning Style Mean?

We each have a personal learning style that we rely on every day to relate to and organize our world. Students preferentially take in information and learn through sight (visual), by sound or speech (auditory), or by touch and movement (tactile/kinesthetic).

Knowing your learning style is a key step in developing an awareness of your habits and tendencies that might help you excel in an academic setting or can interfere with your learning. Understanding your preferences, you can then develop strategies to capitalize on your strengths and compensate for your weaknesses.

Please note that learning preferences do not indicate the suitability of students for particular courses or disciplines. Learning profiles can, however, point out where mismatches between the teaching style of the professor and the learning style of the student might lead to students becoming frustrated and discouraged. While learning styles can be of interest in choosing a major or career, caution should be taken because styles can be adapted to most careers.

Your instructor will direct you to one of several assessments designed to help you identify your learning style. One highly recognized tool is the *Index of Learning Styles* used to assess preferences on four dimensions (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) of a learning style model formulated by Richard M. Felder and Linda K. Silverman. The instrument was developed by Richard M. Felder and Barbara A. Soloman of North Carolina State University and is located online at http://www.crc4mse.org/ILS/self_test.html. Another excellent inventory is the VARK Survey by Neil Fleming available at http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/vark.htm.

## COGNITIVE STYLE

Refers to the preferred mode of taking in information.

http://www.engr.ncsu.edu/learningstyles/ilsweb.html
http://www.metamath.com/multiple/multiple_choice_questions.html

My preferred style is _____

## VISUAL LEARNERS

Seeing & Visualizing

### Advantages

Visual learners prefer to look at what they are learning, enjoy images and think in pictures. As a visual learner, you find enjoyment in creating vivid mental images of events and situations in order to understand ideas and retain information. You need to see the teacher's body language and facial expressions and benefit from sitting in the front of the classroom in order to take detailed notes. You often have the ability to see the big picture when discussing or working on a problem or task.

### Disadvantages

You may have difficulty processing and recalling information given to you orally. You may need more time to complete tasks as you "translate" information into pictures. You can be more concerned with the appearance of something than in the value of the content. You may not pay enough attention to details. You may watch a speaker instead of listening to the content. Telephone conversations can be difficult because of the lack of visual cues.

## VISUAL LEARNERS-CONTINUED

- Learn well by seeing words in books, on the board, and on charts.
- Write down words that are given orally in order to learn by seeing them on paper.
- Remember and use information better if you have read it.
- May need to see numbers on the board, in a book, or on a paper in order to work with them.
- More likely to remember math facts if you have seen them.
- Don't seem to need much oral explanation.
- Benefit from reading books, pamphlets, and written material.
- Given time alone with a book, you may learn more than in class.
- Make sure important information is given on paper or that you take notes in class if you want to remember specific information.
- Learn well by using worksheets, workbooks, and textbooks.
- Allow yourself time to study written class material.
- Read the teacher's body language and facial expression to fully understand the content of a lesson.
- Sit at the front of the classroom to avoid visual obstructions (e.g. people's heads).
- Think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, maps, overhead transparencies, videos, flipcharts and hand-outs.
- During a lecture or classroom discussion, take detailed notes to absorb the information.

Good at...
puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

Possible career interests:
navigators, sculptors, visual artists, inventors, architects, interior designers, mechanics, engineers

## AUDITORY LEARNERS
Listening & Reading

### Advantages

An auditory learner likes listening and talking and prefers to receive information orally. You think in words and benefit from talks, lectures, discussions, videos, or other venues where information is shared verbally. You are likely to have a methodical approach to life where your sequencing and organizing skills are of great benefit. You like to use checklists to structure your day's tasks. You can often be considered a reliable and independent worker

### Disadvantages

You like to complete one job before embarking on another. Multitasking is quite difficult for you. You have a tendency to get stuck or focus on small bits of information and do not obtain a holistic view or big picture. You may also prefer to work by yourself rather than in groups. Written information may have little meaning until it is heard.

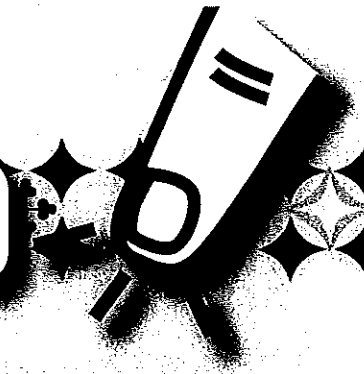
- Learn best by hearing words spoken.
- Learn best through verbal lectures, discussions, talking things through and listening to what others have to say.

## AUDITORY LEARNERS-CONTINUED

- May need to read materials softly to yourself, especially when trying to understand new ideas.
- Understand and remember words and facts you learned by hearing.
- Learn by hearing oral explanations.
- May be able to work number problems in your head. You may say numbers softly to yourself to help remember them.
- Benefit from hearing audio tapes, oral practice, lectures, or class discussions.
- Use a tape recorder in class, teach other students, or talk to the teacher.
- Group activities provide the sound of words being spoken that is so important to your learning.
- Read written explanations and directions aloud.
- Make sure important facts are spoken.
- Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard.
- Read text aloud.

Good at...
listening, speaking, writing, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

Possible career interests:
Poet, journalist, writer, teacher, lawyer, politician, translator



## TACTILE / KINESTETIC LEARNERS

Experiencing & Hands-on Learning

### Advantages

The tactile/kinesthetic learner enjoys learning through touch and movement. You prefer to learn through **actively exploring the world around you.** Your active learning style is useful for hands-on projects. You may find it easy to demonstrate how to do something. You are likely to be able to enjoy the actual experience of learning and may excel in lab settings. You may prefer to study reclining comfortably on a sofa or floor.

### Disadvantages

You may not thrive in a traditional classroom where there aren't enough opportunities to move around and get your hands involved in your learning. You may miss some instructions or information when presented orally and have difficulty concentrating on lengthy written tasks. You can be easily distracted by your desire for activity and exploration and have difficulty sitting still for long periods of time. Classroom discussions and written materials can be frustrating. You might find it hard to pay attention to detail.

- You learn best by experience. Express self through movement.
- Learn best through a hands-on approach, actively exploring the physical world around you.
- May find it hard to sit still for long periods and may become distracted by your need for activity and exploration.
- Need to manipulate materials to understand the concepts being taught. Handle, touch, and work with what you are learning.

## TACTILE / KINESTETIC LEARNERS-CONTINUED

- Do more than just a reading or math assignment. An activity such as making a project will increase your learning. Make an audio tape along with pictures or objects, draw a picture, or use physical activities such as plays to accompany a written assignment.
- Interact with the space around you to remember and process information.

Good at....
dancing, physical coordination, sports, hands-on experimentation, using body language, crafts, acting, miming, using your hands to create or build, expressing emotions through the body

Possible career paths:
Athletes, physical education teachers, dancers, actors, firefighters, artisans, computers or other careers requiring use of hands or movement

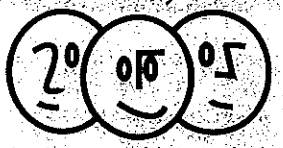
## SOCIAL STYLE

Refers to the preference of working alone or in groups.

### INDIVIDUAL

You get more work done alone. You think best and remember more when you have learned or studied alone. You care more for your own opinions than for the ideas of others.

You need to be alone to do important learning. Go to the library to study; do not study with friends. Don't volunteer for group projects – you will do better working alone.



### GROUP

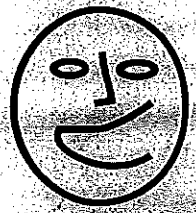
You need to study with at least one other student; you will not get as much done alone. You value others' opinions and preferences. Group interaction increases your learning and recognition of facts. Socializing with other students is important to you. You need the stimulation of the group to accomplish important learning.

My preferred style is _____

## EXPRESSIVE STYLE

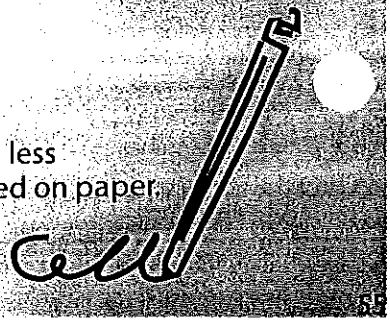
Refers to the preferred method of giving information.

### ORAL



You can easily tell what you know. You talk fluently, comfortably, and seem able to say what you mean. You may actually know more than your tests show. You are probably not shy about giving reports or talking to the instructor or other students. Writing may seem difficult for you. Organizing and putting thoughts on paper may seem like a slow and tedious task for you. You may prefer to make oral reports instead of written ones or make an audio tape of a report.

### WRITTEN



You can write essays and good answers on tests to show what you know. You feel less comfortable when you have to give oral answers. Your thoughts are best organized on paper. Keep notebooks and journals for your classes with important information.

My preferred style is _____

## CLUES — VISUAL LEARNERS — LEARNING TIPS

Needs to see it to know it.
May have artistic ability.
Strong sense of color.
Difficulty with spoken directions.
Trouble following lectures.
Misinterpretation of words.
Overreaction to sounds.

Use of graphics to reinforce learning – films, diagrams, doodles.
Color coding to organize notes and possessions.
Written directions.
Use of flow charts & diagrams for note-taking.
Visualizing spelling of words or facts to be memorized.

## AUDITORY LEARNERS

Prefers to get information by listening - needs to hear it to know it.
Difficulty following written directions.
Difficulty with reading.
Problems with writing.
Inability to ready body language and facial expressions.

Use of tapes for reading and for class lecture notes
Learning by interviewing or by participating in discussions.
Having test questions or discussions read aloud or put on tape.

## TACTILE LEARNERS

Prefers hands-on learning.
Can assemble parts without reading directions.
Difficulty sitting still.
Learns better when physical activity is involved. May be very well-coordinated and have athletic ability

Experiential learning (making models, doing lab work, and role playing)
Frequent breaks in study periods.
Tracing letters and words to learn spelling and remember facts.
Use of computer to reinforce learning through sense of touch.
Memorizing or drilling while walking or exercising.
Expressing abilities through dance, drama or gymnastics.

Scheiber & Talbers, Unlocking Potential

## HOW PEOPLE LEARN?

1% through TASTE
1 ½ % through TOUCH
3 ½% through SMELL
11% through HEARING
83% through SIGHT

## HOW MUCH OF WHAT PEOPLE LEARN DO THEY RETAIN?

10% of what you READ
20% of what you HEAR
30% of what you SEE
50% of what you SEE and HEAR simultaneously
70% of what you SAY as you talk
90% of what you SAY as you DO a thing.

## TIME SPAN OF RETENTION

| METHOD OF INSTRUCTION | RECALL **3 Hours Later** | RECALL **3 Days Later** |
|---|---|---|
| Lecture | 70 % | 10 % |
| Showing used alone | 72% | 20% |
| A blend of showing and telling | 85% | 65% |

# What's YOUR Learning Style?

## Purpose:

- To learn about learning styles.
- To understand the differences between auditory, visual and kinesthetic learners
- To identify your own learning style

There are three basic types of learning styles. The three most common are visual, auditory, and kinesthetic. To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others. Today's lesson will help you determine which of these learning styles you rely on the most.

There is a series of 16 questions that are related to the three main learning styles. Read the question and select the answer that closest fits your answer. Don't think about the questions too much. Go with your first choice. After you answer each of these questions, just click on the submit button at the bottom of the page. If you are connected to the internet, the computer will evaluate the results and display how many of each answer you selected.

Once the computer has evaluated your answers, it will show your primary learning style. Sometimes people have two or three that all have about the same number of choices. Some people depend on two or more types of learning styles.

It is not unusual to use different learning styles for different tasks. That's why people can respond so differently to the same thing.

Take the inventory and see your results.

See the summary of the different learning styles.

Understanding and identifying the different styles.

## Processing Suggestions:

1. How could knowing your learning style be of benefit to you, personally?
2. How can it be helpful in your interactions with others?
3. How do you think this could help you in your studies?
4. How do you think this could help you in lectures?
5. How do you think this could help you in note taking?

Adapted from *Instructor Magazine*, 8-89

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# Three Different Learning Styles

If you scored mostly a's you may have a visual learning style. You learn by seeing and looking.
Visual Learners

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

If you scored mostly b's, you may have an auditory learning style. You learn by hearing and listening.
Auditory Learners

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

If you had mostly c's, you may have a kinesthetic learning style. You learn by touching and doing.
Kinesthetic Learners

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- communicate by touching and appreciate physically expressed encouragement, such as a pat on the back

Back to the start of the styles inventory

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# Understanding and Identifying Auditory, Visual and Kinesthetic Learning Styles

| **Auditory** | **Visual** | **Kinesthetic** |
|---|---|---|
| Identify sounds related to an experience | Have a sharp, clear picture of an experience | Develop a strong feeling towards an experience |
| I **hear** you clearly,<br><br>I want you to **listen** . . .<br><br>This **sounds** good | Do you **make pictures** in your head<br><br>Do you have **visual images** in your head as you are talking and listening to me?<br><br>Can you **see** what I am saying? | Do you **feel** what you are saying?<br><br>Are you in **touch** with what I am saying? |
| How do you **hear** this situation going?<br><br>What do you **hear** that is stopping you?<br><br>**Sounds** heavy. | How do you **see** the situation?<br><br>What do you **see** stopping you?<br><br>This **looks** good.<br><br>Do you **see** what I am **showing** you? | How do you **feel** about this situation?<br><br>I'm **getting a handle** on this material.<br><br>Let's **move** together.<br><br>Does what I am putting you in **touch** with **feel** right?<br><br>Sounds **heavy**. |
| **Word Selections** | **Word Selections** | **Word Selections** |
| tinkling silent squeal blast screaming choking | color clear spiral showed vivid notice | felt body sensations feel pain touch |
| Lecture<br>Do you love me?<br><br>Auditories complain: Kinesthetics don't listen. | Fantasies<br><br>Visuals complain: Auditories don't pay attention to them because they don't make eye contact. | Kinesthetics complain: "Auditory and visual people are insensitive." |

Back to the beginning of Learning Styles

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# What's Your Learning Style

For these questions, choose the first answer that comes to mind and click on a,b, or c. Don't spend too much time thinking about any one question.

Question 1

When you study for a test, would you rather

- ○ a) read notes, read headings in a book, and look at diagrams and illustrations.
- ○ b) have someone ask you questions, or repeat facts silently to yourself.
- ○ c) write things out on index cards and make models or diagrams.

Question 2

Which of these do you do when you listen to music?

- ○ a) daydream (see things that go with the music)
- ○ b) hum along
- ○ c) move with the music, tap your foot, etc.

Question 3

When you work at solving a problem do you

- ○ a) make a list, organize the steps, and check them off as they are done
- ○ b) make a few phone calls and talk to friends or experts
- ○ c) make a model of the problem or walk through all the steps in your mind

Question 4

When you read for fun, do you prefer

- ○ a) a travel book with a lot of pictures in it
- ○ b) a mystery book with a lot of conversation in it
- ○ c) a book where you answer questions and solve problems

Question 5

To learn how a computer works, would you rather

- ○ a) watch a movie about it
- ○ b) listen to someone explain it
- ○ c) take the computer apart and try to figure it out for yourself

Question 6

You have just entered a science museum, what will you do first?

- ○ a) look around and find a map showing the locations of the various exhibits
- ○ b) talk to a museum guide and ask about exhibits
- ○ c) go into the first exhibit that looks interesting, and read directions later

Question 7

What kind of restaurant would you rather not go to?

- ○ a) one with the lights too bright
- ○ b) one with the music too loud
- ○ c) one with uncomfortable chairs

Question 8

Would you rather go to

- ○ a) an art class
- ○ b) a music class
- ○ c) an exercise class

Question 9

Which are you most likely to do when you are happy?

- ○ a) grin
- ○ b) shout with joy
- ○ c) jump for joy

Question 10

If you were at a party, what would you be most likely to remember the next day?

- ○ a) the faces of the people there, but not the names
- ○ b) the names but not the faces
- ○ c) the things you did and said while you were there

Question 11

When you see the word "d - o - g", what do you do first?

- ○ a) think of a picture of a particular dog
- ○ b) say the word "dog" to yourself silently
- ○ c) sense the feeling of being with a dog (petting it, running with it, etc.)

Question 12

When you tell a story, would you rather

- ○ a) write it
- ○ b) tell it out loud
- ○ c) act it out

Question 13

What is most distracting for you when you are trying to concentrate?

- ○ a) visual distractions
- ○ b) noises
- ○ c) other sensations like, hunger, tight shoes, or worry

Question 14

What are you most likely to do when you are angry?

- ○ a) scowl
- ○ b) shout or "blow up"
- ○ c) stomp off and slam doors

Question 15

When you aren't sure how to spell a word, which of these are you most likely to do?

- ○ a) write it out to see if it looks right
- ○ b) sound it out
- ○ c) write it out to see if it feels right

Question 16

Which are you most likely to do when standing in a long line at the movies?

- ○ a) look at posters advertising other movies
- ○ b) talk to the person next to you
- ○ c) tap your foot or move around in some other way

Total your a's, b's, and c's - or if you're on-line click on the submit button below.

Submit Query Reset

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**Learning Styles Test** ***Unlock Your Learning Potential!***

This test is to find out something about your preferred learning method. Research on the left/right brain differences and also on learning personality differences suggest that each person has a preferred way to receive and communicate information. Choose the answer that best explains your preference and mark the letter (V, R, A, or K). If only a single answer does not match your perception, please indicate the second or third choices.

**1. You are about to give directions to a person. She is staying in a hotel in town and wants to visit your house. She has a rental car. Would you:**
V. draw a map on paper?
R. write down the directions (without a map?
A. tell her the directions?
K. collect her from the hotel in your car?

**2. You are staying in a hotel and have a rental car. You would like to visit a friend whose address/location you do not know. Would you like them to:**
V. draw you a map?
R. write down the directions (without a map)?
A. tell you directions?
K. collect you from the hotel in their car?

**3. You have just received a copy of your intinerary for a world trip. This is of interest to your friend. Would you:**
A. call her immediately and tell her about it?
R. Send her a copy of the printed intinerary?
V. show her a map of the world?

**4. You are going to cook a dessert as a special treat for your family. Do you:**
K. cook something familiar without the need for instructions?
V. thumb through a cookbook looking for ideas from the pictures?
R. refer to a specific cookbook where there is a good recipe?
A. ask for advise from others?

**5. A group of tourists has been assigned to you to find out about national parks. Would you:**
K.drive them to a national park?
V. show them slides and photographs?
R. give them a book on national parks?
A. give them a talk on national parks?

**6. You are about to purchase a new stereo. Other than the price, what would most influence your decision?**
A. a friend talking about it?
K. listening to it?
R. reading the details about it?
V. its distinctive, upscale appearance?

**7. Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill, i.e. riding a bike. How did you learn best? By:**
V. visual clues-pictures, diagrams, charts?
R. written instructions?
A. listening to somebody explain it?
K. doing it?

**8. Which of these games do you prefer?**

A. Pictionary? R. Scrabble? K. Charades?

**9. You are about to learn how to use a new program on a computer. Would you:**
K. ask a friend to show you?
R. read the manual which comes with the program?
A. telephone a friend and ask questions about it?

**10. You are not sure whether a word should be spelled "dependent" or "dependant". Do you:**
R. look it up in a dictionary?
V. see the word in your mind and choose the best way it looks?
A. sound it out?
K. write both versions down?

**11. Apart from price, what would most influence your decision to buy a particular textbook?**
K. using a friends copy?
R. skimming parts of it?
A. a friend talking about it?
V. it looks OK?

**12. A new movie has arrived in town. What would most influence your decision to go or not go?**
A. friends talking about it?
R. you read a review about it?
V. You saw a preview of it?

**13. Do you prefer a lecturer/teacher who likes to use:**
R. handouts and/or a textbook?
V. flow diagrams, charts, slides?
K. field trips. labs, practical sessions?
A. discussion, guest speakers?

Now go back and count how many V's, A's, R's, and K's you circled. Whichever letter you have circled most indicates your preferred learning style. If you have a "tie" or two letters are about equal you probably have more than one preferred learning style. Click on the letter that you circled most to find out what you should do in class, when you're studying and during exams to complement your learning style.

V's than click here

A's than click here

R's than click here

K's than click here

You have been identified as a Visual Learner. Follow these simple tips to assist you in learning more efficiently.

## In Class You Should:

- Underline
- use different colors
- use symbols, charts, arrangements on a page

## When Studying You Should:

- use the "In Class" method
- reconstruct images in different ways
- redraw pages from memory
- replace words with symbols and initials

## During Exams You Should:

- recall the pictures of the pages
- draw, use diagrams where appropriate
- practice turning visuals back into words

You have been identified as an Aural Learner. Follow these simple tips to assist you in learning more efficiently.

## In Class You Should:

- attend lectures and tutorials
- discuss topics with students
- explain new ideas to other people
- use a tape recorder
- describe overheads, pictures, and visuals to somebody that was not there.
- leave space in notes for later recall

## When Studying You Should:

- understand you may take poor notes because you prefer to listen
- expand your notes
- put summarized notes on tape and listen
- read summarized notes out load
- explain notes to another Aural person

## During Exams You Should:

- listen to your voices and write them down
- speak your answers
- practice writing answers to old exam questions.

You have been identified as a Reading/Writing Learner. Follow these simple tips to assist you in learning more efficiently.

## In Class You Should:

- use list, heading
- use dictionary and definitions
- use handouts and textbooks
- read
- use lecture notes

## When Studying You Should:

- write out the words again and again
- reread notes silently
- rewrite ideas into other words
- organize diagrams into statements

## During Exams You Should:

- practice with multiple choice questions
- write out lists
- write paragraphs, beginnings, endings

You have been identified as a Kinesthetic Learner. Follow these simple tips to assist you in learning more efficiently.

## In Class You Should:

- use all of your senses
- go to lab, take field trips
- use trial and error methods
- listen to real life examples
- use hands-on approach

## When Studying You Should:

- understand you may take notes poorly due to topics not seeming relevant
- put examples in note summaries
- use pictures and photos to illustrate
- talk about notes with another Kinesthetic person

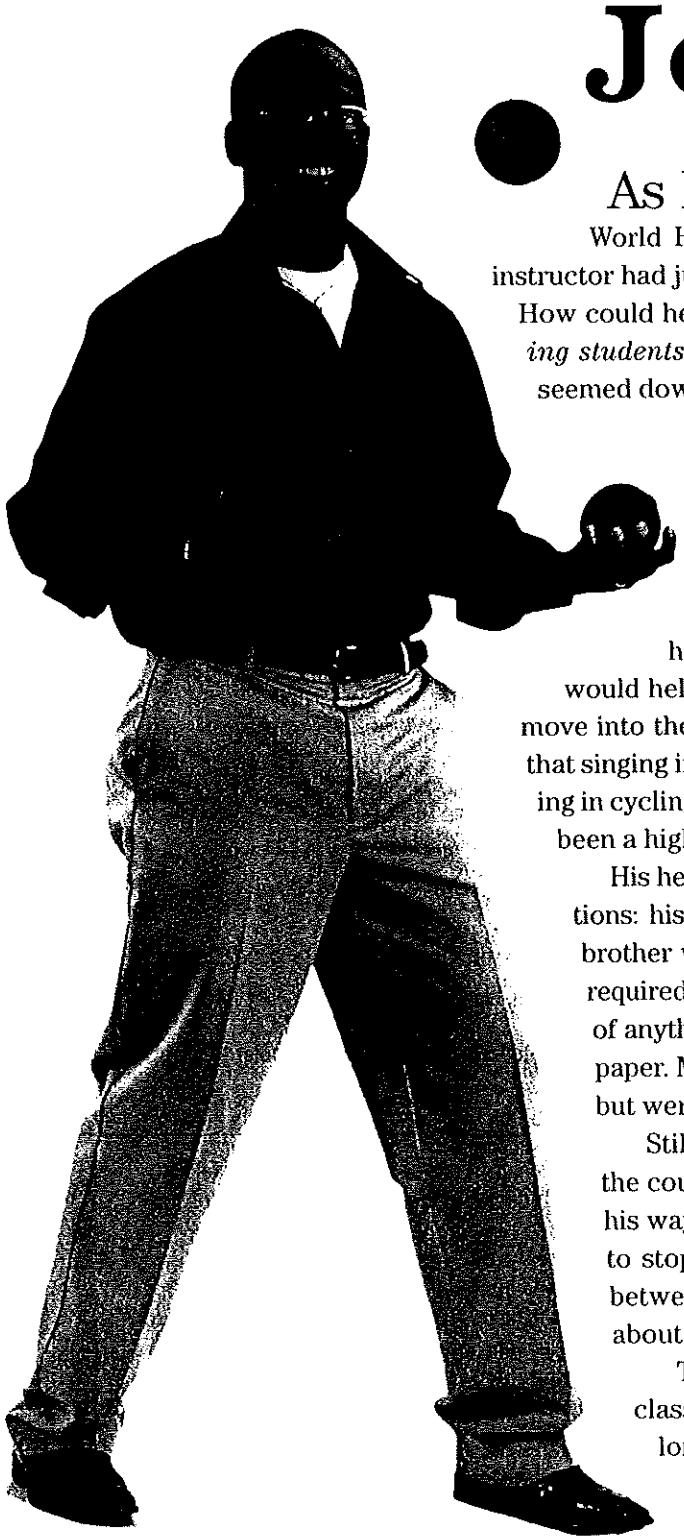
## During Exams You Should:

- write practice answers
- role-play the exam situation in your room

Time
Management

STEP 1 **CHALLENGE Focus Challenge Case**

# Derek Johnson



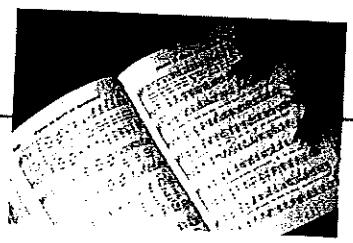
As Derek Johnson walked out of his World History class on Wednesday evening, he felt panicked. The instructor had just assigned a twelve-page paper, due one month from today. How could he? Derek thought. *Doesn't he realize how busy most returning students are?* The syllabus had mentioned a paper, but twelve pages seemed downright excessive.

When Derek had decided to go back to college five years after he graduated from high school, he hadn't quite realized what a juggling act it would require. First, there was his family—his wife, Justine, his four-year-old daughter, Taura, and another baby due before winter break. Then there was his job, which was really quite demanding for what he earned. He hoped that an associate's degree in accounting would help him get a job as an accounting assistant and possibly even move into the management ranks, where the salaries were higher. Add to that singing in his church choir, coaching the youth soccer league, competing in cycling races, and working out every morning at the gym. Derek had been a high school athlete, and physical fitness was a priority for him.

His head began to swim as he thought about all his upcoming obligations: his mother's birthday next week, his dog's vet appointment, his brother who was coming to town for a visit, the training class he was required to attend for work. Something had to go, but he couldn't think of anything he was willing to sacrifice to make time for a twelve-page paper. Maybe he'd have to break down and buy one of those planners, but weren't most people who use those slightly, well . . . compulsive?

Still, the paper was to count as 25 percent of his final grade in the course. He decided he'd try and think of a topic for the paper on his way home. But then he remembered that his wife had asked him to stop at the store to pick up groceries. Somewhere on aisle 12, between the frozen pizza and the frozen yogurt, Derek's thoughts about his research paper vanished.

The following week, the instructor asked the students in the class how their papers were coming along. Some students gave long descriptions of their research progress, the amazing number of sources they'd found, and the detailed outlines they'd put together. Derek didn't raise his hand.



*A whole week has gone by,* Derek thought on his way back to his car after class. *I have to get going!* Writing had never exactly been Derek's strong suit. In fact, it was something he generally disliked doing. Through a great deal of hard work, he had managed to earn a 3.8 GPA in high school—a record he planned to continue. A course in World History—a general education class not even in his intended major—was *not* going to ruin things! The week had absolutely flown by, and there were plenty of good reasons why his paper was getting off to such a slow start. It was true that Derek rarely wasted time, except for occasionally watching his favorite TV shows. But then again, with such a jam-packed schedule, he really felt the need to unwind once in a while. Regardless, he rarely missed his nightly study time from 11:00 p.m. to 1:00 a.m. Those two hours were reserved for homework, no matter what.

At the end of class two weeks later, Derek noticed that several students lined up to show the instructor the first drafts of their papers. *That's it!* Derek thought to himself. *The paper is due next Wednesday. I'll spend Monday night, my only free night of the week, in the library. I can get there right after work and stay until 11:00 or so. That'll be five hours of concentrated time. I should be able to write it then.* Despite his good intentions, Derek didn't arrive at the library until nearly 8:00 p.m., and his work session wasn't all that productive. As he sat in his library stall, he found himself obsessing about things that were bothering him at work. His boss was being difficult, and his coworkers were fighting among themselves. Finally, when he glanced at his watch, he was shocked to see that it was already midnight! The library was closing, and he'd only written three pages. Where had the time gone?

On his way out to the car, his cell phone rang. It was Justine, wondering where he was. Taura was running a fever, and his boss had called about an emergency meeting at 7:00 a.m. *If one more thing goes wrong . . .* , Derek thought to himself. His twelve-page paper was due in two days.

**Sensitive Situation** This case study is about a nontraditional student. Your class may or may not have many students like Derek, but chances are they all face challenges similar to his. Be sensitive to the fact that students like Derek may not have had choices in the way they are going through college. Circumstances may have led to a delayed entry. Despite their time management challenges, however, they can be highly motivated and focused students.

## STEP 2 REACTION What Do YOU Think?

Now that you've read about Derek Johnson, answer the following questions. You may not know all the answers yet, but you'll find out what you know and what you stand to gain by reading this chapter.

1. Describe Derek's time management strategies. Are they working? Is time management Derek's only problem?
2. Describe the time-wasters that are a part of Derek's schedule. Do you think procrastination is an issue for Derek? What's behind his failure to make progress on his paper?
3. Suggest three realistic ways for Derek to balance work, school, and personal life.
4. What aspects of Derek's situation can you relate to personally? What other time management issues are you experiencing in your life right now?

**Developmental Students** Developmental students may need a little more time to think about the challenges presented in this case and formulate their answers. Allow them time to jot down their responses before sharing their thoughts.

**Teachable Moment** This chapter is about one of the "hottest" and "most important" topics in student success courses. Students and instructors talk about managing time, but not much about managing oneself and one's energy. Let students know that there is no "one size fits all" approach and everyone must figure out how to stay on top of things: they need to factor in their strengths and challenges when learning about managing time and energy and ultimately themselves!

**Teachable Moment** Remember to refer back to the four C's that were introduced in Chapter 2 (curiosity, control, career outlook, and challenge). Zero in on control, and emphasize to students that they do have control over what they learn and do. Ask students to report on how long they think it will take them to complete the chapter. Ask if they were responding based on what they predicted and actually did in previous chapters.

# Time Management Isn't Enough

Before diving into the details of time management skills, let's clarify one important point. There's a sense in which the phrase *time management* is misleading. Let's say you decide to spend an hour reading an assigned short story for your literature class. You may sit in the library with your book propped open in front of you from 3:00 to 4:00 p.m. on the dot. But you may not digest a single word you're reading. You may be going through the motions, reading on autopilot. Have you managed your time? Technically, yes. Your planner says, "Library, short story for Lit 101, 3:00–4:00 p.m." But did you get results? Time management expert Jeffrey Mayer asks provocatively in the title of his book: *If You Haven't Got the Time to Do It Right, When Will You Find the Time to Do It Over?* (1991). Now that's a good question!

"Time management" is not just about managing your time, it's about managing your attention. Attention management is the ability to focus your attention, not just your time, toward a designated activity so that you produce a desired result. Time management may get you through reading a chapter of your textbook, but attention management will make sure that you understand what you're reading. It's about *focus*. If you manage your attention during that hour, then you've managed your time productively. Without attention management, time management is pointless.

Succeeding in school, at work, and in life is not just about what you do. It's about what gets done. You can argue about the effort you put into an academic assignment all you want, but it's doubtful your professor will say, "You know what? You're right. You deserve an A just for staying up late last night working on this paper." Activity and accomplishment aren't the same thing. Neither are quantity and quality. Just because the assignment asked for five pages and you turned in five, doesn't mean that you automatically deserve an A. Results count. So don't confuse being busy with being successful. Staying busy isn't much of a challenge; being successful is.

**Emotional Intelligence (EI) Research** Emotional intelligence is really an array of noncognitive abilities that strongly correlate with success in work and life. Even within the emotional intelligence realm, balance is important. For example, you could have tremendous skill in understanding yourself but still lack the ability to control your impulses. In this case, one might just think "Yup, I am really bad at delaying what I want." Remind students that it's the actual doing something about what you know about yourself that makes you successful.

The activity versus accomplishment distinction holds true in today's workplace as well. You don't simply make more money because of your title within the organization. You're rewarded for results. Demands in today's fast-paced workplace make time management more important than ever.[1]

Here's a list of preliminary academic time-saving tips. However, remember that these suggestions won't give you a surefire recipe for academic success. To manage your time, you must also manage yourself: your energy, your behavior, your attention, your attitudes, *you*. Once you know how to manage all that, managing your time begins to work.

- Have a plan for your study session; include suggested time limits for each topic or task.
- Pay attention to what gets you off track. If you come to understand your patterns, you may be better able to control them.
- Turn off your phone or tell other people you live with that you don't want to be disturbed if a call comes in for you. Let them know what time they can tell callers to call you back.

**"In truth, people can generally make time for what they choose to do; it is not really the time but the will that is lacking."**

**Sir John Lubbock, British banker, politician, and archaeologist (1834–1913)**

- If you're working on your computer, work offline whenever possible. If you must be online to check sources, don't give in to the temptation to check your social networking account or e-mail every ten minutes.
- Take two minutes to organize your workspace before beginning. Having the resources you need at your fingertips makes the session go much more smoothly, and you won't waste time searching for things you need.
- If you are in a study group, make sure everyone is clear about assigned tasks for the next session. Not knowing who's supposed to do what is a big time-waster for study groups.
- Learn to say no. Saying no to someone, especially someone you care about, can feel awkward at first, but people close to you will understand that you can't do everything.
- Focus. You can't do anything if you try to do everything. **Multitasking** may work for simple matters, such as scheduling a doctor's appointment while heating up a snack in the microwave. But when it comes to tasks that require brainpower, such as studying or writing, you need a single-minded focus.
- Slow down. Working at something a million miles a minute will most likely result in mistakes. If you rush, you may run out of time and end up settling for less than your best.
- Don't make a habit of putting other people's priorities above your own. In other words, don't let their *lack* of planning affect your attempts to plan. At the same time, be prepared to shift your priorities as needed. Know the difference between important interruptions and time-wasters, and act accordingly.

Digital Vision/Getty Images

**"Don't confuse activity with accomplishment. 'Time = Success' is a myth."**

**Dr. Constance Staley, University of Colorado at Colorado Springs**

**multitasking** doing two or more tasks at one time

## Energy, Our Most Precious Resource

"We live in a digital time. Our rhythms are rushed, rapid-fire and relentless, our days carved up into bits and bytes. . . . We're wired up but we're melting down." So begins a bestselling book, *The Power of Full Engagement: Managing Energy, Not Time, Is the Key to High Performance and Personal Renewal* (2003). The authors, Jim Loehr and Tony Schwartz, have replaced the term *time management* with the term *energy management*. Their shift makes sense. Since most of us are running in overdrive most of the time, energy is our most precious resource.

Energy management experts say you can't control time—everyone has a fixed amount—but you can manage your energy. And in fact, it's your responsibility to do so. Once a day is gone, it's gone. But your energy can be renewed.

It's clear that some things are energy *drains:* bad news, illness, interpersonal conflict, time-consuming hassles, a heavy meal, rainy days. Likewise,

**Developmental Students** Many developmental students feel that they are overwhelmed. They often have difficulty focusing and concentrating. Encourage students to read this chapter carefully, looking for specific ways to help themselves.

**Developmental Students** Some students often just rush through a task to have it completed. Take some time to discuss the need for completing an assignment accurately. Also try to connect how important it is to get into the habit of being accurate not only for school, but also for the work world.

**Teachable Moment** Explain to students that working in study groups requires the participants to stay on task. Have students divide into groups and make a list of rules to follow for study groups. Have individual groups share their lists and make a master list for the class.

**Activity Option** Ask students to make a list of excuses they think are good reasons for missing class or an assignment deadline. Discuss these excuses with the class. Sometimes students don't understand that their education should be one of their first priorities, and they need to be reminded that some reasons are really excuses that will derail their education.

**Teachable Moment** Some students have a difficult time understanding how important wellness is to learning and performing the many activities of daily life. Take time to show students the connections between eating right, exercising, and learning.

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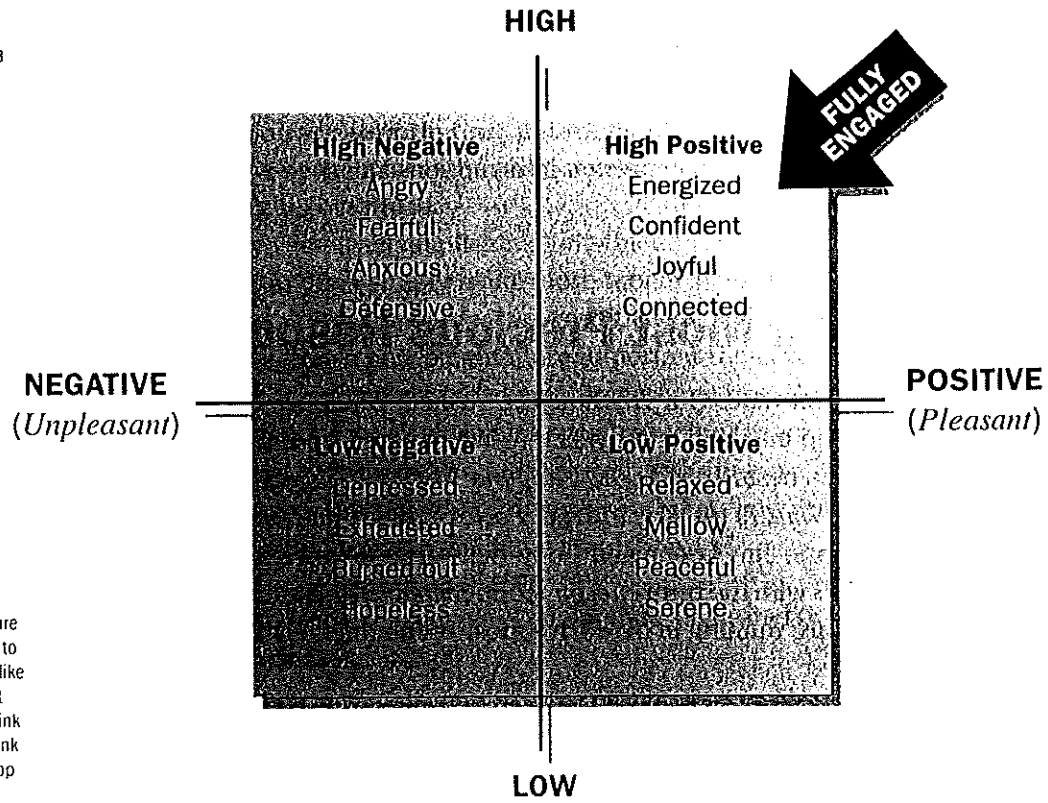
> **"Performance, health and happiness are grounded in the skillful management of energy."**
>
> **Jim Loehr and Tony Schwartz, from *The Power of Full Engagement***

some things are energy *gains* giving you a surge of freshness: a new job, good friends, music, laughter, fruit, coffee. It's a good idea to recognize your own personal energy drains and gains so that you know how and when to renew your supply.[2] Energy management experts say it's not just about *spending time*, it's about *expending energy:*

- physical energy
- emotional energy
- mental energy
- spiritual energy

Of the four dimensions of energy, let's take a closer look at the first two. To do your very best academically, it helps to be *physically* energized and *emotionally* connected. Physical energy is measured in terms of *quantity*. How much energy do you have—a lot or a little? Emotional energy, on the other hand, is measured by *quality*. What kind of energy do you have—positive or negative? If you put them together into a two-dimensional chart with *quantity* as the vertical axis and *quality* as the horizontal axis, you get something like Figure 4.1.

**Figure 4.1**
The Dynamics of Energy[3]




**Activity Option** Have students look at Figure 4.1 *The Dynamics of Energy.* Ask students to highlight the characteristics that are most like themselves. Have them circle the quadrant which has the most characteristics they think they possess. If necessary, ask them to think about what actions they can take to develop more positive, high energy characteristics.

When you're operating in the upper right quarter of the chart with high, positive energy, you're most productive, which makes sense. The question is: How do you get there? How do you make certain you're physically energized and emotionally connected so that you can do your best, academically?

## Get Physically Energized

To make sure you're physically energized, try these suggestions.

1. **Go with the flow.** Have you noticed times of the day when it's easier to concentrate than others? Perhaps you regularly crash in the middle of the afternoon, for example, so you go for a chocolate fix, or a coffee pick-me-up. Everyone has a biological clock. Paying attention to your body's natural rhythms is important. Plan to do activities that require you to be alert during your natural productivity peaks. That's better than plodding through a tough assignment when the energy just isn't there. Use low energy times to take care of mindless chores that require little to no brainpower.[4]

2. **Up and at 'em.** What about 8:00 a.m. classes? Don't use your body's natural rhythms as an excuse to sleep through class! ("I'm just not a morning person. . . .") If you're truly not a morning person, don't sign up for early morning classes. If you are coming off working a night shift, you may need some rest first. Sleeping through your obligations won't do much for your success—and you'll be playing a continual game of catch-up, which takes even more time.

3. **Sleep at night, study during the day.** Burning the midnight oil and pulling all-nighters aren't the best ideas, either. It only takes one all-nighter to help you realize that a lack of sleep translates into a drop in performance. Without proper sleep, your ability to understand and remember course material is impaired. Research shows that the average adult requires seven to eight hours of sleep each night. If you can't get that much for whatever reason, take a short afternoon nap. Did you know that the Three Mile Island nuclear meltdown in Pennsylvania in 1979 and the Chernobyl disaster in the Ukraine in 1986 took place at 4 a.m. and 1:23 a.m., respectively? Experts believe it's no coincidence that both these events took place when workers would normally be sleeping.[5]

4. **"Burn premium fuel."** You've heard it before: Food is the fuel that makes us run. The better the fuel, the smoother we run. It's that simple. A solid diet of carbs—pizza, chips, and cookies—jammed into the fuel tank of your car would certainly gum up the works! When the demands on your energy are high, such as exam week, use premium fuel. If you don't believe it, think about how many people you know get sick during time of high stress. Watch how many of your classmates are hacking and coughing their way through exams—or in bed missing them altogether.

**Developmental Students** In their past, many developmental students have been subject to criticism and poor grades. They may have a negative attitude toward academics. Ask students to share any negative experiences and then have students suggest ways to turn those negative feelings into positive ones. For example, if a student lacks confidence and feels that he is going to fail biology no matter what, what positive steps could he choose to take? He could seek out a tutor or find a study buddy, for example. If he has tried everything he can think of to succeed and still fails, what is the absolute worst that will happen? He'll probably just have to repeat the course.

**Activity Option** Have students do research on the Internet for healthy foods that provide energy. Have them share ideas and create a master list as a class of high-energy foods to consider including in their diets.

**Teachable Moment** Get students thinking about what is necessary both physically and emotionally in order to do their best. You can get enough sleep, eat well, and exercise regularly, but if you don't feel good about yourself, and your relationships with others are not good, you won't be able to be your best. It takes the whole person to really be "connected."

## Get Emotionally Connected

Physical needs count, to be sure, but emotional connections are part of the picture too. See if you agree with these suggestions.

1. **Communicate like it matters.** Sometimes we save our best communicating for people we think we have to impress: teachers, bosses, or clients, for example. But what about the people we care about most in our lives? Sometimes these people get the leftovers after all the "important" communicating has been done for the day. Sometimes we're so comfortable with these people that we think we can let it all hang out, even when doing so is *not* a pretty sight. Communicate as if everything you said would actually come true—"Just drop dead," for instance—and watch the difference! Communicating productively with people we care about is one of the best ways to replenish our energy.
2. **Choose how you renew.** Finish this comparison: Junk food is to physical energy as _____ is to emotional energy. If you answered "TV," you're absolutely right. Most people use television as their primary form of emotional renewal, but, like junk food, it's not that nutritious and it's easy to consume too much. Try more engaging activities that affirm you: singing or reading or playing a sport.[6]
3. **Let others renew you.** Remember that people don't just make demands on your time, they can provide emotional renewal. There's pure joy in a child's laugh, a friend's smile, a father's pat on the back. These small pleasures in life are priceless—prize them!

**Activity Option** Give students a chart with times for a full day (twenty-four hours). Have them quickly list their high-energy times. Come together as a group and compare. Are there common times among the group? You should see differences among the students. Now, ask students to volunteer to tell you when they typically study. Are they doing it during peak energy times?

We've focused on physical and emotional energy here, but remember that all four dimensions of energy—physical, emotional, mental, and spiritual—are interconnected. If you subtract one from the equation, you'll be firing on less than four cylinders. If you are fully engaged and living life to the fullest, all four dimensions of your energy equation will be in balance.

## TO YOUR HEALTH

**"Faith is the force of life."**

**—Leo Nikolaevich Tolstoy, Russian novelist and philosopher (1829–1910)**

What does the word *spirituality* mean to you? Do you picture a church, respond with the name of an organized religion, or think about looking inward or examining your life? According to a national study of 112,232 college students, four out of five first-

ects.net/Jupiter Images

# "I'll Study in My Free Time" . . . and When Is That?

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

## EXERCISE 4.1 Where Did the Time Go?

How do you spend your time? Complete this self-assessment to find out how you spend your time. Fill in the number of hours you spend doing each of the following, then multiply your answer by the number given (7 or 5 to figure weekly amounts) where appropriate.

| | **Number of hours per day** |
|---|---|
| Sleeping: | _____ × 7 = _____ |
| Personal grooming (for example, showering, shaving, putting on makeup): | _____ × 7 = _____ |
| Eating (meals and snacks; include preparation or driving time): | _____ × 7 = _____ |
| Commuting Monday thru Friday (to school and work): | _____ × 5 = _____ |
| Doing errands and chores: | _____ × 7 = _____ |
| Spending time with family (parents, children, or spouse): | _____ × 7 = _____ |
| Spending time with boyfriend or girlfriend: | _____ × 7 = _____ |

| | **Number of hours per week** |
|---|---|
| At work: | _____ |
| In classes: | _____ |
| At regularly scheduled functions (church, clubs, etc.): | _____ |
| Socializing, hanging out, watching TV, talking on the phone, etc.: | _____ |

Now add up all the numbers in the far right column.

Far right column total _____ − 168 = _____. This is the total number of hours you have remaining in your week for that ever-important task of studying. You may wish to revise how much time you spend on other activities of your life, based on whether or not you're already short on hours without studying factored in.

Ask ten students when they study, and chances are at least eight will reply, "in my free time." The strange thing about this statement is that if you actually waited until you had free time to study, you probably never would. Truthfully, some students are amazed at how easily a day can race by without ever thinking about cracking a book. This is why you should actually *schedule* your study time, but to do that, you should first be aware of how you're currently spending those twenty-four hours of each day.

Notice that Exercise 4.1 places studying at the bottom of the list, even though it's vital to your success in college. The exercise reflects a common attitude among college students, namely that studying is what takes place after everything else gets done. Where does schoolwork rank on *your* list of priorities?

**Teachable Moment** Share some of the excuses you have heard from students. Is there really a good excuse? Attendance policies may vary from teacher to teacher, but remind students to plan ahead if they know they will miss a class. For example, maybe they can't miss the rehearsal for a sister's wedding, but if they plan and communicate with their instructors, they're showing they are on top of things, and they will ultimately reduce stress and enjoy the wedding more.

### Box 4.1 Lame Excuses for Blowing Off Class

Do you find yourself skipping class at times in order to do something else: getting an oil change for your car, soaking up the sun's rays, or socializing with a friend on the phone? If so, ask yourself this: Would you walk into a gas station, put a $50 bill down on the counter to prepay for a tank of gas, and then put in a dollar's worth and drive off? Absolutely not, you say?

Would you buy a $10 movie ticket and then just toss it in the trash because you decided there was something else you'd rather do on the spur of the moment? No way!

Why, then, would you purchase much more expensive "tickets" to class—the average cost of an hour in class may be as high as $50, $75, or $100 or more—and then toss them in the trash by not attending? Don't you value your money more than that? More importantly, don't you value yourself more than that?

The next time you're tempted to opt out of your scheduled classes, ask yourself if you really want to throw away money, in addition to the opportunity. Check your priorities, then put one foot in front of the other and walk into that classroom. In the long run, it's the best investment in your own future.

**Developmental Students** Many developmental students have difficulty planning ahead and scheduling. They often seem to wander aimlessly because they do not understand how to establish priorities. Discuss priorities and find out what is important to them. Give them specific guidelines for how to begin getting into the routine of planning and scheduling. Consider doing an activity in class where you help them to schedule study times, assignment due dates, and exam days for their other courses.

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

If succeeding in college is a top priority for you, then make sure that you're devoting adequate time to schoolwork outside the classroom. Most instructors expect you to study two to three hours outside of class for every hour spent in class. If it's a particularly challenging class, you may need even more study time. You can use the following chart to calculate the total number of hours you ought to expect to study—effectively—each week:

Credit hours for less demanding classes: _____ × 2 hours = _____ hours

Credit hours for typical/average classes: _____ × 3 hours = _____ hours

Credit hours for more challenging classes: _____ × 4 hours = _____ hours

**Expected total study time per week** = _____ hours

Remember, just putting in the time won't guarantee that you'll truly *understand* what you're studying. You need to ensure that your study time is productive by focusing your attention and strategically selecting study techniques that work best for you.

# Schedule Your Way to Success

### EXERCISE 4.2 How Did You Spend Your Time Yesterday?

Can you remember how you spent all your time yesterday? Fill in the time monitor here that lists a day's worth of time in fifteen-minute segments. Fill in as much as you can remember about how you spent your time yesterday from 7:00 a.m. to 10:00 p.m. Be as detailed as possible, filling in each fifteen-minute segment. For example, your first 30 minutes, from 7:00 a.m. to 7:30 a.m., could look like this:

7:00 a.m. Woke up, drank coffee
7:15 a.m. Continued drinking coffee

| | | |
|---|---|---|
| 7:00 a.m. | 12:00 p.m. | 5:00 p.m. |
| 7:15 a.m. | 12:15 p.m. | 5:15 p.m. |
| 7:30 a.m. | 12:30 p.m. | 5:30 p.m. |
| 7:45 a.m. | 12:45 p.m. | 5:45 p.m. |
| 8:00 a.m. | 1:00 p.m. | 6:00 p.m. |
| 8:15 a.m. | 1:15 p.m. | 6:15 p.m. |
| 8:30 a.m. | 1:30 p.m. | 6:30 p.m. |
| 8:45 a.m. | 1:45 p.m. | 6:45 p.m. |
| 9:00 a.m. | 2:00 p.m. | 7:00 p.m. |
| 9:15 a.m. | 2:15 p.m. | 7:15 p.m. |
| 9:30 a.m. | 2:30 p.m. | 7:30 p.m. |
| 9:45 a.m. | 2:45 p.m. | 7:45 p.m. |
| 10:00 a.m. | 3:00 p.m. | 8:00 p.m. |
| 10:15 a.m. | 3:15 p.m. | 8:15 p.m. |
| 10:30 a.m. | 3:30 p.m. | 8:30 p.m. |
| 10:45 a.m. | 3:45 p.m. | 8:45 p.m. |
| 11:00 a.m. | 4:00 p.m. | 9:00 p.m. |
| 11:15 a.m. | 4:15 p.m. | 9:15 p.m. |
| 11:30 a.m. | 4:30 p.m. | 9:30 p.m. |
| 11:45 a.m. | 4:45 p.m. | 9:45 p.m. |

Now monitor how you use your time today (or tomorrow if you're reading this at night) on the second Time Monitor. Again, be very specific. You will refer back to this exercise later in this chapter.

| | | |
|---|---|---|
| 7:00 a.m. | 12:00 p.m. | 5:00 p.m. |
| 7:15 a.m. | 12:15 p.m. | 5:15 p.m. |
| 7:30 a.m. | 12:30 p.m. | 5:30 p.m. |
| 7:45 a.m. | 12:45 p.m. | 5:45 p.m. |
| 8:00 a.m. | 1:00 p.m. | 6:00 p.m. |
| 8:15 a.m. | 1:15 p.m. | 6:15 p.m. |
| 8:30 a.m. | 1:30 p.m. | 6:30 p.m. |
| 8:45 a.m. | 1:45 p.m. | 6:45 p.m. |
| 9:00 a.m. | 2:00 p.m. | 7:00 p.m. |
| 9:15 a.m. | 2:15 p.m. | 7:15 p.m. |
| 9:30 a.m. | 2:30 p.m. | 7:30 p.m. |
| 9:45 a.m. | 2:45 p.m. | 7:45 p.m. |
| 10:00 a.m. | 3:00 p.m. | 8:00 p.m. |
| 10:15 a.m. | 3:15 p.m. | 8:15 p.m. |
| 10:30 a.m. | 3:30 p.m. | 8:30 p.m. |
| 10:45 a.m. | 3:45 p.m. | 8:45 p.m. |
| 11:00 a.m. | 4:00 p.m. | 9:00 p.m. |
| 11:15 a.m. | 4:15 p.m. | 9:15 p.m. |
| 11:30 a.m. | 4:30 p.m. | 9:30 p.m. |
| 11:45 a.m. | 4:45 p.m. | 9:45 p.m. |

**Teachable Moment** It is really important that you stress during this activity that you are not looking for perfection, but rather a realistic approach that makes good use of high-energy times.

## C CULTIVATE Your Curiosity

### CHOOSE TO CHOOSE!

Have you ever thought about how many dozens, if not hundreds, of choices you make each day? From the second you wake up, you're making decisions, even about the simplest things, like whether to order a cappuccino or a latté; decaf, half-caf, or high-octane; nonfat, two-percent, or the real deal.

Psychologist and professor Barry Schwartz, in his book, *The Paradox of Choice: Why More Is Less* (2004), believes that making nonstop choices can actually cause us to "invest time, energy, and no small amount of self-doubt, and dread." Choosing a new cell phone plan can take some people weeks while they research models of cell phones, minutes available, quotas of text messages, and Internet access, not to mention the fine print. Simply put: Being flooded with choices, while it feels luxurious, can be stressful and even unrewarding. Paralysis, anxiety, and stress rather than happiness, satisfaction, and perfection can be the result of too much "more."

Some of us, Schwartz says, are "maximizers"; we don't rest until we find the best. Others of us are "satisficers"; we're satisfied with what's good enough, based on our most important criteria. Of course, we all do some "maximizing" and some "satisficing," but generally, which are you?

Here are Schwartz's recommendations to lower our stress levels in a society where more can actually give us less, especially in terms of quality of life:

1. **Choose to choose.** Some decisions are worth lengthy deliberation; others aren't. Be conscious of the choices you make and whether they're worth the return on your investment. "Maximize" when it counts and "satisfice" when it doesn't.
2. **Remember that there's always greener grass somewhere.** Someone will always have a better job than you do, a nicer apartment, or a more attractive romantic partner. Regret or envy can eat away at you, and second-guessing can bring unsettling dissatisfaction.
3. **Regret less and appreciate more.** While green grass does abound, so do sandpits and bumpy roads. That's an important realization, too! Value the good things you already have going for you.
4. **Build bridges, not walls.** Think about the ways in which the dozens of choices you've already made as a new college student give you your own unique profile or "choice-print": where you live, which classes you take, clubs you join, campus events you attend, your small circle of friends, and on and on. Remember that, and make conscious choices that will best help you succeed.[8]

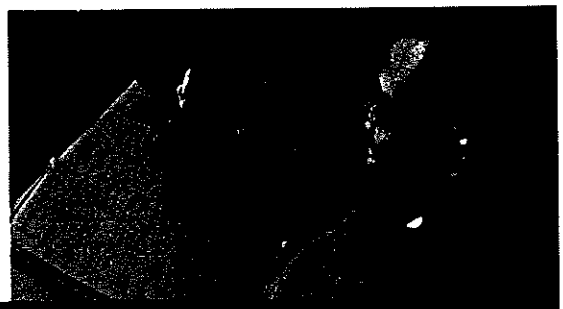
**Developmental Students** Again, for developmental students, planning and scheduling is often a new skill they need to learn. Encourage students to use a calendar or planner. You may have to help them create a schedule and remind them during the course to continue using it. See what's working for them and how they can improve on what's not.

**Activity Option** This is a great opportunity for students to share with each other their plans for the term. Some students will have lots of details on their calendars while others will have just a few bullets.

There is no one right way to schedule your time, but if you experiment with the system presented in this book, you'll be on the right path. Eventually, you can tweak the system to make it uniquely your own. Try these eight steps, and schedule your way to success!

**STEP 1: Fill Out a "Term on a Page" Calendar.** Right up front, create a "Term on a Page" calendar that shows the entire school term on one page. (See Exercise 4.3.) This calendar allows you to see the big picture. You will need to have the syllabus from each of your classes and your school's course schedule to do this step properly. The following items should be transferred onto your "Term on a Page" calendar:

- Holidays when your school is closed
- Exam and quiz dates from your syllabi
- Project or paper deadlines from your syllabi
- Relevant administrative deadlines (e.g., registration for the next term, drop dates)
- Birthdays and anniversaries to remember
- Important out-of-town travel
- Dates that pertain to other family members, such as days that your children's school is closed or that your spouse is out of town for a conference—anything that will impact your ability to attend classes or study



**"Take care of your minutes, and the hours will take care of themselves."**

**Lord Chesterfield, British statesman and diplomat (1694–1773)**

## EXERCISE 4.3 Term on a Page

Take a few minutes right now to create your own Term on a Page using the charts in Figure 4.2.

Term _____ Year _____

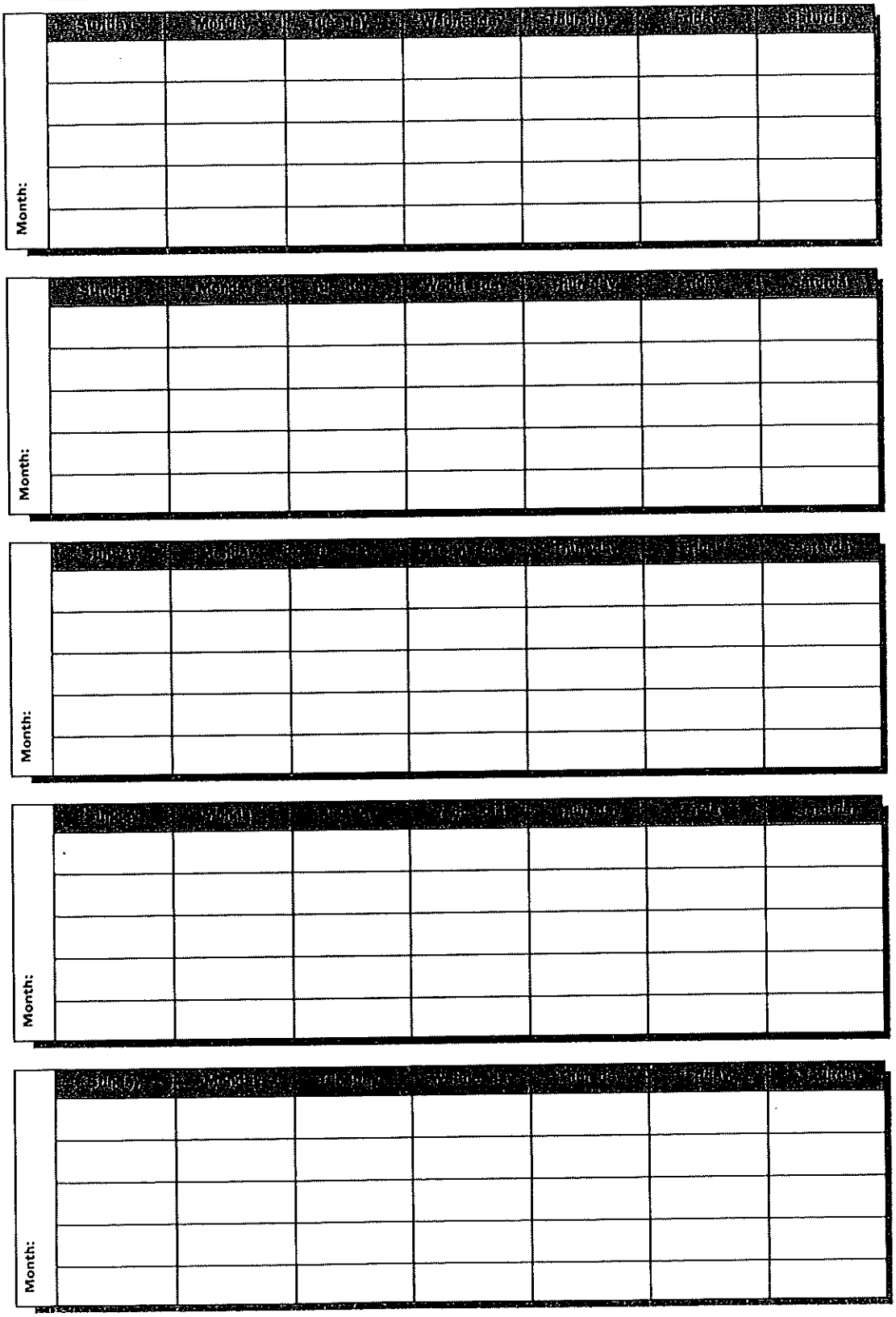



**Figure 4.2**
Term on a Page

**Sensitive Situation** It's important that we as instructors not tell students what we think is the best kind of planner. Some people do much better with a hard copy daily planner and others prefer the portability of a PDA or an online calendar. What is important is that students find a planner that works for them and that they stick to it.

**Teachable Moment** Your students may not be familiar with the variety of planners available. Bring in your own planner and ask students to bring their planners. Discuss advantages and disadvantages of different types of planners.

STEP 2: Invest in a Planner. While it's good to have the big picture, you must also develop an ongoing scheduling system that works for you. Using the "It's all right up here in my head" method is a surefire way to miss an important appointment, fly past the deadline for your term paper without a clue, or lose track of the time you have left to complete multiple projects.

Although your instructor will typically provide you with a class syllabus that lists test dates and assignment deadlines, trying to juggle multiple syllabi—not to mention your personal and work commitments—is enough to drive you crazy. You need *one* central place for all of your important deadlines, appointments, and commitments. This central place is a planner—a calendar book with space to write in each day. Derek Johnson in the "FOCUS Challenge Case" expressed his view that planners are for nerds and worry warts. Not true! Most every successful person on the planet uses one.

When you go planner shopping, remember that you don't have to break the bank unless you want to. Many new college students find that an ordinary paper-and-pencil daily calendar from an office supply store works best. Having a full page for each day means you can write your daily to-do list right in your planner (more on to-do lists later), and that can be a huge help. Using an online calendar, like Google calendar, can work, too. But remember that unless you have a smart cell phone with Internet access, an online calendar won't be portable, and you'll have to remember to enter events later.

STEP 3: Transfer Important Dates. The next step is to transfer important dates for the whole term from your "Term on a Page" overview to the appropriate days in your planner. This may seem repetitious, but there's a method to the madness. While it's important to be able to see all of your due dates together to create a big picture, it's equally important to have these dates recorded in your actual planner because you will use it more regularly—as the final authority on your schedule.

**Developmental Students** Developmental students often have difficulty doing a project because they are overwhelmed and/or fear they are doing it wrong. Explain the advantages of setting up intermediate deadlines or assignments, so they can get help if they need it before it is too late.

STEP 4: Set Intermediate Deadlines. After recording the important dates for the entire academic term, look at the individual due dates for major projects or papers that are assigned. Then set intermediate stepping-stone goals that will ultimately help you accomplish your final goals. Working backward from the

## FOCUS ON CAREERS: Shaun Moreno, Accountant

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**Q1: Why did you decide to pursue a career in accounting?**
I was good with numbers and had an interest in understanding how businesses worked, both from an operational and a financial point of view. Being an accountant helps you understand these things. I've also always wanted to eventually own my own business, or at least be the CEO of one some day. Understanding the financial side of things is key to positions of leadership.

**Q2: Beyond going to college, what else helped prepare you for your career?**
Believe it or not, I would say retail experience, customer service, and even food service helped me understand business as a process. It helped me understand money, what it takes to make a profit, and why the human side of business is so important.

**Q3: What are the best and worst aspects of your career field?**
At some points during the year that are related to the fiscal calendar, your job may demand more of your time, and you work longer and harder. Unless you enter governmental accounting where hours are mandated or restricted, there may be some times when you feel like all you do is work. The best parts of my work are job security and advancement opportunities. Companies always need accountants, and today there's increasing demand for companies to be more open

due date, choose and record deadlines for completing certain chunks of the work. For example, if you have a research paper due, you could set an intermediate deadline for completing all of your initial research and other deadlines for the prewriting, writing, and rewriting steps for the paper.

STEP 5: Schedule Fixed Activities for the Entire Term. Next you'll want to schedule in all fixed activities throughout the entire term: class meeting times and reading assignments, religious services you regularly attend, club meetings, and family activities. It's also a great idea to schedule brief review sessions for your classes. Of course, sometimes you'll be going directly into another class, but ten-minute segments of time before and after each class to review your notes helps prepare you for any surprise quizzes and dramatically improves your ability to understand and remember the material.

STEP 6: Check for Schedule Conflicts. Now, take a final look at your planner. Do you notice any major scheduling conflicts, such as a planned business trip smack dab in the middle of midterm exam week? Look for these conflicts now, when there's plenty of time to adjust your plans and talk with your instructor to see what you can work out.

STEP 7: Schedule Flextime. In all the scheduling of important dates, checking and double-checking, don't forget one thing. You do need personal time for eating, sleeping, exercising, and other regular activities that don't have a set time frame. Despite your planner, life will happen. If you get a toothache, you'll need to see a dentist right away. Several times each week, you can count on something coming up that will offer you a chance (or force you) to revise your schedule. The decision of how high the item ranks on your priority list rests with you, but the point is to leave some wiggle room in your schedule.

STEP 8: Monitor Your Schedule Every Day. At this point, you've developed a working time management system.

about their business dealings. Companies must comply with particular regulations, and accountants help them do that.

**Q4: What if anything has surprised you about your career?**
I didn't know the field of accounting had so many specialty areas. I had always thought all accountants were the same, debits and credits, and that's it. But accountants can do many different things: preparing and filing tax returns, preparing and filing Security Exchange Commission documents, calculating the profitability of a job or project, working on mergers and acquisitions, or being internal or external auditors. The list goes on and on, but that was what surprised me most, the endless number of ways to be an accountant.

## C CREATE a Career Outlook

### ACCOUNTING ASSISTANT

Have you ever considered a career in accounting?

#### Facts to Consider[9]

**Academic preparation required:** Most accounting positions require at least a bachelor's degree in accounting or a related field. Accounting assistant positions require an associate's degree, but formal training at the college level in accounting is imperative.

**Future workforce demand:** With stricter accounting regulations being put on corporations, the job market for accountants is expected to grow significantly in the coming years.

**Work Environment:** Typically accountants work in professional office environments, but in some cases they may work from home or other remote locations. Oftentimes accountants travel to client's offices to perform work, as well.

**Essential Skills:** To be an accounting assistant, you must be extremely organized, good with numbers, and pay very close attention to detail. Computer skills such as knowing how to do spreadsheets and working with bookkeeping software programs are essential as well. Also, you must be a strong communicator as the information you will be communicating is absolutely crucial to the company you're working for.

#### Questions to Think About

1. Do you have (or could you acquire) the skills this career requires?
2. Are you interested in a career like this? Why or why not?

For more career activities online, go to www.cengage.com/colsuccess/staleyCC to do the Team Career exercises.

**Teachable Moment** Some students may read the part about not skipping the review and revise part, and skip it anyway. Ask for some volunteers who are willing to share that they did step 8. When students see that someone really did this, and it worked, it may motivate them to try. Another option: require students to send you an e-mail summarizing what they learned about their current time management practices and how they measure up.

**Teachable Moment** Return to the idea of working effectively and efficiently. Ask students to look at their schedules. What adjustments can they make to be more efficient? Ask students to reflect at the end of the day, "What could I have done differently to use my time more productively?" Have students make adjustments if necessary.

Now it's important to monitor your use of that system on a daily basis. Each night, take three minutes to review the day's activities. How well did you stick to your schedule? Did you accomplish the tasks you set out to do? Do you need to revise your schedule for the rest of the week based on something that happened—or didn't happen—today? This simple process will help you better schedule your time in the future and give you a sense of accomplishment—or of the need for more discipline—for tasks completed, hours worked, and classes attended.

## To Do or Not to Do? There *Is* No Question

Part of your personal time management system should be keeping an ongoing to-do list. While the concept of a to-do list sounds relatively simple, here are a few tricks of the trade.

Before the beginning of each school week, brainstorm all the things that you want or need to get done in the upcoming week. Using this random list of to-do items, assign a priority level next to each one. The A-B-C method is simple and easy to use:

A = must get this done; highest priority

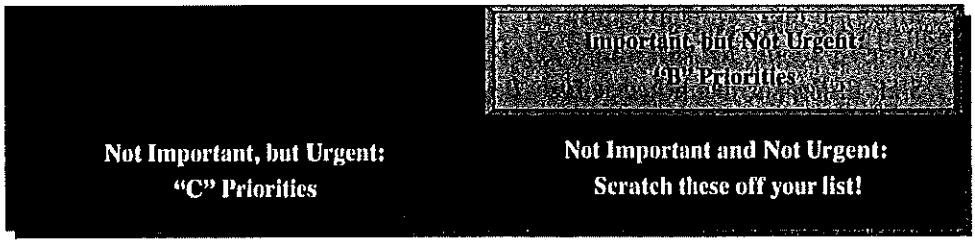
B = very important, but not absolutely necessary

C = would be nice to get done this week, but not necessary

The two factors to consider when assigning a priority level to a to-do item are *importance* and **urgency**, creating four time zones. Use Figure 4.3 as a guide.[10]

**urgency** in need of immediate attention

**Figure 4.3**
Time Zones



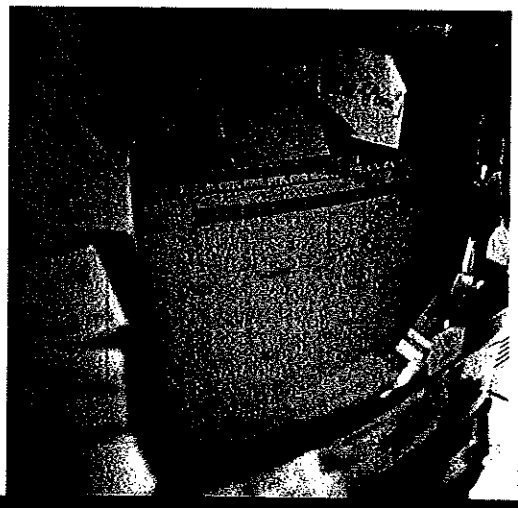

After you've assigned a time zone to each item, review your list of A and B priorities and ask yourself:

1. **Do any of the items fit best with a particular day of the week?** For example, donating blood may be a high priority task for you, yet you don't want to do it on a day when you have a sports event planned. That might leave you with two available days in the upcoming week that you can donate blood.
2. **Can any items be grouped together to make things easier?** For example, you may have three errands to run downtown on your to-do list, so grouping them together will save you from making three separate trips.

3. **Do any A and B priorities qualify as floating tasks that can be completed anytime, anywhere?** For example, perhaps you were assigned an extra long reading assignment for one of your classes. It's both important and urgent, an A priority item. Bring your book to read while waiting at the dentist's office for your appointment, a B priority. Planning ahead can really help save time.

4. **Do any priorities need to be shifted?** As the days pass, some of your B priorities will become A priorities due to the urgency factor increasing. Or maybe an A priority will become a C priority because something changed about the task. This is normal.

Items you've marked with a C must be decided on a case-by-case basis. But don't let their urgency convince you that you should do them before you accomplish items on your A and B lists. As for those not important and not urgent to-do items, scratch them off the list right now. Life is too short to waste time on unimportant tasks. Give yourself permission to focus on what's important. Since time is a limited resource, one of the best ways to guarantee a successful college experience is to use it wisely. If you don't already use these tools on a regular basis, give them a shot. What do you have to lose except time?



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**"Nothing is so fatiguing as the eternal hanging on of an uncompleted task."**

**William James, American psychologist and philosopher (1842–1910)**

## EXERCISE 4.4 So Much to Do—So Little Time

Assume this is your to-do list for today (Monday). Assign each item one of the four time zones described earlier: A, B, C (and strike through any items that are *not* urgent and *not* important). Finally, renumber the items to indicate which you would do first, which second, and so forth.

Start time: 9:00 a.m., Monday morning, during the second week of the fall term.

1. _____ Return Professor Jordan's call before class tomorrow. He left a message saying he wants to talk to you about some problems with the assignment you turned in.
2. _____ Pick up your paycheck and get to the bank before it closes at 5:00 p.m. this afternoon.
3. _____ Call your mother to find out how grandma is doing in the hospital.
4. _____ Start figuring out how to go about your new assignment at work. Your boss seems nervous about it.
5. _____ Call your favorite aunt. She lives overseas in a time zone seven hours ahead of yours. Today is her fiftieth birthday.
6. _____ Stop by the Health Center to take advantage of free meningitis vaccinations today only.
7. _____ Listen to the new CD you bought yesterday.
8. _____ Leave a note asking your boy or girlfriend/sibling/child to please stop leaving messes everywhere. It's really aggravating.
9. _____ Read the two chapters in your History textbook for the in-class quiz on Wednesday.

*(continued)*

**Activity Option** Make two sets of index cards with the same tasks as listed in Exercise 4.4. Divide the class into two groups and have them decide as a group which time zones to put each task into. At the end of fifteen minutes, have one member of the team report the criteria used to place the cards in the zones to the class, what was eliminated, and what they observed about the different members in the groups. Then give each of the fifteen cards to an individual student, and have him line them up from left to right to indicate how he would organize the day. He'll likely have to negotiate his positions.

10. _____ Watch the first episode of the new reality TV show you've been waiting for at 9 p.m. tonight.
11. _____ Write a rough draft of the essay due in your composition class on Thursday.
12. _____ Invite an out-of-town friend to spend the weekend.
13. _____ Return the three library books that are a week overdue.
14. _____ Call your math Teaching Assistant and leave a message asking for an appointment during her office hours to get help with the homework due on Wednesday. Nearly everyone is confused about the assignment.
15. _____ Meet your best friend for dinner for his or her birthday at 6 p.m.

Outline the criteria you used for making your decisions.

# How Time Flies!

**Teachable Moment** Have the students take a few minutes and list on paper how they waste time. Have students volunteer ways they waste time and record them on the board. Then, for each time waster, have students suggest ways to limit or eliminate this activity.

**Developmental Students** Developmental students can often benefit from making activities personal. On an index card, have students list their three major time wasters and their personal plan to limit or eliminate these time wasters.

According to efficiency expert Michael Fortino, in a lifetime, the average American will spend:

- Seven years in the bathroom
- Six years eating
- Five years waiting in line
- Three years in meetings
- Two years playing telephone tag
- Eight months opening junk mail
- And six months waiting at red lights[11]

What a waste of time! We can't do much about some of these items, but what *can* we do about other time-wasters? Plan—schedule—organize! Think about the issue of control in time management, and write in examples for the following:

**Teachable Moment** Remind students that they have control about most everything in their lives. They may not be able to control every situation, but they can control how they respond.

1. Things you think you can't control, and you can't: _____
2. Things you think you can't control, but you can: _____
3. Things you think you can control, but you can't: _____
4. Things you think you can control, but you don't: _____
5. Things you think you can control, and you can: _____

Perhaps you wrote in something like *medical emergencies* for (1). You could have written in *family or friends bothering you while you study* for (2). For (4), maybe you could control how much *time you waste online*, but you don't. And for (5), perhaps you wrote in *your attention*. You're absolutely right. But what about (3)? Did anything fit there? Are there things you think you can control, but you can't? Try and think of something that would fit into (3), and then think of creative ways you really could control this situation if you tried.[12]

# The P Word. Read This Section *Now*! . . . or Maybe Tomorrow . . . or . . .

Picture this: You sit down to work on a challenging homework assignment. After a few minutes, you think, *Man, I'm thirsty*, so you get up and get a soda. Then you sit back down to continue your work. A few minutes later, you decide that

some chips would go nicely with your soda and you head to the kitchen. Again, you sit down to face the task before you, as you concentrate more on eating than on working. Ten minutes go by and a nagging thought starts taking over: *Must do laundry.* Up you go again and throw a load of clothes in the washer. Before long you're wondering where all the time went. Since you only have an hour left before class, you think, *Why bother getting started now? Doing this project will take much more time than that, so I'll just start it tomorrow.* Despite good intentions at the beginning of your work session, you've just succeeded in accomplishing zip, nada, nothing.

Congratulations! You—like thousands of other college students—have just successfully procrastinated! Researchers define procrastination as "needlessly delaying tasks to the point of experiencing subjective discomfort."[13] And according to researchers, 70 percent of college students admit to procrastinating on their assignments.[14]

You may be in the majority, but alas, in this case, there's no safety in numbers! Academic procrastination is a major threat to your ability to succeed in college. And procrastination in the working world can actually bring your job, and ultimately your career, to a screeching halt. Plenty of people try to rationalize their procrastination by claiming that they work better under pressure. However, the challenge in college is that during some weeks of the term, every class you're taking will have an assignment or test due, all at once, and if you procrastinate, you'll not only generate tremendous anxiety for yourself, but you'll lower your chances of succeeding on any of them.

Before you can control the procrastination monster in your life, it's important to understand *why* you procrastinate. Think about all the instances in which you don't procrastinate: meeting your friends for dinner, returning a phone call from a friend, going to the store. Why are those things easy to do, but getting started

**Emotional Intelligence (EI) Research** If one's EI impulse control, problem solving, and reality testing are not strong, it will be very difficult *not* to procrastinate.

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**"Things which matter most should never be at the mercy of things which matter least."**

**Johann Wolfgang von Goethe, German writer and scholar (1749–1832)**

on an assignment is difficult until you feel the jaws of a deadline closing down on you?[15] The reasons for procrastinating vary from person to person, but once you know your own reasons for putting things off, you'll be in a better position to address the problem from its root cause.

The next time you find yourself procrastinating, ask yourself why. Procrastination hurts your chances for success and gives you ready-made excuses if you don't succeed: "It's like running a full race with a knapsack full of bricks on your back. When you don't win, you can say it's not that you're not a good runner, it's just that you had this sack of bricks on your back."[16] In addition to understanding why you procrastinate, try these ten procrastination busters to help you kick the habit.

1. **Keep track (of your excuses).** Write them down consistently, and soon you'll be able to recognize them for what they are. Own your responsibilities—in school and in the rest of your life.
2. **Break down.** Break your project into its smaller components. A term paper, for example, can be broken down into the following smaller parts: prospectus, thesis, research, outline, small chunks of writing, and bibliography. Completing smaller tasks along the way is much easier than facing a threatening monster of a project.
3. **Trick yourself.** When you feel like procrastinating, pick some aspect of the project that's easy and that you would have to do anyway. If the thought of an entire paper is overwhelming you, for example, work on the bibliography to start. Starting with something—*anything*—will get you into the rhythm of the work.
4. **Resolve issues.** If something's eating away at you, making it difficult to concentrate, take care of it. Sometimes you must deal with a bossy friend, your kids vying for your attention, or something equally intrusive. Then get down to work.
5. **Get real.** Set realistic goals for yourself. If you declare that you're going to finish a twelve-page paper in five hours, you're already doomed. Procrastinators are usually overly optimistic. They underestimate how much time something will take. Make it a habit to keep track of how long assignments take you in all your courses so that you can be increasingly realistic over time.
6. **Think positively.** Our imaginations can work for or against us. Don't let yours go haywire with thoughts that you're not up to the task or that your instructor will hate your paper, so why bother. It has been said that the average person has 65,000 to 75,000 thoughts a day, and that many of these are negative. Don't imagine what can go wrong with your project. Imagine what can go right by getting it done on time and doing it well. Assume the best and you'll find it easier to get started.
7. **Make a deal with yourself.** Even if it's only spending fifteen minutes on a task that day, do it so that you can see progress.
8. **Overcome fear.** Many of the reasons for procrastinating have to do wit! our personal fears. We may fear not doing something perfectly, or failing completely—or even the responsibility that comes with success to keep

**Developmental Students** Developmental students often must overcome "negative thoughts." Discuss the importance of positive thinking. If there are athletes in class, have them share how "positive thoughts" help them win the game. Have other students who use positive thinking share their experiences.

succeeding. But as Susan Jeffers, author and lecturer states, "Feel the fear, and do it anyway!"

9. **Get tough.** Sometimes projects simply require discipline. The best way to complete a tough task is to simply dig in. Become your own taskmaster, "crack the whip" and force yourself to focus on those things that are high priorities, but perhaps not your idea of fun.
10. **Acknowledge accomplishment.** We're not talking major shopping sprees at Neiman Marcus here. We're talking reasonable, meaningful rewards that match up with how much effort you invested. Go buy yourself a small treat, call your best friend in another state, take a relaxing soak in the bathtub, or do something to celebrate your accomplishments—big and small—along the way. Acknowledgment, from yourself or others, is a great motivator for tackling future projects.

## C CONTROL Your Learning

### YOUR TOUGHEST TASK

Does procrastination enter into the picture when it comes to your most challenging course this term? What impact does procrastination have on your potential success in this course? On your life as a student? Or an employee? Examine this list of common reasons people procrastinate. Which ones apply to you in your most challenging course or on the job? Place a check mark next to all the reasons that help explain your tendency to procrastinate. For each item with a check mark, list one thing you can do to control your learning, either in class or on the job.

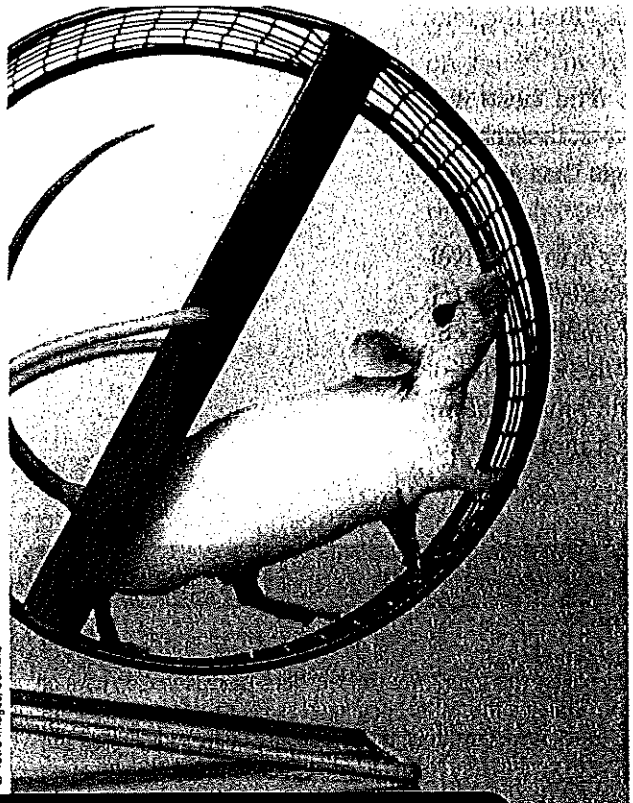
- ☐ Avoiding something you see as unpleasant
- ☐ Wanting to do something perfectly
- ☐ Feeling overwhelmed by all you have to do
- ☐ Being intimidated by the task itself
- ☐ Hoping to avoid responsibility
- ☐ Fearing failure
- ☐ Fearing success
- ☐ Fearing new or added responsibilities
- ☐ Not realizing how important the task is
- ☐ Reacting to your own internal conflict
- ☐ Protecting your self-esteem
- ☐ Waiting for a last-minute adrenaline rush
- ☐ Just plain not wanting to

# Beyond Juggling: *Realistically* Manage Work, School, and Personal Life

Your personal time management needs depend on who you are and how many obligations you have. Today's college students are more diverse than ever. Increasing numbers of college students are also parents, part-time employees, or full-time professionals, husbands or wives, community volunteers, soccer coaches, or Sunday school teachers. How on earth can you possibly juggle it all?

The answer? You can't. According to work-life balance expert Dawn Carlson, juggling is a knee-jerk coping mechanism—the default setting when time gets tight and it seems that nothing can be put on the back burner. If you, like millions of others, feel overworked, overcommitted, and exhausted at every turn, you may have already learned that you can't juggle your way to a balanced life. It's impossible.[17]

**Teachable Moment** Keep driving home the point that we do have control of most everything and again, we do have total control of how we respond to something. When we fail, we either give up or pull ourselves up and figure out what to do about it.



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**"The trouble with the rat race is that even if you win, you're still a rat."**

**Lily Tomlin, comedian**

Now for the good news. Balance among work, school, and personal life is possible. All of us have three primary areas of our lives that should be in balance, ideally—meaningful work (including school), satisfying relationships, and a healthy lifestyle. In addition to work and relationships, we all need to take care of ourselves. See what you think of these five rebalancing strategies. The idea is you can't have it all, but you can have it better than you do now.

1. **Alternating.** If you use this strategy, your work-life balance comes in separate, concentrated doses. You may throw yourself into your career with abandon, and then cut back or quit work altogether and focus intensely on your family. You may give your job 110 percent during the week, but devote Saturdays to physical fitness or to your kids or running all the errands you've saved up during the week. Or you save Tuesdays and Thursdays for homework, and go to classes Mondays, Wednesdays, and Fridays. People who use this strategy alternate between important things, and it works for them. An alternator's motto is "I want to have it all, but just not all at once."
2. **Outsourcing.** Outsourcing, or paying someone else to do something for you, is another solution. An outsourcer's motto might be "I want to have it all, not do it all." This strategy helps you achieve work-life balance by giving someone else some of your responsibilities—usually in your personal life—to free up time for the tasks you care about most. If you have enough money, hire someone to clean the house or mow the lawn. If you don't, trade these jobs among family, friends, or neighbors who band together to help each other. Of course, there are ways this strategy could be misused by college students. Don't even think about outsourcing your research papers by having someone else write them or downloading them from the Internet with a charge card! Warning: This practice will definitely be hazardous to your academic health! In fact, your college career may be over!
3. **Bundling.** Bundling is efficient because it allows you to do two things at once. Examine your busy life and look for areas in which you can double dip, such as combining exercising with socializing. If your social life is suffering because you have too much to do, take walks with a friend so that you can talk along the way. A bundler's motto is "I want to get more mileage out of the things I do by combining activities."
4. **Techflexing.** Technology allows us to work from almost anywhere, anytime, using technology. If you telecommute from home several days a week for your job, you might get up early, spend some time on e-mail, go out for a run, have breakfast with your family, and then get back on your computer.

**Emotional Intelligence (EI) Research** Clearly, reality testing is very important to students' understanding of managing time, energy, and self. Often, students want to have and do it all, and if we can just get them to reflect, and understand themselves, they have a shot at being realistic.

**Sensitive Situation** Keep in mind that there are still electronic and time divides. Some students may not have a computer at home, or not have the time to spend on electronic networking platforms because they're working three jobs to support themselves.

In the office, you use instant messaging to stay connected to family members or a cell phone to call home while commuting to a business meeting. Chances are you can telecommute to your campus library and do research online, register for classes online, and pay all your bills online, including tuition. Use technology, and the flexibility it gives you, to your advantage to merge important aspects of your life.

5. **Simplifying.** People who use this strategy have decided they don't want it all. They've reached a point where they make a permanent commitment to stop the craziness in their lives. The benefit of simplifying is greater freedom from details, stress, and the rat race. But there are trade-offs, of course. They may have to take a significant cut in pay in order to work fewer hours or at a less demanding job. But for them, it's worth it.[18]

**Activity Option** The five strategies listed here can help students use real-life techniques to balance multiple things. Write these five techniques on index cards, one per card, and make as many sets as you need so that each student in the class has at least three cards. In pairs or small groups have students come up with real life examples and solutions—academic or work-related—for the technique on their card to present to the class.

These five strategies, used separately or in combination, have helped many people who are dealing with work, school, and family commitments at the same time. They all require certain trade-offs. None of these strategies is a magic solution.

But the alternative to rebalancing is more stress, more physical and emotional exhaustion, more frustration, and much less personal satisfaction. If you focus on rebalancing your life—making conscious choices and course corrections as you go—small changes can have a big impact. Work–life balance isn't an all-or-nothing proposition. It's an ever-changing journey. So take it one step at a time.

**Sensitive Situation** Many students, especially those who are mothers, have trouble delegating. You might briefly discuss with your students that it's okay to delegate or ask for help. It is not a sign of weakness. For mothers in school, asking children to help with chores around the house so that they have more time to study will help develop a sense of responsibility in the child.

**C CHALLENGE Yourself Quizzes** For more practice online, go to www.cengage.com/colsuccess/staleyCC to take the Challenge Yourself online quizzes.

## EXERCISE 4.5 VARK Activity

Complete the recommended activity for your preferred VARK learning modality. If you are multimodal, select more than one activity. Your instructor may ask you to (a) give an oral report on your results in class, (b) send your results to him or her via e-mail, (c) post them online, or (d) contribute to a class chat.

**Visual:** Buy a set of adhesive colored dots from a local office supply store. Go through your planner, putting red dots by A priority items, yellow dots by B priority items, and green dots by C priority items.

**Aural:** Go to the National Public Radio website at www.npr.org and listen to a program that will increase your understanding of time management, workplace skills, or a related subject.

**Read/Write:** Find a helpful library book on time management skills and summarize three pointers that don't appear in this chapter in a paragraph of your own.

**Kinesthetic:** Visit a place of work and interview employees about the value of time management skills and specific techniques they use to prioritize their daily activities. Bring your findings to class.

**Activity Option** Have students develop a five-slide PowerPoint presentation for the class describing, on the first slide, the most important thing they learned in this chapter about managing time and energy. On the second slide they must include one challenge that they're facing and on the third, a specific activity they will do to help them manage the challenge. On the last slide they should describe a possible obstacle they may have to overcome in order to complete the activity and what benefit they will derive if they stick to their plan.

## STEP 3 INSIGHT NOW What Do You Think?

At the beginning of this chapter, Derek Johnson, a frustrated and disgruntled student, faced a challenge. Now after reading this chapter, would you respond differently to any of the questions you answered about the "FOCUS Challenge Case"? Using what you learned in the chapter, write a paragraph ending to Derek's case study. What are some of the possible outcomes for Derek?

## STEP 4 ACTION Your Plans for Change

1. What's the most important thing you learned in reading this chapter?
2. How will you apply the information you've learned to yourself to improve your time and energy management?

### REALITY CHECK

On a scale of 1 to 5, answer these questions now that you've completed this chapter.

1 = not very/not much/very little/low 5 = very/a lot/very much/high

Looking back, how much did you *really* know about this subject matter before reading the chapter?

1 2 3 4 5

How much do you think this information might affect your career success after college?

1 2 3 4 5

How much do you think this information might affect your college success?

1 2 3 4 5

How long did it actually take you to complete this chapter (both the reading and writing tasks)? _____ Hour(s) _____ Minutes

Compare these answers to your answers from the "Readiness Check" at the beginning of this chapter. How might the gaps between what you thought before starting the chapter and what you now think affect how you approach the next chapter?

To download mp3 format audio summaries of this chapter, go to www.cengage.com/colsuccess/staleyCC.

# Time Management Self-Assessment

| Name: | | Date: | |
|---|---|---|---|

| | | Never | Seldom | Often | Always |
|---|---|---|---|---|---|
| 1. | I use a day planner or a student planner. | | | | |
| 2. | I schedule tests and assignments on a monthly calendar. | | | | |
| 3. | I am able to prioritize my tasks. | | | | |
| 4. | My assignments are handed in on time. | | | | |
| 5. | I attend class on a regular basis. | | | | |
| 6. | I have enough time to do daily homework assignments and reading. | | | | |
| 7. | I have enough time to study for tests. | | | | |
| 8. | I am able to balance other time commitments (sports, friends, family, work) with school. | | | | |
| 9. | I keep track of my grades in each class. | | | | |
| 10. | I do things right when they are assigned instead of putting them off. | | | | |
| 11. | I am able to sit down and do work for one hour without being distracted. | | | | |
| 12. | I break larger tasks down into more manageable parts. | | | | |
| | **TOTAL** | | | | |

**Christina Bratton**

**From:** Billy Francis [bfrancis@otcweb.edu]
**Sent:** Thursday, June 25, 2009 1:39 PM
**To:** 'Christina Bratton'
**Subject:** Time Management

# Student Time Management for Success

Are you a hardworking student but feel overwhelmed with work. Student time management can help you succeed in juggling your academic life with work and other extra-curricular activities, so that you can get the most out of being a college student.

Our free student time management course will deliver time management lessons that put you back in control of your time, giving you the power to focus your energy and transform your life.

As a student, I often found myself in a situation in which I was confronted with too much work and not enough time to do it in. This left me with some pretty stark options of lengthening my day (usually by sleeping less), reducing my workload, or becoming more efficient in my habits.

Through trial and error, and commitment to change, I chose the latter option as a student. Now as an academic and time management consultant, I find myself often helping well-intentioned students with their student time management.

By planning your work and then working your plan, you will avoid the trap of last minute cramming sessions and stressful write-ups of assignments the night before – not only will time management reduce your stress it will also increase the quality of your study and improve your grade.

Furthermore time management is a transferable skill that is valued by employers.

So how do you set up a time management plan?

## Plan your time for the semester

Draw up a semester timetable and plan your semester. In the timetable put your assignment due dates and any other assessment dates. Also put your exam dates and a timetable of your lessons.

This should give you an overview of your commitments for the semester. It will also highlight bottle necks of intense periods of assignments and assessments, when all hands should be on deck.

## Develop a weekly plan

Developing a weekly plan of your work and then working your plan is essential for student success. Download your free weekly planner here..

## Instill daily habits of success

Daily habits of success are an important building block of any student time management system. A prioritized to-do list that a student can use on a daily basis is one of the easiest methods to increase personal effectiveness.

Here we give you three important steps that you need to take to maximize your chances of student success.

## Have a goal

What is your goal as a student? By having a vision of what you want to achieve, whether it is good grades or a dream job, and knowing how you will achieve your vision is the essence of goal settings.

This student goal setting will keep you motivated, give you confidence and help you to persist when things get tough.

## Know how you spend your time.

Often students feel stressed and overwhelmed with the amount of work they need to do. This is often a good indication that time management can help. But often the question is where do I start?

Well the first place is with a time management log that objectively assesses how you spend your time. Once you know where you spend your time you can then work on eliminating time wasters and becoming more effective.

## Prioritize your tasks

Knowing which tasks to do first is critical for college students who don't have enough time. Often these tasks need to be ordered in terms of priority.

I find that the students that I see really like the time management matrix to organize their priorities and time.

## Conquer procrastination

Be aware of the tendency to do things that you enjoy and put off what you don't like. This is one form of procrastination. Procrastination is a war that we all fight between a habit of ease and the discipline of action. Conquer procrastination with these procrastination busters.

## Study effectively

Being a student involves readings, attending lectures and tutorials and juggling a social life. One important student time management tip is being able to plan and manage the information. This involves keeping up-to-date with readings and being an active contributor to your learning experience. Use these study skills to manage your time as a student effectively.

## Read textbooks in an active manner.

One part of academic performance is being able you connect and relate facts with larger patterns of knowledge, and then communicating them in your own words.

Raise your academic performance will show you how to keep your mind optimally relaxed when taking information in.

Furthermore, reading in a passive way is not as effective as reading actively. Use the active method of reading to learn the content of your textbook in a more effective manner.

## Summary

By using these student time management tips, the pressure of an exam deadline or the all night cramming is a thing of the past.

Preparing your work and working your plan is a way to maximize the chances of student success.

These easy to implement student time management tips will guide you to success as a student.

Importantly, the skills that you learn here are transferable into many other aspects of your life, and will be valued by any employer.

*Billy Francis Sr., MBA*
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**Ouachita Technical College**
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***"A man can make what he wants of himself if he truly believes that he must be ready for hard work and many heartbreaks along the way."***
**Thurgood Marshall**

# MAKING TIME YOUR ALLY

**Did you know that there is no such thing as time management?**
**So why should you read the rest of this section?**
**Because there is such a thing as self-management!**

## How you use your time says a lot about your priorities!

**...management involves building a schedule, taking respons...**
**...your time and BEING FLEXIBLE. Use your 24 hours to you...**

**Step #1 Keep track of how you use your time.**
...calendar and keep track of how you use time for one week. Revi...
...and where you use your time. The results might surprise you! Do...
match your priorities? Be honest with yourself.

**Step #2 Get Organized!**
...Planner, Weekly Schedule, or some other type calendar and plan a...
...sleep at night, you still have 119 hours per week to do everything you need...
...schedule that includes going to class, studying, eating and personal hygiene...
...ation, athletic and social activities, studying, telephone and TV and com...
...time, etc. Try sticking to your schedule for a week.

# KEYS TO SUCCESSFUL SELF-MANAGEMENT

## Building a schedule can help you two different ways

sibilities.

## Time management tools

nts you need to keep

## Monthly calendars

e does not signal
dates, final
omewhere else, or

e. Schedule to
writing and
mputer crashes,

nd social
nment due in

## Using a weekly planner

s, etc.
relaxing

y hour
at may

To do list

★

★

★

★

Unimportant priorities

★
★
★
★
★
★
★
★

# AVOIDING THE STRESS OF TRYING TO DO IT ALL.

**The key here is being flexible with your time to deal with the curve balls life throws at you – the things you did not plan for, the things you did not expect. For example: illnesses, working extra hours, needing to work more hours to deal with debts, relationships.**

Avoid the time traps

★ Learn to say "no!"

★ Study during your best time of day

★ Study in non-distracting locations

★ Cut down on your social time

★ Avoid taking on too many classes

# [redacted] Defeating the Enemy Within

Simply put, procrastination is the avoidance of doing a task which needs to be accomplished. William Knaus, a psychologist, estimated that 90% of college students procrastinate. Of these students, 25% are chronic procrastinators and they are usually the ones who end up dropping out of college.

Most people have procrastinated at some point in their life. Ever put off a major paper until the last night? Said you were going to clean the garage for the past 6 months? Stand at your closet door wondering what happened to that favorite pair of shoes? For most people, the occasional procrastination is an annoyance that can be laughed off. For others, it is a serious problem. This can lead to feelings of guilt, inadequacy, depression and self-doubt among students. Procrastination has a high [redacted] academic and personal [redacted]

The common anthem of "I work better under pressure" doesn't always work. What happens when you run out of ink at 4 a.m. and the paper is due at 8 a.m. before stores open? Or you misread the assignments and that 2-page paper is actually 12 pages and due in a few hours? It's easy to fall into the procrastination trap. Ever find yourself saying things like:

"One more day won't make any difference; I'll just put that off until tomorrow."
"It won't matter if I'm a few minutes late; no one else is ever on time."
"I can't start on this paper until I know just how I want the first paragraph to read."
"I'll play video games just 15 more minutes."
"I'm so late now, there is no point in even trying."
"I won't pass anyway, why study."

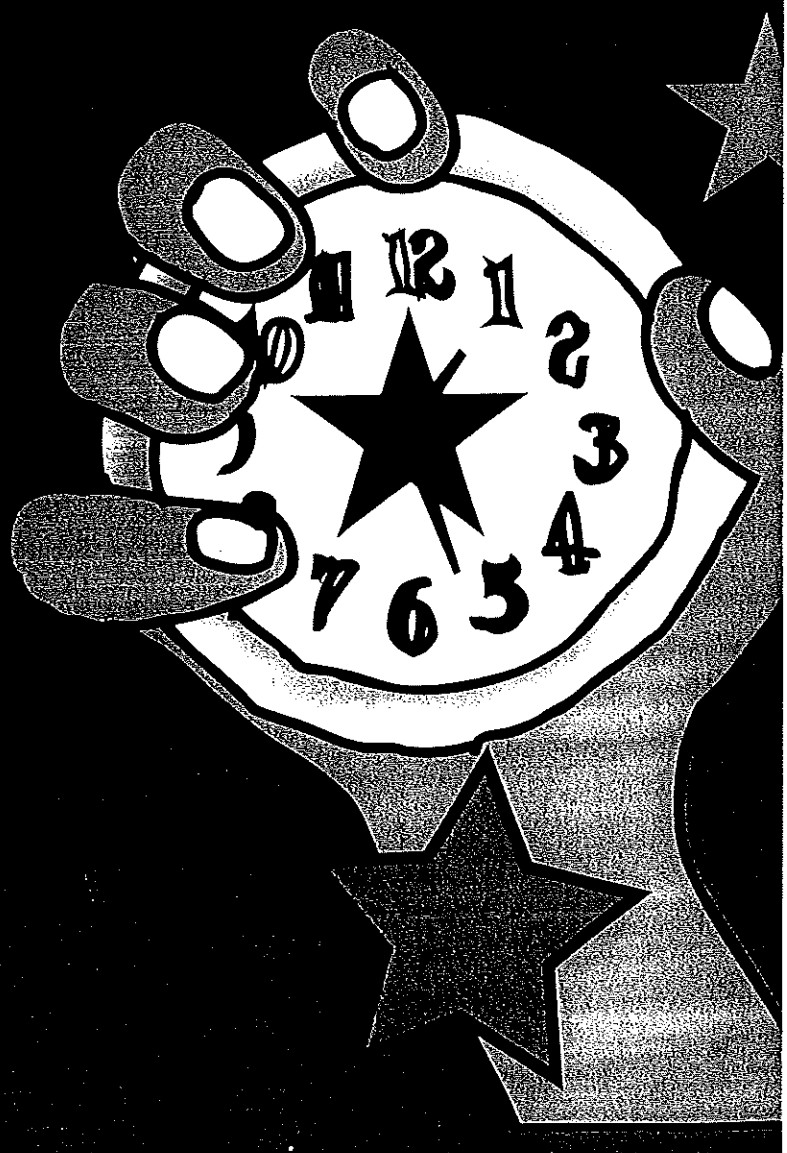
Fill in the blank: "_____."

## What's Behind Procrastination?

**If you have trouble with procrastination, chances are there's a culprit lurking somewhere masquerading in a million disguises. Among the more common of these are:**

**Poor Time Management.** Procrastination means not managing time wisely. You may be uncertain of your priorities, goals and objectives. You may also be overwhelmed with the task. As a result, you keep putting off your academic assignments for a later date, or spending a great deal of time with your friends and social activities, or worrying about your upcoming examination, class project and papers rather than completing them.

**Difficulty Concentrating.** When you sit at your desk, you find yourself daydreaming, staring into space, looking at pictures of your boyfriend/girlfriend, etc., instead of doing the task. Your environment [illegible] you look around, looking back and forth for equipment such as pencils, erasers, [illegible]



# The Self-Management Game

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**INTRODUCTION:** My college serves a number of small communities that were supported mainly by the logging and mining industries, both of which are now failing. Many displaced workers are coming to our college to learn the skills necessary to find other employment. This phenomenon has created a resurgence of non-traditional students in the program I coordinate.

The aspect I find most challenging with these non-traditional students is persuading them not to over-commit themselves during their first semester. Non-traditional students already have many roles, such as, wife/husband, mother/father, daughter/son, employee, and friend; and adding the role of full-time college student to that list can be overwhelming. Because they want to return to work as soon as possible, many of them want to take in excess of 18-20 credits per semester. A full-time student schedule is difficult for anyone, let alone a non-traditional student with many other roles.

Previously I had attempted to tell these students that time management is important and that finding time to add the role of college student is difficult, but not impossible to accomplish. This "preaching" strategy failed horribly, and I have struggled to find an alternative way to DEMONSTRATE the importance of role recognition and time management. I developed this game to show how the addition of the role of student affects their whole lives. It worked very well, and I could see this project being adapted for use in freshman orientations, advisement sessions, student success courses, and time management seminars. This activity takes approximately 30 minutes.

**PURPOSE:**

- To help students recognize their current roles and time invested in each
- To help students add their new role of student wisely by choosing a reasonable schedule of courses

**SUPPLIES/SET UP:**

- Two sheets of paper and a pen/pencil for each person
- One rectangular wastebasket (10"x14")
- One 12" x 14" piece of cardboard with the 168 hours of the week marked along the 14" edge (like a ruler)

**DIRECTIONS:**

1. Ask students to list on one sheet of paper all of the roles they actively play in their lives, except (for now) their role as a student. Provide examples of roles such as Father/Mother, Husband/Wife, Brother/Sister, Son/Daughter, Friend, Employee, Pet Owner, Hobby/Sports Enthusiast, etc. (5 minutes)

2. Ask them to estimate realistically how much time they spends in each role per week. Estimate in hours for each role and determine a grand total, including the time that they sleep. (5 minutes)

3. Now ask a student to take a piece of 8 ½" x 11" paper and crush it into a ball. Produce the wastebasket and have the student shoot the paper into the basket from about 3"ft. It should be easy at this point. Have others try, as time allows. (1 minute each)

4. Once the student is comfortably making shots, add the cardboard cover to the top of the wastebasket. Align the marks on the cardboard with the back edge of the wastebasket according the number of hours they have determined that they spend in their present life roles. The more total hours they spend in their roles each week, the more the cardboard will cover the wastebasket and the smaller the opening will be. (1 minute).

5. Now have the student(s) take a couple of shots with the cardboard cover in place. It should be more difficult. Explain that each missed shot represents the consequences of spreading oneself too thin. Ask for examples such as being late for work or missing a meeting. (2 or 3 minutes)

6. Now ask the student to develop an honest and realistic estimate for the time they will spend as a student. Give examples of time commitments such as class time, study time, group work, travel time to campus, etc. Have them add this time to their previous weekly total of hours assigned to roles. (5 minutes)

7. Now readjust their cardboard cover to account for the additional time necessary each week in the role of college student. This will, of course, make the opening on the wastebasket even smaller. Have the student(s) now toss the paper ball again from the same spot. Explain that any misses represent difficulties in their role as a student. Ask for examples such as missing classes and failing tests for which they haven't studied. (2 minutes)

8. Next, demonstrate how to manage time by modifying/deleting roles and their corresponding time on the cardboard cover, and have them repeat tossing until they are comfortably making shots. Stress that they have the decision about what roles they wish to add, modify or delete in their lives. Hold a discussion about which roles they might be willing to cut back or drop. (5-10 minutes)

**OUTCOMES/EXPERIENCES:**

I have used this activity a few times with similar outcomes and experiences. It was difficult for most students to think of roles until I gave them examples of time consuming roles such as friend, sports enthusiast, brother, sister, etc. Once they recognized how their time is devoured by roles, students began to recognize the many roles they played. Most students seemed amazed at how many roles they play in their lives. One student commented "I have always considered myself inactive until now; I have many people who count on me."

Students stated they were amazed at how much wasted time they spent during the week on roles they deemed insignificant to them such as TV sitcom watchers, soap TV followers, afternoon nappers, etc. Many of the same students first thought they did not have enough time to become successful students. My favorite was the non-traditional student who claimed she never had a spare minute to get tutoring for her weak subjects, but yet could find 90 minutes to watch three episodes of "Friends" everyday.

Most students were pretty good shots from about three feet, but the cardboard cover made enough students recognize the difficulty of succeeding with the smaller hole. With some coaxing, the "Friends" addict decided that she could manage her time more effectively by taping the episodes during the day and watching them later commercial free. By fast-forwarding through commercials she saved almost 30 minutes each day. This encouraged her to seek additional minutes to delete from each role. With creative thinking on her part and a little encouragement on my part, she found an extra 90 minutes each day to devote to her role as a college student; she put this found time to good use in receiving tutoring

**PERSONAL LESSONS:**

I will definitely use this activity again. I appreciate the power of having students experience the lesson of this activity rather than my simply telling them. I believe when people can visualize and actually experience success, as they do in this activity when they change their roles and related time commitments, the positive results can become a powerful reinforcement. My previous failures using lecture and advice convinced me that these traditional techniques can no longer suffice as methods of teaching. Demonstration and experience, along with verbal encouragement, provide students with the tools for success, tools they can adapt for future challenges.

**SOURCE:**

Adapted from: "The Graduation Game," Downing, Skip. Facilitators Manuel, *On Course*

**--Chris Eplett, Coordinator, Student Support Services, Gogebic Community College (MI)**
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* * * * *

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# 57 Time-Management Hacks for College Students

Most college students learn very quickly the value of their time when they're struggling to balance work, school and a social life. With so much to do it can be easy to become overwhelmed, stressed and eventually burnt out. Students can help themselves stay sane and still get everything done by developing good time management skills early on. These skills will not only be valuable during their time at school but can carry over later into the workplace. Here are some great ways for students to make the most of their time, stay productive and still have fun.

**Basics** You have to start somewhere, and these tips can help you learn the basics of time management.

1. **Write things down.** With so much going on it's hard to remember every little thing you have to do — unless you write it down of course. Get a student planner or a notebook to take down all your important engagements, assignments and more.
2. **Don't take too many hours.** Unless you're ultra ambitious, taking more than 18 hours a semester is unnecessary and will result in extra stress and less time to concentrate on each class. Take a reasonable amount of classes each semester so you won't feel completely overwhelmed.
3. **Stay organized.** You'll save yourself loads of time later by staying organized from the get-go. Instead of having to hunt around for notes, assignments and misplaced papers, keeping them all in one place makes studying and doing homework easier and less stressful.
4. **Focus on one thing at a time.** Multitasking may seem like a good idea, but really you'll get more done by focusing your energy on one task at a time. Once you've finished one thing you can check it off your list and move onto the next.
5. **Take charge of your time.** At the end of the day, only one person has control over how you spend your time, and that's you. Take charge of your day, get important things done and learn to say no if you have to.
6. **Resist the urge to procrastinate.** Everyone knows how hard it is to want to stay in and study for finals when it's perfect outside or you've just gotten a new video game. The world is full of distractions, and to really be effective at managing your time you have to find a way to ignore them when it counts. Give yourself little breaks as rewards for not putting off tasks.
7. **Avoid taking classes on material you've already learned.** This may seem like a "well duh" sort of thing, but many colleges will require you to take courses that may be over things you already know. See if you can test out of these courses instead to save yourself the time and effort of studying things you already know.
8. **Get an early start to your day.** College students aren't usually known as early bird types, but you can be doing yourself a huge favor by getting up early. You'll have more time during the day to work on homework and study, which will leave your evenings free to do things you enjoy.
9. **Learn material the first time around.** If you don't understand something in your classes don't just gloss over it and assume you'll learn it later. Take the time to ensure you learn it the first time. It can help you to more easily understand concepts that follow and will save you the time of revisiting the topic later.
10. **Control your surroundings.** While you can't always make your study environment distraction free, you can do your best to create an environment that is most conducive to getting work done. Go to the library, put on headphones or whatever it takes to keep you from straying off task.
11. **Have confidence in your abilities.** Sometimes your schedule will seem almost impossible. Have confidence that you can do things, and you may surprise yourself when you truly step up to the challenge. You'll never know how much you can do unless you test yourself, so give yourself opportunities to shine, even under pressure.
12. **Get the most out of class.** If you're just going to class to sleep or talk to you friends, you're wasting time you could be using to do other things. Read over class materials ahead of time so you have a rough idea of what class will be about. This will allow you to concentrate on the elements of the lessons that are truly important and make it easier for you to study in the future.
13. **Know what's important to you.** Everyone has a different idea of what they want to take out of college. Some people want to get perfect grades and others are more concerned with making friends and building relationships. Figure out what things are most important to you and concentrate the bulk of your energies on those.

**Studying** While you may not have that many hours of classes each week, you still have to account for the time you'll need to spend studying for them. Here are some tips on how you can fit your study time into your schedule.

14. **Take advantage of downtime.** If you take a long bus ride each day or have some spare time while you do your laundry, why not use it to get a little studying in? The less time you waste during downtime, the more time you'll have later.
15. **Set goals.** It can be hard to get motivated to study when you don't have a clear goal in mind. Set a goal of how much you want to get done and try your best to meet it.
16. **Use the syllabus.** Your syllabus will let you know when and how fast you'll be covering topics in your class. You can use it to get ahead when you have extra time or to know when and what you'll need to work on each day to keep up.
17. **Work to boost your memory.** You'll spend much less time studying if you can remember what you study the first time around. Easier said than done, however, but you can play games, read books and eat foods that will help keep you at your maximum memory potential.
18. **Learn what works for you.** Different methods work better for different people. If you're struggling with a certain way you've been studying, try something else. You may find it takes you less time and that you get a lot more out of it by making a simple change.
19. **Study difficult subjects first.** There's no sense in putting off the worst for last — it will only encourage you to procrastinate and get less done in the long run. Get the hard stuff out of the way and you'll have a much happier rest of the day.
20. **Work in short blocks with breaks.** You won't be doing yourself any favors by pulling marathon study sessions with no breaks. Studies have shown that the most effective way to get through material is to go through it in smaller sessions and to give your mind and eyes time to rest in between with short breaks.
21. **Team up with classmates.** There's no need to study alone if you can get more out of working with your classmates. Sometimes collaboration can be a much faster way to get through material, and it can be a great help if you're struggling with certain concepts. Just make sure your study sessions don't get too off track.
22. **Avoid skipping class.** While everyone skips a class now and again to catch up on sleep or to get other things done they feel are more pressing, try not to make a habit of it. Going to class will make it easier for you to keep up with the material and will give you the chance to ask questions.
23. **Create a strategy.** You'll get the most out of your study time if you go into it with a strategy in mind. Focus on certain subjects first or spend a little extra time on topics that you struggle with. Whatever you do, make sure it works for you and makes the most of your time.

**Homework** Homework is rarely fun but you still need to get it done, and the sooner the better. Here are some tips on making homework as painless and time-friendly as possible.

24. **Prioritize.** If you've got a number of homework assignments, focus on the ones that are due the soonest or that will take you the most time first. Once you get those out of the way you'll feel better about concentrating on the others.
25. **Don't wait until the last minute.** While for most people this is easier said than done, waiting until the last minute to complete homework is not only stressful but it can mean that you get a lot less out of the work that you put in. Give yourself enough leeway with time to ensure you won't have to rush around to get things done.
26. **Get ahead if you can.** If you find that you have some extra time in your day, use it to get ahead in the classes that you can. You'll thank yourself later, on a day when you have loads of extra work to do and you'll have one less thing to worry about.
27. **Assign a specific amount of time the project should take.** One way to keep yourself moving forward and not to waste time is to assign a specific amount of time that you think a project should take and try to fit it into that time frame. Sometimes this isn't always possible, but if you know about how long it takes you to complete a certain kind of assignment, it can help keep you on task.
28. **Find your peak hours.** Everyone has hours of the day when they simply perform better mentally. Figure out what your peak times are, and do your hardest work during these times so that you'll have the energy to get through them more quickly.
29. **Break up large projects.** Don't let yourself get overwhelmed with huge research projects. Break them up into sections which will be easier to tackle and will allow you to complete a small part of the project each day.
30. **Work smarter.** You don't have to work harder to get more done, just smarter. If you know you have two projects that need research at the library, work on both at the same time and save yourself an extra trip.

31. **Set mini deadlines.** If you know you're a chronic procrastinator, you can help keep yourself working on homework assignments, especially larger ones, by creating mini-deadlines within the assignment. This will help to keep you working through the assignment and prevent it from all having to be done at the last minute.
32. **Ask for help.** Sometimes you'll have assignments that you simply won't understand no matter how many times you look through them. While figuring things out on your own is rewarding, at a certain point it can be much more time efficient to simply ask for help from your professors or classmates.
33. **Don't put off projects you're dreading.** No one wants to think about starting a giant research project that isn't due until the end of the semester. The problem is that projects like these usually get put off until the end of the semester, and then you have very little time to put them together. If you're dreading a project, do it little by little or just get it out of the way all at once. You'll feel a million times better once it's out of the way and you won't have to worry about it anymore.

**Scheduling** It's essential for time management that you keep a schedule and stick to it.

34. **Avoid over-commitment.** While it would be great if you could cram in every activity you'd like to into your schedule, the reality is that that probably isn't going to happen. Give yourself a little breathing room between classes and study time to simply relax, watch tv or even eat dinner.
35. **Use a calendar or planner.** Don't try to keep your schedule in your head. Eventually you'll forget something, and it might be something pretty important. Keep track of your assignments and engagements on a calendar, either online or off, so you can't forget things easily.
36. **Account for the unknown.** Even the best schedules can be upset by an unexpected event. Whether you have a birthday party to attend that you didn't know about or you somehow get sick or injured, make sure your schedule allows for enough flexibility to accommodate life's little surprises.
37. **Keep track of how your time is spent.** One thing that can help you to make a better schedule for yourself is to see how long it really takes you to get certain tasks done. Keep a record of the time you spend on each thing so you can get a better idea of how much time to allow yourself in the future.
38. **Stick to your plan.** If you've got a plan of how to get an assignment done, try to stick to it. It's easy to become distracted and to want to slack off, but if you stick to your initial plan you'll have more free time in the long run.
39. **Work out a schedule at the beginning of each week.** Figure out what you need to get done each week on Sunday or Monday so that you know what to expect and how your week will play out.
40. **Write down major tests and due dates at the beginning of the semester.** Your syllabus will likely tell you the dates when major projects, test and assignments will be due. Put these dates on your calendar immediately so that you'll be able to work around them.
41. **Set up daily study times.** One thing you can easily add to your schedule is a few hours each day that are just dedicated to studying. Sometimes you'll need less time and sometimes more, but making room ahead of time can be very beneficial to getting things done.
42. **Keep trying new systems.** Your first way of scheduling yourself and managing your time may not be as effective as you like, and you may find that you're wasting a lot of time. As the old adage goes, if at first you don't succeed try, try again. Eventually you'll find a method that suits you.
43. **Create realistic to-do lists.** Who wouldn't love to get a whole two page to-do list done each day? The reality is that most of us simply don't have the time or the willpower to get that much done in a day. Give yourself realistic goals and you won't end up disappointed when you don't finish everything you planned.

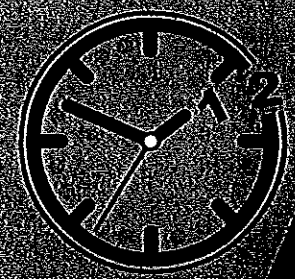
**Work** Students who work and go to school have to work extra hard to balance their responsibilities. Here are some ways you can make the most of your time at work.

44. **Find work on campus.** You'll save yourself a lot of time commuting if you can find a job that's located on campus. This will make it much easier to go to work between classes.
45. **Study and work at the same time.** If your jobs allows you to, try reading or working on assignments while you're at work. While not every job will offer this luxury, if you can do it, make sure to take advantage of it.
46. **Keep a flexible schedule.** Ensure that you find a job that allows you to keep a fairly flexible schedule. Otherwise you may end up unemployed if you need time off to study or to prepare for exams.
47. **Try work-study programs first.** Many schools offer work-study programs that allow you to work on campus. Some may even give you college credits for your work so long as it applies to your major.
48. **Freelance.** One way to ensure that you can work when you have time to work is to offer freelance services. Artists can paint portraits and design websites, and many studious types can offer their tutoring services to local high school or grade school children.

**Personal Time** While doing work and learning is the main goal of college, having a good time isn't far behind. Here are some ways to help you have fun while maintaining your time management.

49. **Use fun things as motivators.** There's nothing that works as motivation to get things done like the promise of doing something fun once it's completed. Use this to your advantage to speed up your work.
50. **Always make time for things you enjoy.** Whether you're going to college fresh out of high school or going back as an adult, it's important to make time for the things you enjoy doing amidst all your school assignments. Ensure that you're scheduling in enough time for fun so you won't get burnt out.
51. **Allow time for clubs, sports and other activities.** If you're the type of person that loves to participate in clubs or sporting activities, limit the amount of hours you take so that you'll have enough time to enjoy playing and bonding with other students. Remember, this is also an important part of your college experience.
52. **Take care of yourself.** Having too many classes on your plate can sometimes mean that you don't have enough food on it. Make sure you are eating well and that you are making time to stay healthy even when you're super busy. Otherwise you could end up sick.
53. **Learn to say no.** Perhaps one of the most important things in time management is learning to say no, even to things you enjoy doing. Sometimes turning down friends' invitations is an integral part of making your life easier, however hard it may be to do.
54. **Don't schedule out sleep.** Sleep is incredibly important, and if you're not getting enough, your grades could start to suffer. Always make sure to schedule yourself an adequate amount of time each night to rest and recuperate.
55. **Leave time for yourself.** While hanging out with friends is fun, sometimes you just need to set aside time for doing things that you like to do alone.
56. **Understand that all your time is important.** The time you spend doing assignments is no more important than the time you spend relaxing and being with friends. Understand that your life has to maintain a balance, and schedule your time accordingly.
57. **Set boundaries.** Don't let your schoolwork overtake your life. Set some guidelines as to how much time you'll dedicate to work each day and how much time you'll dedicate to enjoying yourself. This will help you to maintain more of a balanced life and keep you from getting too burnt out with school.

# Beating the Clock



## is Time Left?

**Step# 1: Estimate how you use your time each week.**

List the amount of time per week you estimate for each activity.
(Arrive at a daily average and then multiply by 7 to account for weekend differences)

_____ Class time (# of hours per class each week)

_____ Sleep/Week

_____ Studying

_____ Commuting/Transportation (to)

_____ Athletic/Physical (Intramurals, team sports, working out, etc.)

_____ Extracurricular activities (organizations, clubs, TV, computer, Internet, etc.)

_____ Family responsibilities (cleaning, working, shopping, caring for others)

_____ Eating

_____ Eating

_____ Personal hygiene (bathing, hair, make-up, etc.)

_____ Hobbies

**Step #2: Assess your use of time.**

_____ Add together the totals for the above lines for your week. SUBTOTAL

_____ Now subtract your subtotal from 168 hours a week for a TOTAL

If the number in your TOTAL line is negative, you have committed more time than there is in a week. YOU ARE IN TROUBLE. If you have time left over, ask yourself what choices there are for your time. Do you have time for more sleep? Volunteering? Friends? Relaxation?

**Step# 3: Monitor your activities for one week using the calendar on the following page.**

Based on this observation, what would you most like to do to better manage your time?

**Step #4: Determine a goal and action for better time management/use after this activity.**

| | SUN | | MON | | TUE | | WED | | THUR | | FRI | | SAT | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual |
| 6:00 am | | | | | | | | | | | | | | |
| 7:00 am | | | | | | | | | | | | | | |
| 8:00 am | | | | | | | | | | | | | | |
| 9:00 am | | | | | | | | | | | | | | |
| 10:00 am | | | | | | | | | | | | | | |
| 11:00 am | | | | | | | | | | | | | | |
| 12:00 pm | | | | | | | | | | | | | | |
| 1:00 pm | | | | | | | | | | | | | | |
| 2:00 pm | | | | | | | | | | | | | | |

| | SUN | | MON | | TUE | | WED | | THUR | | FRI | | SAT | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual |
| 3:00 pm | | | | | | | | | | | | | | |
| 4:00 pm | | | | | | | | | | | | | | |
| 5:00 pm | | | | | | | | | | | | | | |
| 6:00 pm | | | | | | | | | | | | | | |
| 7:00 pm | | | | | | | | | | | | | | |
| 8:00 pm | | | | | | | | | | | | | | |
| 9:00 pm | | | | | | | | | | | | | | |
| 10:00 pm | | | | | | | | | | | | | | |
| 11:00 pm | | | | | | | | | | | | | | |
| 12:00 am | | | | | | | | | | | | | | |

# Time Savers

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**PURPOSE**: "To discover specific strategies for making the most of every twenty-four hours." I found this project in the On Course Facilitators' Manual, Chapter 4, "Mastering Self Management." I teach a developmental course, Reading and Study Skills, at a small community college in South Holland, Illinois. This activity fit in well with the time management lesson. Most of the students are new to college so we discuss time constraints. Many of them work part-time and some even work full time. More than a few are parents with much of the responsibility of child rearing. There might not be enough time to do homework assignments unless they plan their time carefully. I ask them to make a weekly time schedule so they can see how they use their time. They can see where they can find time for study. By doing this Time Saver activity, I wanted my students to become aware of some things they could do to save time. They would become familiar with self-management techniques. Collaterally, they would learn to work together in small groups.

**SUPPLIES/SET UP**: Before the time savers project, I talk to the class about time management. I talk about using a things-to-do list, a monthly schedule, and a weekly schedule. I show them how to make a weekly schedule and for homework, I ask them to make one showing how they spend their time. From the weekly schedule, they can see where they have time to study.

**PROCESS**: After we discussed time management, I divided the class into small groups of five or six. I asked them to think about all the ways in which they save time. Then I asked them to choose a recorder. They were to go around the table and each one in turn, starting with the person on the recorder's right, would give one of their best time-saving strategies. I gave them examples such as making lunches the night before to save time in the morning, recording their favorite TV shows to avoid the commercials. I told them they would have 10 minutes for this activity.

After ten minutes, I told each group to choose the three best time savers. They should pick a spokesperson to recite these strategies while I recorded them on the chalk board. After I wrote all of the strategies on the board, I told them that they would write a paper on this lesson for homework. Then I wrote the assignment on the blackboard. Which of these strategies will you try? What's the life lesson here?

**OUTCOMES/EXPERIENCES**: From the sounds of the giggles and good-natured joking, the students seemed to enjoy this task. With little or no prodding from their classmates, a volunteer for the job of recorder came forward; it was the same for the spokesperson. Some of the strategies they came up with were wonderful. These were among the best of their best: Do on-line payment of bills as well as direct deposit of paychecks. Buy in bulk to save shopping time. Iron clothes right after washing them. Plan a route for your errands that is most efficient.

The writing assignment yielded insight into what impact this lesson had on them. One student wrote, "This is a little assignment but one that has had a great deal of impact on the way I manage my time." Another wrote, "Life is all about how we use and organize our day. I learned that by organizing and planning, my goals for the future are within my reach." Another student observed, "If I stick with this plan, I will have more free time and more time to study. My grades will improve as well as my study habits." Another wrote, "Time management skills are a necessity for an organized life." The last one I will share with you was from a young mother with three children of her own married to a man who brought three more young children to the marriage. She wrote, "Applying scheduling to daily activities and all areas of our lives, everyone's self esteem increased. Balancing everyone's schedule created family unity and harmony."

Some of the students wrote to tell me what time saving strategy they would use but did not bother to tell the

life lesson they learned. The next time I use this lesson, and I will use it again, I will emphasize the life lesson learned. Perhaps I could give them an example of what I mean. Maybe, I will read to them one of the better papers from a previous class.

**LIFE LESSONS:** There were several things I learned. First, I learned new time saving strategies. I even shared one of them (iron your clothes right after washing them) with my hairdresser. She thought it was a great idea, and it is one tactic I am using. Then, I learned that the women with young children seemed to benefit most from this lesson. Many of these women run the household, work outside the home, and go to school. They were the ones who were most insightful when they wrote about life lessons learned. Another lesson learned was about students working in groups. I worried that they would go off task. However, when the students got into groups to discuss the lesson, they stayed on task and seemed to enjoy the assignment.

This exercise went very well with my time management lesson. It was a good beginning to the semester. I could tell from their smiles as they left the room that the students thought that this would be a fun class. I would recommend this activity to anyone especially those who teach first semester college students. The students not only learn that time is a limited commodity but also that they can be creative while coming up with time-saving strategies. This lesson gave the students a sense of control over their lives. They learned that they are in charge of themselves.

**Diana Haney, Faculty, Reading and Study Skills, South Suburban College (IL)** Dhaney@ssc.cc.il.us

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# Overcoming Procrastination

www.utexas.edu/student/utlc

1. **Clarify Your Goals**
   - Carefully think about and write down your goals. Post them somewhere -a door, mirror, or notebook- that you'll notice frequently.
   - Determine what you need to do to reach your goals.

2. **Manage Your Time Effectively**
   - Learn and implement good time management skills.
   - Divide your goal into manageable parts, then write out the necessary steps to accomplish your goal. Finally, make a detailed schedule that includes a time designated each day for working toward your goal.

3. **Choose Your Environment**
   - Recognize that the best study environment is likely **not** your dorm room. As much as you may *want* to study there, your room is full of distractions: television, video games, a comfy bed, your roommate, snacks.
   - Find a place you enjoy working. There are several very peaceful reading rooms on the UT campus; check out the Architecture and Life Sciences libraries. You might also like one of the study floors at PCL, or the lobby of UGL.

4. **Examine Your Attitude**
   - Do you think the world is just too complicated? That you're constantly hindered by everyone else's incompetence? These are self-defeating, avoidance-producing attitudes and beliefs. Recognize them as such, and try to replace them with productive, self-empowering beliefs and attitudes.
   - Remember: what happens to you is largely your choice.
   - For a day, pretend that you are a well-organized, non-procrastinating student. Imagine how you would think and how you would behave. Then behave and think that way... even if you can only pull it off for a little while.
   - Look for positive things about mistakes you might make. What is curious, useful, or interesting about them? What have you learned by making them? Remember: anything worth doing is worth doing badly.
   - Recognize and acknowledge your forms of avoidance: socializing, reading, daydreaming, sleeping are all common.

5. **Alter Your Behavior**
   - Look to your friends for help. Being accountable to another person can make a tremendous difference in getting into a good routine.
   - Reward yourself with things you enjoy -playing basketball, seeing movies, playing video games- **AFTER** you've accomplished a task.
   - Do something each and every day. Start small at first: tell yourself you'll work on a task for 10 minutes and stick to it. Then set another goal for yourself. Once you start to accomplish your goals, you'll feel affirmed and ready to tackle the next step.
   - Do your tasks in reverse order of pleasantness. That is, start with the thing you hate the most, and finish with something you might actually enjoy.

6. **Accept Yourself**
   - Give yourself time to change. Remember: it takes 21 days of repetition to form a habit.
   - Expect and, most importantly, forgive backsliding.
   - Give yourself credit for all types of accomplishments. Even 10 minutes of work counts!

# Overcoming Procrastination

www.utexas.edu/student/utlc

## THE PROCRASTINATION QUOTIENT

| | Strongly Agree | Mildly Agree | Mildly Disagree | Strongly Disagree |
|---|---|---|---|---|
| I usually find reasons for not acting immediately on a difficult assignment. | | | | |
| I know what I have to do but frequently find that I have done something else instead. | | | | |
| I carry my books and work assignments with me to various places but do not open them. | | | | |
| I work best at the last minute, when the pressure is really on. | | | | |
| There are too many interruptions that interfere with accomplishing my top priorities. | | | | |
| I avoid forthright answers when pressed for an unpleasant decision. | | | | |
| I take half measures which will avoid or delay unpleasant or difficult action. | | | | |
| I have been too tired, nervous, or upset to do the difficult task that faces me. | | | | |
| I like to get my room in a good order before starting a difficult study task. | | | | |
| I find myself waiting for inspirations before becoming involved on most important study or work tasks. | | | | |
| **total responses** | | | | |

UT Learning Center

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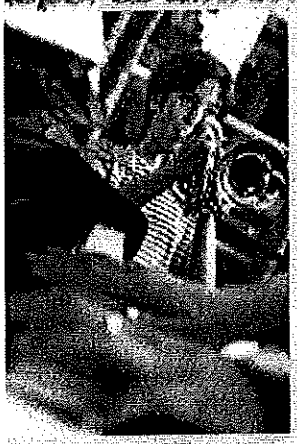
## Christina Bratton

**From:** Billy Francis [bfrancis@otcweb.edu]
**Sent:** Thursday, June 25, 2009 1:35 PM
**To:** 'Kathy Lazenby'; 'Christina Bratton'
**Subject:** Time Management

# Time Management: Sports and Activities



Topics on Time Management:
- You Vs. The Clock
- Have-To's, Want-To's, and Goals
- Make A Budget
- Choose Priorities
- Make A Daily Schedule
- Make A Weekly Planner
- Monthly Calendars
- From the Mentors

IML Time Tips:
- Chores and Duties
- Schoolwork
- Sports and Activities
- Top Time Wasters

If you want to take dance lessons, or join the baseball team, or participate in any other activities in your free time, it can be hard to squeeze them into your schedule. But here are some ideas to make that easier:

**Be informed.** When you get involved in a sport, club, or activity, make sure you find out how much time you'll be expected to dedicate, and get all the information you can about scheduled meetings, practices, games, etc. Sit down with your parent or guardian and have an honest discussion about what will be required of all of you, including who will drive you to and from events.

**Consult your schedule.** Alone or with an adult, get out your Daily Schedule and Weekly Planner, as well as your Monthly Calendar, and see if your new activity will fit into your schedule without stealing time from other important things.

**Don't over-schedule.** Adults want young people to succeed and get the most out of life, but sometimes they take this idea too far by cramming our schedules with sports, clubs, or other structured activities. Kids can do this too, by signing up for more things than they really have time for. It can lead to a growing problem called "over-scheduling."

How can you tell if you're over-scheduled? Here are some signs:

- You have to rush from one event to another.
- You're constantly in a battle with the clock.
- It takes a lot of effort to make your daily and weekly schedules come out right.

- You take drastic measures to save time, like eating dinner in the car while going from Scouts to band practice.
- You're often tired and grumpy.
- You feel like you have no free time at all.
- You're enjoying your activities less because there are too many of them.
- You're doing so many things that it feels like there's not enough time to get the most out of any single one of them.

If you recognize a number of these signs, it's time to sit down with an adult and talk about cutting back on the number of scheduled activities in your life.

**Understand that dropping an activity is not "quitting."** Adults can put a lot of pressure on us to stick with sports and activities and not give up, and sometimes we put just as much pressure on ourselves. But dropping something because you're over-scheduled is not the same as "giving up" just because something is challenging. If you feel over-scheduled, talk to a parent or guardian, and explain what all the rushing around and time pressure is doing to you.

**Everyone needs free time.** Did you know that many experts believe that having free time is one of the most important ways for us to learn, grow, and develop the skills we need to succeed? We all deserve a chance to just explore our world and our thoughts, and to develop our creativity and sense of fun apart from specific groups, organizations, and activities. Down time is very important. Make sure the adults in your life understand that.

**Remember:** Sports, clubs, and activities are supposed to make your life better, not worse. If you're spread thin by too many scheduled events, it may be time to simplify your life and give yourself a chance to just be *you*.

*Billy Francis Sr., MBA*
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***"A man can make what he wants of himself if he truly believes that he must be ready for hard work and many heartbreaks along the way."***
**Thurgood Marshall**

**Christina Bratton**

**From:** Billy Francis [bfrancis@otcweb.edu]
**Sent:** Thursday, June 25, 2009 1:33 PM
**To:** 'Christina Bratton'; 'Kathy Lazenby'
**Subject:** Time Management

# How effective are you at using your time?

Time is the coin of your life.
It is the only coin you have, and only you can determine how it will be spent.
Be careful lest you let other people spend it for you.
~ Carl Sandburg ~

## Record and analyze what did you do yesterday?

1. Take a piece of paper (diary, planner or spreadsheet).
2. Divide your working day into half hour intervals (include travelling time & breaks).
3. For each half hour interval indicate the activity you where involved in.

Note: If you can easily remember exactly what you were doing for all the intervals you are better at this than me.

4. Highlight in:
   - Orange marginal activities i.e. travelling, waiting, lunch etc.
   - Yellow time spent in planning or thinking.
   - Green activities helpful in meeting your objectives.
5. You can now see at a glance how you use your time.
6. From now on record what you do when you plan it or when it occurs.
7. Review weekly how you spend your time.

The idea is to make decisions and act on them -- to decide what is important to accomplish, to decide how something can best be accomplished, to find time to work at it and to get it done.
~ Karen Kakascik ~

## Effective use of time

1. Concentrate on being effective, not on being busy.
2. Avoid red activities (time spent which is not helpful in meeting your objectives). Analyse the root cause for each of these and avoid, eliminate or minimise this waste of your time.
3. Don't do the work of others, unless you chose to do so (e.g. to understand the problems or to show others etc.)

4. Delegate effectively

5. Effective Meetings

6. Be decisive.

Evaluate, assess the risks and decide the next course of action.

7. Do it now. Don't procrastinate, break up tasks so they are achievable.
8. Give realistic promises.
9. Learn to say 'No'.

Direct people to owner of a problem or explain why you are not dealing with it.

10. Avoid perfectionism. Seek a quality solution (fit for purpose) which is cost effective.
11. Avoid clutter. Act - Bin - Refer - File. Only file if you need the information and it is not readily available elsewhere.
12. Consolidate your time. Large size bites are excellent, hourly chunks are ideal.

13. Control interruptions/ distractions. Find somewhere where you can think and plan.
14. Orange time (marginal time) should be used wisely. Remember relaxation and breaks are essential but this time could also be used for thinking and planning. The choice is yours.
15. Don't spend endless time reordering 'to do lists'. When a task is complete just cross it out.
16. Look at your aims/ responsibilities and identify your key goals (10 max.). Set performance objectives for each key goal e.g.:
    - Quality - right - error free services & goods - fit for purpose.
    - Cost - value
        - People.
        - Machines, facilities & equipment.
        - Method.
        - Materials.
    - Delivery
        - When.
        - Speed - fast - time between customer asking and receiving.
        - Dependability - deliver on time.
    - Flexibility - ability to adapt - service, product, mix, volume and delivery time.

We realise our dilemma goes deeper than shortage of time; it is basically a problem of priorities. We confess, "We have left undone those things that ought to have done; and we have done those things which we ought not to have done."

~ Charles E. Hummel ~

## Plan your time.

The principles being :

1. To concentrate on being effective, not on being busy.
2. To minimise wasted time.
3. The priorities being your key goals and objectives.
4. Plan in bite sized chunks.
5. Break complicated or difficult tasks into achievable elements or steps. The first step could be to investigate.
6. Identify the right time for each activity, for you and others?
7. Leave time free for the unexpected! You can always use it! This may be as much as 50% of your time.
8. Establish routines and patterns of work to improve efficiency.

### Using a diary, planner or spreadsheet allocate time to:

- Activities that you have committed to i.e. appointments, meetings and holidays.
- The urgent or desperate tasks but ensure you delegate these where appropriate and look for the route cause. Rearrange committed activities if required.
- Achievable tasks.
- Thinking and planning. Take time to dream!

Adjust the plan each day, in the light of reality, always remembering your key goals.

Review weekly your management of time. How effective was it?

Visit our home page for further training articles

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# TIME MANAGEMENT

Good time management means balancing your time and your work so you have enough time to work, eat, sleep and play. Students who balance these things well usually succeed.

## FIRST THINGS FIRST

Creating a schedule is a good way to start managing your time. Turn over this page and follow the steps for first creating a semester schedule, then a weekly schedule and last a daily to do list.

## REMEMBER

Making a schedule is easy. Keeping to a schedule is hard. It takes **motivation** and **commitment** to be successful.

When an assignment is given, a test is set or something is scheduled mark it on the semester calendar - **before you forget**.

Balance also means **sleeping** well, **eating** well, staying **physically fit** and remembering to take time for **fun**, **relaxing activities** too.

## WHAT'S IN IT FOR ME?

- Better grades
- Less stress
- Time for yourself
- Sense of accomplishment
- Greater productivity
- Control of your life
- A balanced life

**Good luck with your time management!**

**For more information or to book an appointment, contact student services at 722-1523**

# SCHEDULES

| SEMESTER SCHEDULE | WEEKLY SCHEDULE | DAILY TO-DO LIST |
|---|---|---|
| Create a 4 month calendar for the semester | Create a 7 day, 24 hour schedule | Use a daytimer for daily to-do lists (avoid loose scraps of paper) |
| Write in all assignment deadlines, tests and exams | Put in all classes, work hours & other appointments or events | Each day, make a list of all the tasks you need to do |
| Fill in your work schedule as far ahead as you can | Highlight all times that are marked. The remaining hours can be filled | Prioritize each task as (A) high, (B) medium or (C) low priority |
| Include all holidays | Using the semester schedule, mark time to prepare for tests / deadlines | Start with the high priority tasks |
| Add in other commitments or events you need to plan around | Allow time for daily homework and reading assignments | As you complete each task, cross it off the list |
| | Mark in time to review notes within 24 hours of the class | Unfinished tasks can be moved to the next day's list |

For more information or to book an appointment, contact student services at 722-1523

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### Top Calendars

US Holidays  Weather for malvern

Today  June 2009  Print  Week  Month

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|---|---|---|---|---|---|
| 31 | Jun 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 Flag Da | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 Father's | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | Jul 1 | 2 | 3 | 4 Indepe |

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Events shown in your computer's time zone

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# Time Management:
# Assessment and Self-Analysis

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1. The time of day I am most alert is:_____.

2. The time of day I am sleepiest is:_____.

3. I am distracted by:
   - ♦
   - ♦
   - ♦
   - ♦
   - ♦
   - ♦

4. To decrease distraction I will:
   - ♦
   - ♦
   - ♦
   - ♦
   - ♦
   - ♦

5. I prefer:
_____ short intense study sessions
_____ longer study sessions

6. Ideally I should wake up at _____ and go to sleep at_____.

7. To reward myself for getting tasks done I will:
   - ♦
   - ♦
   - ♦
   - ♦
   - ♦
   - ♦

8. Goals to improve my time management are:
   - ♦
   - ♦
   - ♦
   - ♦

# Semester at a Glance, Spring 2009

Academic Success Center
Iowa State University

| | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|---|
| 1 | Jan 11 | Spring Semester Classes Begin 12 | 13 | 14 | 15 | 16 | 17 |
| 2 | 18 | Univ. Holiday Offices Closed 19 | 20 | 21 | 22 | 23 | 24 |
| 3 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 4 | Feb. 1 | 2 | 3 | 4 | 5 | 6 | Summer Schedule Available 7 |
| 5 | 8 | 9 | 10 | 11 | 12 | Last day to drop 1st half semester course 13 | 14 |
| 6 | 15 | 16 | 17 | 18 | 19 | 20 | Summer Schedule Available 21 |
| 7 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 8 | March 1 | 2 | 3 | 4 | 5 | 1st half courses end Midterms Due 6 | 7 |
| 9 | 8 | 2nd half courses begin 9 | 10 | 11 | 12 | 13 | 14 |
| 10 | 15 | Spring Break 16 | Spring Break 17 | Spring Break 18 | Spring Break 19 | Spring Break 20 | 21 |
| 11 | 22 | 23 | 24 | 25 | 26 | Last day to drop semester classes 27 | 28 |
| 12 | 29 | 30 | 31 | April 1 | 2 | 3 | 4 |
| 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 14 | 12 | 13 | 14 | 15 | 16 | Last day to drop 2nd half semester course 17 | 18 |
| 15 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 16 | 26 | 27 | 28 | 29 | 30 | May 1 | 2 |
| 17 | 3 | Finals 4 | Finals 5 | Finals 6 | Finals 7 | Finals 8 | Commence-ment 9 |

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# Time Management:
# 7 Characteristics of Effective Planners

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1. **They break projects into realistic tasks with manageable deadlines.** They establish steps that will lead them toward the completion of complicated projects, generate realistic deadlines fro the completion of these steps, and work to meet these deadlines. They give themselves "false due dates" to keel themselves accountable for progression towards the completion of a project. They write their tasks down and cross off activities once they are finished to give themselves a sense of continual accomplishment.

2. **They operate in two time horizons.** They utilize an assortment of short term and long term planning aids. They use both calendars and action lists to plot out activities according to due dates. They have daily objectives to move them toward the completion of multiple tasks and they continually review long term goals so they don't "lose sight of the forest for the trees.

3. **They begin projects early**. They gibe themselves the time and freedom to brainstorm about the best alternatives to accomplish their objectives. Starting early on task gives people the opportunity to gather information, ruminate over the matter, collaborate with others for assistance, and modify plans for convenience or effectiveness. They are honest with themselves about how their plans are going and they are willing to modify plans for better results.

4. **They seek advice from others.** They eagerly accept input from anyone in a position to assist them or offer them information. They will review other's materials, converse and correspond with expert sources, and consider other's ideas as they chart out a course of action.

5. **They delegate whenever possible.** Even the most energetic people can't do everything themselves. Effective planners delegate tasks to those they can trust to get things done, and they monitor the activity without micro management. If you're going to waste time micro managing, you may as well perform the activity yourself and not insult a colleague or subordinate. Effective planners also inform people involved as much in advance as possible about any role they may have in the activity to allow them time to plan ahead as well.

6. **They have a plan "B."** They remain flexible and persistent. They anticipate obstacles. They are proactive rather than reactive, and thus can shift to other plans to ensure that the overall goal is accomplished. They remain persistent in the face of adversity by considering other avenues of approach when encountering barriers. They "Never say, 'Die.'"

7. **They realize that "No" is sometimes the appropriate response to a request.** An effective planner has the ability to say, "I will get back to you on that, let me think about it overnight" or "No, I cannot do that" if there is uncertainty about whether or not the request can be fulfilled. When unable to carry out a request, a professional can still be of assistance by providing direction or offering alternatives to the person seeking help.

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# Time Management

Here's a good way to examine your time management habits. The following time budget worksheets are also available as WORD documents to help you plan for time management: Time Management. Another document you might find useful is this Academic Planning Calendar.

Fill out the time budget sheet. This sheet works like a check book record only the balance is reflected in hours of time for a week. Some of you will end up with a deficit and others will have 20 or more "extra" hours. This sheet helps you to see where your time is spent.

## Time Budget Sheet

| | |
|---|---|
| **Total number of hours available** | **168** |
| Minus hours in class per week | - _____ |
| Minus hours of study time per week | - _____ |
| Minus hours of sleep time/personal hygiene per week | - _____ |
| Minus hours of committed time per week (e.g. job, church, regular meetings) | - _____ |
| Minus hours of meal time per week (include coffee stops!) | - _____ |
| Minus hours of exercise per week | - _____ |
| Minus hours of family time per week | - _____ |
| Minus hours of laundry, shopping, personal errands per week | - _____ |
| Minus hours of television per week | - _____ |
| Minus hours of email, video games, etc. | - _____ |
| Minus hours of other recreation per week (movies, parties, etc.) | - _____ |
| Minus other (miscellaneous) | - _____ |
| **Final Balance (+ or -)** | _____ |

Next complete the Time Budget Work Sheet. This sheet uses the same categories as the Time Budget but asks you to remember the past week in detail. You can get a weekly total for each category by adding across the chart and recording hours in the right hand margin. Then compare an actual week with your best guess on the Time Budget Sheet.Think back on each day for the past week and account for all your hours as accurately as possible.

Time Budget Work Sheet

| Activity | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Class hours | | | | | | | |
| Study hours | | | | | | | |
| Sleep, etc. | | | | | | | |
| Committed | | | | | | | |
| Meal time | | | | | | | |
| Exercise | | | | | | | |
| Family | | | | | | | |
| Personal | | | | | | | |
| Email, etc. | | | | | | | |
| Television | | | | | | | |
| Other | | | | | | | |

Now make a list of all the things you want to get done this next week. Then divide up tasks into a daily "To Do List." Your daily list should include a minimum of 2-3 tasks, and never more than 5. Many of your daily tasks are regular events and do not belong on the list. If you get organized, you will find that you are working on things that are important instead of responding to things that feel urgent!! Organization brings a wonderful sense of calm with it AND makes you feel like you have more time instead of less time!!

## Key Points for Time Management and Effective Studying

Study 2-3 hours per week for each credit hour taken

- 13 credit hours = 26 hours
- 14 credit hours = 28 hours
- 15 credit hours = 30 hours

Do not pile up your hours during finals week or during the hours/days before exams and paper due dates.

Spread the hours throughout the weeks of the quarter.

Spread the hours throughout the days of the week.

Spread the hours throughout the hours of each day.

For example:
14 credits--28 hours/week = 4 hours per day

| | |
|---|---|
| 9:00-10:30 | Class |
| **10:30-11:30** | **Study** |
| 11:30-12:00 | Break |
| 12:00-1:00 | Lunch |
| 1:00-2:30 | Class |
| **2:30-3:30** | **Study** |
| 3:30-4:30 | Class |
| 4:30-5:30 | Workout |
| 6:00-7:00 | Dinner |
| **7:00-8:00** | **Study** |
| 8:00-10:00 | TV/Party/Hang-out/...whatever |
| **10:00-11:00** | **Study** |
| 11:00-1:00 | TV/Party/Hang-out/relax..whatever |

1:00-8:00 Sleep

**Time Savers That Can Make Your Schedule Work**

Learn to say NO, be assertive with roommates/friends

Begin; avoid procrastinating

Plan the day, the week, and the term

Set goals so the emphasis will be on the tasks most important to you

Learn and practice self-discipline

Learn to listen effectively

Seek the help of experts (books, manuals, advisors, friends, family, etc.)

Expect to succeed

Finish each task before starting another

Avoid interruption

Have a place for everything; keep or return everything to its place

Study difficult/boring subjects first

Study at the best hour of the day, according to your personal needs

Study with intervals, pace yourself and plan ahead

Use "waiting time" effectively (3x5 cards, always carry your notes or a book)

Have a consistent place to study, where you know you work best

Good Luck!

Academic Success Center
Oregon State University, 102 Waldo Hall, Corvallis, OR 97331 · 541-737-2272
**Please contact us with your comments, questions and feedback**
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# TRIVIA

## Goal

Teach the student time management, teamwork, and research skills. Each question has a points associated with it. They need to decide what is most important.

## Directions

Separate the students into groups of 2-3.

Students will need to answer each question. Each question has points associated with it. They will need to decide which questions are most important and answer them first.

Give the students 5 minutes in class to answer whatever they can. 10 minutes at the library.

The team with the most points wins.

## Reflect

How did you decide what was most important? In what order did you answer the questions? Did you look at the point value? How did you work as a team to complete the activity?

# Trivia Challenge

1. Who was the first president to be sworn in on January 20th? Franklin D. Roosevelt
2. Before the president answered above, what Month and day did the inauguration usually take place? March 4.
3. President Obama will be the nations ___ th president. (44th)
4. Name one of the families that had a father and son as president? Bush's and Adams'
5. Who was the only president to serve four terms in office? Franklin D. Roosevelt
6. What President gave the longest inaugural speech and supposedly contracted pneumonia during the speech and died a short time later? William Henry Harrison gave an 1 hour and 45 minute speech (10,000 words) in 1841 and died one month later.
7. Who was the first vice-president to assume office due to the death of a president? John Tyler (William Harrison's VP).
8. What president's inaugural speech was the first photographed? James Buchanan
9. What Amendment limits a presidency to two terms? 22nd Amendment
10. What president coined the term "Lame Duck" and what does it mean? Dwight D. Eisenhower, A **lame duck** is an elected official who is approaching the end of his or her tenure, and especially an official whose successor has already been elected.
11. About how much did the 2009 inauguration cost? 150 million
12. Is President Obama left handed or right handed?

# TRIVIA

1. What is the largest mammal? **(2 points)** _____

2. What college had the largest enrollment at a single campus during the Fall 2007 semester? **(10 points)** _____

3. In what year was the United States Constitution signed? **(10 points)** _____

4. Name the three branches of our government? **(6 points)**
   _____
   _____
   _____

5. What band took it's name from the action eyes make during sleep? **(2 points)** _____

6. Of what 80's TV show is "Frasier" a spin-off? **(2 points)** _____

7. All gondolas in Venice, Italy must be painted brown, unless they belong to a high official. **(4 points)** True or False

8. What album and artist is #1 on the Billboard 200 list? **(4 points)** _____

9. There are _____ minutes in a pro football game. **(4 points)**

10. For ONE TEAM there are a total of ____ outs in a baseball game in the major leagues (no extra innings). **(4 points)**

11. What sport do you **not** know who is winning until it is over? **(6 points)** _____

12. A state laws says in Little Rock, AR the Arkansas River can rise not higher than the main street bridge. **(4 points)** True or False

13. In what state at the intersection of Douglas and Broadway, a person in an automobile is <u>required</u> to get out of their vehicle, fire 3 shotgun rounds into the air, and the get back into their vehicle and proceed through the intersection.**(15 points)** _____

14. What Alabama city saw state troopers attack Civil Rights marchers on Edmund Pettis Bridge?**(8 points)** _____

15. What congressional award was Dr. Mary Edwards the First woman to receive? **(8 points)** _____

16. What Scottish patriot led soldiers to a defeat of the English at the Battle of Cambuskenneth in 1297? **(8 points)** _____

17. What's the only Central American country without a coastline on the Caribbean? **(8 points)** _____

18. What interstate highways connects Boston and Seattle?**(8 points)** _____

19. What country sent out 15,000 census workers to count its Homeless population, in 1990? **(15 points)** _____

20. Inside each set of the following words, there are a pair of smaller words. By putting & between them, lo & behold, you'll make a familiar phrase. For example, "Thighbone/Swallowtail" conceals "High & Low." **(15 points)**

    1. Skyrocketing/Trolleyman _____
    2. Thermometer/Apoplexy _____
    3. Delaware/Bordering _____
    4. Surprised/Trashiness _____
    5. Throughout/Stumblebum _____

# Time Management: Scheduling

Academic Success Center
Iowa State University

What are you willing to give up temporarily in order to be a successful college student? There is just so much time. You cannot continue to do all the things you used to do and add the job of being a college student to it. You can't make more than twenty-four hours in a day, but you can make extra time in two ways:

1. Doing the same task in less time
2. Making use of time that we previously wasted.

You will be seeking ways to do thing faster and better.

**The cardinal rule of time management is to always carry pocket work.** Always have something that you can do while waiting. Make flash cards of what you need to study for test. Make copies of homework assignment or just make sure you have a book with you. Those wasted ten, fifteen, or twenty minutes add up. And you will discover later that you usually learn more in short sessions than longer ones. Program your mind; make it a habit to make use of "wait" time.

**The second most important thing is to keep a date book, AND look at it!** You think you will remember what an assignment is and when it is due, but you can be sure only by writing it down.

## Principles of Scheduling

Planning your schedule is an important part of time management. Before you plan your schedule, consider the following principles:

1. **Make use of daylight hours.** Research shows that each hour used for study during the day is equal to one and a half hours at night. This means trying to make use of free hours during the school day. These are the most effective yet most often wasted hours.

2. **Study before a class that requires discussion or frequently has pop quizzes**. The material will be fresh on your mind.

3. **Study immediately after lecture classes**. Retention and understanding are enhanced by studying right after class. Use this time to fill in gaps in your notes and to review information you have just learned. When we learn the label in the margin system for taking notes and processing lecture material, you will find using the hours immediately after class will be perfect to label your notes and will save you valuable time. You will be able to complete your assignments faster and more efficiently because you don't have to re-focus your concentration. (Do you see why scheduling back to back classes is a mistake?)

4. **Study at the same time every day**. A student should have certain hours set aside for study that are treated the same as class. Having the same study time five days a week will soon become habit and therefore easier to follow. Our minds are programmed by routine, and it will be easier to get started and to concentrate on the task at hand. Studying in the

same place also aids concentration. If you have family responsibilities, it's best to schedule your study time while you are on campus if at all possible. There are just too many things to interfere at home. If you have school age children, setting a time for everyone to study is a good idea, but you will accomplish more if you can schedule study time on campus just as if it were a class.

5. **Plan enough time to study**. The rule of thumb that you should study two hours for every hour you are in class is only a guide. Depending on your background or experience or the difficulty of the class, you may need to allow more. Start out by allowing two hours, but adjust according to your need.

6. **Space study periods**. Fifty to ninety minutes at a time for each subject is probably most efficient. You should then take a break for ten to fifteen minutes. Studying for longer periods of time often becomes counterproductive.

7. **List activities according to priorities**. By putting first things first, you will get the most important things done on time.

8. **Study during your prime time**. We all have daily cycles of sluggishness and alertness. If your work, classes and circumstances permit, make use of this knowledge. Schedule your hardest subject at your most alert time. And during the day when you are less productive than you'd like to be, schedule less demanding tasks.

9. **Leave unscheduled time for flexibility**. Packing your schedule with too many details will almost assure your failure. Lack of flexibility is the major reason why students don't follow schedules.

10. **Analyze your use of time.** One cause of getting behind in college is failure to make use of short periods of time. By keeping a time log, you can see where you are currently wasting time. As we have said previously, the time between classes and during the school day is the time which is most often wasted even though it is the most efficient time to use for studying. Your time log may reveal a waste as simple as not responding to your alarm clock the first time or napping in the afternoon after classes.

# Time Management:
# 15 Ways to Get the Most Out of Now[1]

Academic Success Center
Iowa State University

The following 15 time management techniques are about when to study, where to study and how to handle the rest of the world. As you read, underline, circle or otherwise note the suggestions you think you can use. Pick two or three techniques to use now. When they become habits and you do them automatically, come back to this article and pick a couple more.

## When to Study

1. *Plan two hours of study time for every hour you spend in class.* If you are taking 15 credit hours, plan to spend 30 hours per week studying. The benefits of following this rule will be apparent at exam time.
2. *Study difficult (or less interesting) subjects first.* Most of us tend to do what we like first, yet the courses we find most difficult often require the most creative energy. Save the subjects you enjoy for later.
3. *Avoid scheduling marathon study sessions.* When possible, study in shorter sessions. Three three-hour sessions are far more productive for most people than one nine-hour session. When you do study in long sessions, take a planned break every hour. If you must study in a large block of time, work on several subjects and avoid studying similar subjects back to back.
4. *Be aware of your best time of day.* Many people learn best in daylight hours. Observe yourself, and if this is true for you, schedule study time for your most difficult subjects when the sun is up.
5. *Use waiting time.* Five minutes waiting for a bus, 20 minutes waiting for the dentist, 10 minutes between classes – waiting time adds up fast. Have short study tasks ready to do during these times.

## Where to Study

6. *Use a regular study area.* Your body knows where you are. When you use the same place to study, day after day, your body becomes trained. When you arrive at that particular place, it will automatically sense that it's time to study. You will focus your concentration more quickly.
7. *Do not get too comfortable.* In bed, your body gets a signal. For most students, The signal is likely to be, "time to sleep," rather than, "time to study!" Give your body a message that energy is needed. Put yourself into a situation that supports that message.
8. *Use a library.* Libraries are designed for learning. Entering a library is a signal to your body to quiet the mind and get to work.

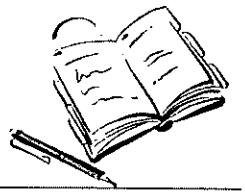
[1] Adapted from: Ellis, D. (1985). *Becoming a master student.* Rapid City, SD: College Survival, Inc.

## How to Handle the Rest of the World

9. *Pay attention to your attention.* Breaks in concentration are often caused by internal interruptions; your own thoughts jumping in to tell you another story about the world. When that happens, notice the thoughts and let them go.
10. *Agree with living mates about study time.* This includes roommates, spouses, and kids. Make the rule clear, and be sure to follow them yourself. Make explicit agreements—even written contracts.
11. *Avoid noise distractions.* Do not study in front of the TV. Turn off the stereo. The overwhelming majority of research indicates that silence is the best form of music for study.
12. *Notice how others misuse your time.* Ask yourself if there are certain friends or relatives who consistently interrupt your study time. If avoiding the interrupter is impractical, send a clear message. A gentle reminder should do.
13. *Get off the phone.* You don't have to be a telephone victim. If a simple, "I cannot talk, I'm studying" does not work, use dead silence. Its a conversation killer. Or, short circuit the whole problem: You are unlikely to receive phone calls at the library if you leave your phone at home.
14. *Learn to say no.* This is a valuable timesaver for students, and a valuable life skill. Others want you to succeed as a student. When you tell them that you can't comply with their request because you are busy educating yourself, 99% will understand.
15. *Hang a "do not disturb" sign on your door.* They work. Using one will relieve you of making a decision about cutting off each interruption- timesaver in itself.

# Time Management:
# Making Time for Yourself and Others

Academic Success Center
Iowa State University



## Manage others' expectations.

- Reconfirm objectives or deadlines—ask: What do you expect specifically?
- Do not make promises until you really understand what you have to do, what impact the promise will have on your other commitments, and the importance of the promise to your own goal.
- If you are running late, call and let others know—no surprises.
- When you have a deadline, remember—everything takes longer than you think!

## Always extend your estimate of the time that is required to accomplish your goal/task.

Do this for yourself as an internal yardstick, and estimate time requirements for all the links in the chain.

## Learn to say to *"No"* to others and *"Yes!"* to yourself.

Try saying:

- "I can do what you want another time, like…"
- "if only I had known in advance…"
- "I'll arrange for someone else…"
- "I'll get back to you after i check my calendar"
- "I can do some of it…"

It is best to pause before answering a request and think about your response. There is no need to rush to reply. Learn to listen to your gut feeling. If "no" is the right answer, then say no.

## Build solid time blocks—limit interruptions.

- Your top three interruptions: yourself, the phone, other people. So, take responsibility and focus on the task at hand.
- Use your voicemail to screen calls when you are studying, and only answer calls that are an immediate need.
- Let others know when you will be available to them. Try a closed door policy with an "I'll be back" sign.

## Help your family and/or roommates to help themselves.

Develop ways for family members or roommates to contribute to household chores such as cooking, cleaning, grocery shopping, doing laundry or errands.

## Brushing your teeth is not fun, it's necessary!

There are always things you must do everyday. For these tasks:

- Keep a daily "to do" list. Avoid making a new list everyday, just update the previous one. Prioritize your responsibilities.
- Combine some tasks and eliminate others. Be sure to include leisure time activities as time for yourself.

## Set priorities.

When determining an order for tasks, ask yourself:

- Are you doing the most important things first?
- How urgent is this task?
- How can I get somebody else to do the task for me?
- What's the worst thing that can happen if I do not do this?

## Schedule personal time.

- Get accustomed to scheduling all of your time.
- Give your own personal enjoyment a high priority.
- Plan ahead and schedule fun!

## Elephants remember; people do not.

- Have a detailed calendar be the basis of your "to do" list for your personal and academic lives.
- Only make commitments after you have reviewed your calendar.

## Nobody's system is as good as your own.

Evaluate each time-saving time tip to see how it works for you. If you feel pressured or uncomfortable, adjust the approach until you can make it a comfortable fit.

## Seek support.

- Think about what you want to change. If you are unsure what to change, seek support from friends, relatives, counselors, advisors, or teachers
- Try spending some quiet time alone.

Stress
Management

Instructor's Guide

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Understand, Prevent & *Resolve* Life's Challenges

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# Stress Management

## HOW TO REDUCE, PREVENT, AND COPE WITH STRESS

It may seem that there's nothing you can do about your stress level. The bills aren't going to stop coming, there will never be more hours in the day for all your errands, and your career or family responsibilities will always be demanding. But you have a lot more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of stress management.

Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on.

**IN THIS ARTICLE:**

Identify sources of stress
Look at how you cope with stress
Avoid unnecessary stress
Alter the situation
Adapt to the stressor
Accept the things you can't change
Make time for fun and relaxation
Adopt a healthy lifestyle
Related links

A A A TEXT SIZE

## Identify the sources of stress in your life

Stress management starts with identifying the sources of stress in your life. This isn't as easy as it sounds. Your true sources of stress aren't always obvious, and it's all too easy to overlook your own stress-inducing thoughts, feelings, and behaviors. Sure, you may know that you're constantly worried about work deadlines. But maybe it's your procrastination, rather than the actual job demands, that leads to deadline stress.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain away stress as temporary ("I just have a million things going on right now") even though you can't remember the last time you took a breather?
- Do you define stress as an integral part of your work or home life ("Things are always crazy around here") or as a part of your personality ("I have a lot of nervous energy, that's all").
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

### Start a stress journal

A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you're unsure).
- How you felt, both physically and emotionally.
- How you acted in response.
- What you did to make yourself feel better.

## Look at how you currently cope with stress

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you

identify them. Are your coping strategies healthy or unhealthy, helpful or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

**Unhealthy ways of coping with stress**

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:

- Smoking
- Drinking too much
- Overeating or undereating
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Using pills or drugs to relax
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

**Learning healthier ways to manage stress**

If your methods of coping with stress aren't contributing to your greater emotional and physical health, it's time to find healthier ones. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. When deciding which option to choose, it's helpful to think of the four As: avoid, alter, adapt, or accept.

Since everyone has a unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

**Dealing with Stressful Situations: The Four A's**

**Change the situation:**

- Avoid the stressor.
- Alter the stressor.

**Change your reaction:**

- Adapt to the stressor.
- Accept the stressor.

## Stress management strategy #1: Avoid unnecessary stress

Not all stress can be avoided, and it's not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate.

- **Learn how to say "no"** – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you're close to reaching them. Taking on more than you can handle is a surefire recipe for stress.
- **Avoid people who stress you out** – If someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- **Take control of your environment** – If the evening news makes you anxious, turn the TV off. If traffic's got you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.
- **Avoid hot-button topics** – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it up or excuse yourself when it's the topic of discussion.
- **Pare down your to-do list** – Analyze your schedule, responsibilities, and daily tasks. If you've got too much on your plate, distinguish between the "shoulds" and the "musts." Drop tasks that aren't truly necessary to the bottom of the list or eliminate them entirely.

## Stress management strategy #2: Alter the situation

If you can't avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem doesn't present itself in the future. Often, this involves changing the way you communicate and operate in your daily life.

- **Express your feelings instead of bottling them up.** If something or someone is bothering you, communicate your concerns in an open and respectful way. If you don't voice your feelings, resentment will build and the situation will likely remain the same.
- **Be willing to compromise.** When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.
- **Be more assertive.** Don't take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.

- **Manage your time better.** Poor time management can cause a lot of stress. When you're stretched too thin and running behind, it's hard to stay calm and focused. But if you plan ahead and make sure you don't overextend yourself, you can alter the amount of stress you're under.

## Stress management strategy #3: Adapt to the stressor

If you can't change the stressor, change yourself. You can adapt to stressful situations and regain your sense of control by changing your expectations and attitude.

- **Reframe problems.** Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.
- **Look at the big picture.** Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."
- **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts. This simple strategy can help you keep things in perspective.

### Adjusting Your Attitude

How you think can have a profound affect on your emotional and physical well-being. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation. If you see good things about yourself, you are more likely to feel good; the reverse is also true. Eliminate words such as "always," "never," "should," and "must." These are telltale marks of self-defeating thoughts.

*Source: National Victim Assistance Academy, U.S. Department of Justice*

## Stress management strategy #4: Accept the things you can't change

Some sources of stress are unavoidable. You can't prevent or change stressors such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

- **Don't try to control the uncontrollable.** Many things in life are beyond our control— particularly the behavior of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- **Look for the upside.** As the saying goes, "What doesn't kill us makes us stronger." When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.
- **Share your feelings.** Talk to a trusted friend or make an appointment with a therapist. Expressing what you're going through can be very cathartic, even if there's nothing you can do to alter the stressful situation.
- **Learn to forgive.** Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

## Stress management strategy #5: Make time for fun and relaxation

Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors when they inevitably come.

### Healthy ways to relax and recharge

- Go for a walk.
- Spend time in nature.
- Call a good friend.
- Sweat out tension with a good workout.
- Write in your journal.
- Take a long bath.
- Light scented candles
- Savor a warm cup of coffee or tea.
- Play with a pet.
- Work in your garden.
- Get a massage.
- Curl up with a good book.
- Listen to music.
- Watch a comedy

Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs.

Nurturing yourself is a necessity, not a luxury.

- **Set aside relaxation time.** Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- **Connect with others.** Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.
- **Do something you enjoy every day.** Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- **Keep your sense of humor.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

### Learn the relaxation response

You can control your stress levels with relaxation techniques that evoke the body's relaxation response, a state of restfulness that is the opposite of the stress response. Regularly practicing these techniques will build your physical and emotional resilience, heal your body, and boost your overall feelings of joy and equanimity.

**Read Stress Relief: Relaxation Practices That Reduce Stress**

## Stress management strategy #6: Adopt a healthy lifestyle

You can increase your resistance to stress by strengthening your physical health.

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Make time for at least 30 minutes of exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

### To Learn More: Related Helpguide Articles

**Understanding Stress:** Signs, Symptoms, Causes, & Effects

**Preventing Burnout**: Signs, Symptoms, and Strategies to Avoid It

**Dealing with Job Stress:** Reducing and Managing Stress at Work

**Dealing with Relationship Stress:** How To Stay Calm and Communicate Better

## Related links for stress management

### General information about managing and coping with stress

Managing Stress: A Guide for College Students – Offers a total wellness lifestyle plan for managing, reducing, and coping with stress. (University Health Center, University of Georgia)

Stress Management: How Do You React During Stressful Situations? – Evaluate the way you react to stress and learn how to transform your negative responses. (Mayo Clinic)

Stress Management for Parents – Stress management suggestions for stressed-out parents, including fifty-two proven stress reducers. (Child Development Institute)

The Road to Resilience (PDF) – Learn how to increase your resilience, the trait that allows you to bounce back from adversity and stress. (American Psychological Association)

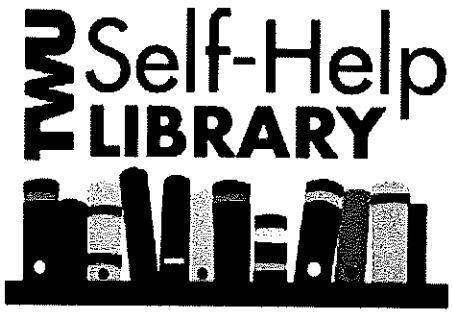
### Stress management strategies

Assert Yourself – Self-help modules designed to help you reduce stress, depression, and anxiety by improving your assertiveness. (Centre for Clinical Interventions)

Instructor's Guide



# Strategies for Coping with Stress




1. **Try this breathing and attention-focusing exercise devised to cope with stress:**
    1. take a deep breath and let it go suddenly
    2. tell oneself to relax
    3. redirect attention to problem situation
    4. if anxiety recurs, repeat a-c again

2. **Meichenbaum and Cameron (1974) urge the use of positive self-statements to reduce the threat of anxiety-provoking situations, including, for example:**
    1. "I'm going to do well at this..."
    2. "I'm well prepared..."
    3. "I can handle this!"
    4. "My (ability, whatever) is as good as anyone else's here..."
    5. and so on...

    They suggest the person say these to him/herself ahead of time, i.e., before getting into the performance situation itself. This technique helps by relaxing and countering irrational, self-denigrating avoidance statements.

3. **Lazarus (1971) has described several methods for dealing with various stressful circumstances. These include:**
    1. Getting into a comfortable position and saying to oneself calming phrases such as "feeling warm and relaxed," "totally at peace," "utterly calm," etc.
    2. Use of contrary questioning to undo worrying about consequences of inadequacy. Whenever tempted to ask oneself "what if ...," simply

precede the statement with "so what if...," or "what is the worst thing that could happen if..."

3. Countering anxious, even low mood moments by "projecting ahead in time." For example, when you are feeling in the midst of worrisome times, imagine ahead to a time when one might be in a "better place," engaging in more enjoyable behaviors, for instance, restfully enjoying music, basking in a change of season, a new skill or activity, new acquaintances, more pleasant places, and so on. One would do this gradually, projecting first to a week, then two weeks, a month, three months, etc., to about six months hence. At this point, you can reflect on that future time to give yourself the perspective that now is not forever.
4. Use of "thought control," a technique for vigorously "bossing" one's adverse or troublesome thoughts around. It involves a vehement, assertive interruption of a negatively tinged thought pattern by shouting, out loud or silently, to oneself words like "STOP!" or "NO!" in the middle of an anxious series of worrying. This approach does work, but requires repetition over approximately a month's time.

4. **Break out of the Type A habits.**

Type A behavior includes speaking fast, eating fast, constant competition, ignoring or denying tiredness, setting quotas, doing two things at once, pretending to listen, over scheduling, and clenching muscles in fists or jaws. You can systematically slow down your life and your drive.

5. **Maintain adequate exercise, rest, and nutrition.**

Adequate exercise, rest, and nutrition are keys to developing your physical resistance to stress. Most specialists encourage vigorous exercise, including running, brisk walking, jumping rope, swimming, hiking, or active sports. Nutrition includes balanced dieting. Stress causes the body to use B and C vitamins rapidly and these vitamins may be used as supplements in coping with continuous stress.

6. **Reappraise your schedule and habits: avoid stress-producing situations.**

   Instead of scheduling to do as much as possible, schedule to maximize your enjoyment of life. Allow time to get places, time to enjoy the trip, time to reflect. Write down what you are trying to do now and what price you are paying in terms of discomfort, stress, and lack of enjoyment of life. Decide what you would find meaningful and try to plan a schedule that adds meaning. Practice saying, "No." Avoid stress-producing people and activities by design. Where this is impossible, reduce the stressful situation to a manageable level or consider a new environment altogether.

7. **Problem solving instead of worrying.**

   One decision-making approach involves the following steps:

   1. Determine your options in the situation that worries you.

   2. Look at the pros and cons of each option, separately, visualizing every aspect of choosing that particular alternative; then check out your feeling about choosing that particular option; go through this process for each alternative.

   3. Weigh your feelings about choosing the various alternatives against each other; go with the option about which you have the most positive feeling. Another approach: ask yourself: What do I want to do? What should I do? If there is a conflict between the two, ask: What is in my best interest to do? Make a decision and close the issue.

8. **Talk out your worries.**

   Discussing your concerns with an empathetic friend or with a competent professional helps get emotions out and provides you with emotional support. Verbalizing a problem with a person often helps you get a more objective view of your feelings and thoughts and helps you to see solutions more easily.

9. **Focus on the present, not the past.**

If you made a mistake in the past, learn from it rather than blaming yourself for it. It is also important to give up old resentments rather than dwelling on them and making yourself miserable with them.

10. **Remember that growth involves risk.**

    Living does involve risk taking. This statement does not mean or suggest that a person take unnecessary or dangerous risks. However, to live means to be vulnerable. Consider your risk-taking behavior in the context of your current stress-related situation. Productive gains are possible only by commitment to a venture. Change is inevitable, but growth does not come automatically, without effort or without some risk.

11. **Expand, explore, and experience your environment.**

    Many of us live in very small worlds when other worlds are only a few steps away. Visit a place on campus or in the community where you have not been recently or at all. Get acquainted by using your senses of vision, hearing and taste. Be aware of your thoughts and feelings as you experience the new environment. Examples include visits to a laboratory, play rehearsal, courtroom, hospital emergency room, chapel, or cattle auction.

12. **Save and use some "alone" time.**

    Having time by yourself and for yourself can be very helpful in the management of tension. Use the time for reflection, for single person activity or for just "doing nothing." In other words, at various times, get in touch with your "you." Experience who you are by thinking, feeling, and being "you" in alone time.

13. **Employ constructive time management procedures.**

    Plan your day's activities. Construct a plan for the week. Although we only have and know the here and now, scheduling in the present for what we plan to do in the future helps us to stay on top of work and play. Be knowledgeable of the responsibilities and opportunities before you. Plan ahead with flexibility, but do plan ahead.

14. **Change your usual routine.**

    On occasion, variation of our usual daily procedures stimulates and refreshes us. For example, in the morning get out of bed on the other side. Shower first and brush hair and teeth later. When leaving your residence, go to class or to your office by a different route. For lunch or dinner, try a "far-out" or at least different place. Try something you have not done before. Vary your routine; stay out of the habit rut.

15. **Maintain a steady pace.**

    Energy is wasted when people make quick spurts. When we maintain a steady pace, the wearing effects of stress are diminished. If you are under time pressures, if you are a late arriver, or if you attack tasks impulsively and at a rapid speed, learning pacing skills will be useful. Plan your pace and develop consistency in your daily activities.

16. **Examine personal, social, career and educational priorities.**

    Periodically, we need to examine our goal priorities. To set and reset goals stimulates us to make more constructive efforts. A helpful procedure involves listing responsibilities, tasks and opportunities in terms of the most important to the least important. From this list, attention should be given to doing what is necessary and valued. Do not postpone or eliminate the high order needs, wants, and desires.

17. **Become knowledgeable about your talents and skills.**

    Each person as a unique being has limitations as to what can be accomplished as well as abilities and characteristics to be developed and used for healthy and productive living. Use available resources to become aware of your unique talents and potentials.

18. **Use resources to develop needed skills.**

    We develop, grow, and become proficient by hard work and practice. We are assisted in our work and practice by the use of available resources specifically

related to our needs but unlearned skills. For example, if you are a student and have trouble in studying, consult with your college for assistance. Most colleges offer tutoring & study skills workshops. Also, look for study skills handouts at the TWU Counseling Center.

19. **Use time for "other directed" involvement and assistance.**

    Constant introspection and preoccupation with your own thoughts and feelings can be counterproductive. Get in touch with other people and their life processes. Respond to others' needs.

20. **Allow for break times.**

    When you are involved in work, study, or any other type of activity, structure some break times in your plan. A break from an activity can provide some refreshing results. Nourishing stop periods can be for a few minutes or for a few hours. Some break times include body stretching, a brief glance at your surroundings, a snack, or changing to another activity. Rather than doing what we call "resting," usually we are more relaxed, refreshed and prepared to return to a particular task after we have engaged in vigorous and unrelated activity.

21. **Make a fearless inventory.**

    List the busy work you do which is not really essential to or a real part of your schedule and throw the list overboard.

22. **Address your strengths.**

    Attend to the positive inner resources in your life. Express thanksgiving for your strengths and give them notice. Too many times people hide their positive resources more from themselves than they do from others.

23. **Develop a sound philosophy.**

    Epicteus, a first century A.D. philosopher, said, "People are disturbed not by things but the view which they take from them." Adherence to a particular system of principles for conducting one's life provides a stabilizing, functional structure. Psychologists of the rational-

emotional approach to therapy emphasize that we are what we believe ourselves to be. Some helpful rational beliefs have been presented in the strategies listed thus far. Hans Salye (1974) presents some similar suggestions which include: "don't waste your time trying to befriend a mad dog; don't strive for perfection (it doesn't exist); genuine simplicity in life earns much goodwill and love; keep your mind on the pleasant aspects of life and on actions which can improve your situation; forget ugly events; when frustrated, take stock of your past successes and rebuild your confidence; when faced with a very painful task, yet very important, don't procrastinate -- cut right into the abscess to eliminate the pain instead of prolonging it by gently rubbing the surface; love your neighbor and work hard to earn your neighbor's love."

24. **Seek professional help.**

With all the strategies presented and the many more not listed here, there are occasions when professional help is needed. Many opportunities for this assistance are available at TWU. The final decision to use these resources is your decision, your choice.

*Page last updated August 1, 2007*

About.com Stress Management

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# How To Create a Vision Board for Stress Relief

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By Elizabeth Scott, M.S., About.com *Updated: July 14, 2008*
*About.com Health's Disease and Condition content is reviewed by the Medical Review Board*

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Many life coaches and Law of Attraction enthusiasts recommend creating a "vision board." "What's a vision board?," you may ask. Vision boards are a type of blueprint for the kind of life you'd like to create for yourself -- a visual representation of what you'd like to include (and exclude) in your future. Creating a vision board helps you hone in on your goals and priorities, stay motivated for positive change, and perhaps even draw positive things into your life. Here's how to create one:

**Difficulty:** Easy

**Time Required:** At Least 15 Minutes

**Here's How:**

1. First, think about what you'd like to create in your life. As with positive affirmations, it's important to think about what you *want* in life, rather than what you don't want! For example, instead of thinking, "I want to put an end to money problems," think, "I'd like more money or financial security." Think in positive and specific terms.

2. Gather together several magazines that you don't mind cutting up. Look through the pages and find images that match your vision for what you want in your future. If you see something you think you might like cut it out. Focus more on how you *feel* looking at the picture than on exactly what the picture contains, and choose things that seem to draw you in. If they're not on your initial list, it's obviously still fine to include them.

3. If you don't find visual representations for everything you'd like to include in your vision board -- a book with your name on it as author, for example -- you may want to draw your own pictures. (This can be a great exercise in creativity!) If you're *really* not comfortable with your own drawings, you can ask someone else to create pictures for you. Another option is buying and printing pictures from iStockPhoto.com and other sites.

4. Once you have all of your pictures amassed, you have a few choices. The most popular option is to paste the pictures onto a poster board, collage-style. If you want a more professional look, however, you can tack them up on a cork board, or even create a smaller collage and frame it. If you'd prefer to keep it more private, you can create a "vision book" that you look at often, or simply roll up and store your poster-board collage when you're not viewing it.

5. That's it -- almost! Once you've created your vision board, don't stick it in a corner and forget about it (although you'll still likely see positive changes if you do this). It's more effective to look at your vision board frequently, reminding yourself where your goals lie and keeping them in the forefront of your mind and maintaining your passion and motivation to create the life you want. Besides, you'll want to enjoy your handiwork!

**Tips:**

1. It doesn't matter how you arrange things, randomly or in an orderly fashion. Just create the board however you'd like it.

2. You can turn your journal into a vision board of sorts by including pictures in the pages when you find ones you like.

3. This is also a great activity for kids!

More Stress Management How To's

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# How To Learn Assertive Communication In Five Simple Steps

By Elizabeth Scott, M.S., About.com *Updated: December 20, 2007*
*About.com Health's Disease and Condition content is reviewed by the Medical Review Board*

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Assertive communication can strengthen your relationships, reducing stress from conflict and providing you with social support when facing difficult times. A polite but assertive 'no' to excessive requests from others will enable you to avoid overloading your schedule and promote balance in your life. Assertive communication can also help you handle difficult family, friends and co-workers more easily, reducing drama and stress.

**Difficulty:** Average

**Time Required:** Very Little Extra Time

**Here's How:**

1. When approaching someone about behavior you'd like to see changed, stick to factual descriptions of what they've done that's upset you, rather than labels or judgments.
   Here's an example:
   Situation:
   Your friend, who habitually arrives late for your plans, has shown up twenty minutes late for a lunch date.

   Inappropriate: "You're so rude! You're always late."
   Assertive Communication: "We were supposed to meet at 11:30, but now it's 11:50."

2. The same should be done if describing the effects of their behavior. Don't exaggerate, label or judge; just describe:
   Inappropriate: "Now lunch is ruined."
   Assertive Communication: "Now I have less time to spend lunching because I still need to be back to work by 1pm."

3. Use "I Messages". Simply put, if you start a sentence off with "You", it comes off as more of a judgment or attack, and puts people on the defensive. If you start with "I", the focus is more on how you are feeling and how you are affected by their behavior. Also, it shows more ownership of your reactions, and less blame.
   For example:
   'You Message': "You need to stop that!"
   'I Message': "I'd like it if you'd stop that."

4. Here's a great formula that puts it all together:
   "When you [their behavior], I feel [your feelings]."

   When used with factual statements, rather than judgments or labels, this formula provides a direct, non-attacking,

more responsible way of letting people know how their behavior affects you. For example:

"When you yell, I feel attacked."

5. A more advanced variation of this formula includes the results of their behavior (again, put into factual terms), and looks like this:
"When you [their behavior], then [results of their behavior], and I feel [how you feel]."

Here are some examples:

"When you arrive late, I have to wait, and I feel frustrated."

"When you tell the kids they can do something that I've already forbidden, some of my authority as a parent is taken away, and I feel undermined."

**Tips:**

1. Make sure your body reflects confidence: stand up straight, look people in the eye, and relax.
2. Use a firm, but pleasant, tone.
3. Don't assume you know what the other person's motives are, especially if you think they're negative.
4. When in a discussion, don't forget to listen and ask questions! It's important to understand the other person's point of view as well.
5. Try to think win-win: see if you can find a compromise or a way for you both get your needs met.

More Stress Management How To's

## Explore Stress Management

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- conflict resolution
- assertiveness
- relationship skills
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# How To Reduce Stress Quickly With Karate Breathing Meditation

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By Elizabeth Scott, M.S., About.com *Updated: November 17, 2006*
*About.com Health's Disease and Condition content is reviewed by the Medical Review Board*

**See More About:** meditation breathing exercises stress relief tips healthy habits quick stress relief

This is the recommended 'seiza' position, but any comfortable sitting position will work.

This simple Karate meditation is fast, but powerful. It combines breathing, which has been shown to have significant effects on the mind, the body and one's moods, with simple meditation, to help you become more physically relaxed and mentally centered. Whether you use it to prepare for physical battle or just a taxing day at the office, this quick exercise is a proven tool to help you feel relaxed, alert, and more ready for anything.

**Difficulty:** Easy

**Time Required:** 3-10 minutes

**Here's How:**

1. Sit in a comfortable position. While most martial artists use the 'seiza' ("say zah") position, with legs beneath the buttocks with knees directly in front, many people find this position to be uncomfortable. If this is the case, you may also sit cross-legged ('anza') or in another position that's more comfortable for you.

2. Close your eyes, but keep your back straight,

shoulders relaxed, head up, your eyes (behind your lids) focused ahead.

3. Take a deep, cleansing breath, expanding your belly and keeping your shoulders relaxed, and hold it in for the count of six. Exhale, and repeat twice more. Then breathe normally, and focus your attention on your breathing. As you breathe, inhale through your nose and exhale through your mouth, still expanding your belly rathern than moving your shoulders up and down.

4. If your thoughts drift toward the stresses of the day ahead or of the day behind you, gently refocus on your breathing and remain in the present moment. Feel the air move in, and feel the air move out. That's it.

5. Continue this for as little or as long as you like, and you should notice that your body is more relaxed and your mind is more centered. Enjoy the rest of your day!

**Tips:**

1. As you breathe, let your abdomen expand and contract, rather than moving your shoulders up and down. This deeper breathing is more natural and similar to how babies breathe. It gives you increased lung capacity, whereas the 'shallow breathing' adults usually utilize doesn't allow as much oxygenation of the blood.

2. Don't breathe too quickly or too slowly; just breathe at a natural rate, but more deeply.

3. If you find your thoughts drifting a lot at first, don't worry that you're doing it 'wrong'. Noticing that you've drifted and refocusing to your breathing is part of the practice, and something you're doing 'right'!

**What You Need:**

- A quiet place
- A few minutes
- A willing mind

More Stress Management How To's

## Explore Stress Management

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- meditation
- breathing exercises
- stress relief tips
- healthy habits
- quick stress relief

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**Most Popular**
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Stress Symptom Quiz
Stress and Health Self Test
Cortisol, Stress and Your Body

# Stress Management

Academic Success Center
Iowa State University

## What is stress?

- Anything that increases your level of alertness
- Wear and tear our bodies experience while adjusting to a changing environment

## Sources of stress

### Survival stress:

- Your survival or health is threatened
- You are put under pressure
- Experience unpleasant or challenging event

### Internally generated stress:

- Anxious worrying about events beyond your control
- Tense or hurried approach to life
- Relationship problems (caused by your own behavior)

### Environmental stress:

- Living environment
- Come from noise, crowding, untidiness or other distractions

### Fatigue and overwork stress:

- Stress builds up over a long period
- Try to achieve too much in too little time
- Not using effective time management

## How to recognize stress

There are two kinds of stress:

- Long term: Physical, internal and behavior effects
- Short term: Manifestations (signs/symptoms)

## Long Term Stress Effects

### Physical Effects

- Change in appetite
- Frequent colds/illnesses
- Aches and pains
- Fatigue

### Internal Effects

- Worry/anxiety
- Confusion
- Inability to concentrate
- Overwhelmed
- Feeling out of control
- Mood change
- Depression, irritability, impatient, being restless, frustration
- Lethargic
- Difficulty sleeping
- Alcohol or drug use

### Behavioral Effects

- Talking to fast or loud
- Frequent yawning
- Fiddling, twitching or pacing
- Bad moods (Irrationality, emotionality, aggression, defensiveness)
- Negativity
- Bad judgments
- Forgetful
- Increased mistakes
- Increased absenteeism
- Neglect of personal appearance

## Short Term Stress Manifestations (signs or symptoms)

- Fast heart beat
- Increased sweating
- Cool skin and cold hands and feet
- Nausea
- Rapid breathing
- Tense muscles
- Dry mouth

# Stress Management:
# How Sensitive are You to Stress?[1]

Academic Success Center
Iowa State University

## Directions

Score each item from 1 (almost always) to 5 (almost never), according to how much of the time each statement describes you.

- [ ] I eat at least one balanced meal a day.
- [ ] I get seven to eight hours of sleep at least four nights a week.
- [ ] I give and receive affection regularly.
- [ ] I have at least one relative within fifty miles on whom I can rely.
- [ ] I exercise to the point of perspiration at least once a week.
- [ ] I smoke at least once per day.
- [ ] I take fewer than five alcoholic drinks a week.
- [ ] I am the appropriate weight for my height.
- [ ] I have an income adequate to meet my basic expenses.
- [ ] I get strength from my religious beliefs.
- [ ] I regularly attend club or social activities.
- [ ] I have a network of friends and acquaintances.
- [ ] I have one or more friends to confide in about personal matters.
- [ ] I am in good health (including earsight, hearing, and teeth, etc.)
- [ ] I speak openly about my feelings when angry or worried.
- [ ] I have regularly conversations with the people I live with about domestic problems (e.g., chores, money, and daily living issues).
- [ ] I do something for fun at least once a week.
- [ ] I am able to organize my time effectively.
- [ ] I drink fewer than three cups of coffee, tea, or cola a day.
- [ ] I take quiet time for myself during the day.

| | |
|---|---|
| | Subtotal |
| -20 | Subtract 20 |
| | **Total** |

## Scoring

Add up the total, and subtract 20. Any number over 30 indicates a vulnerability to stress. You are seriously vulnerable if your score is between 50 and 75, and you are extremely vulnerable if it is over 75.

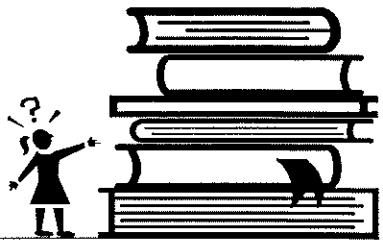
[1] Based on the test developed by Lyle H. Miller and Alma Dell Smith, psychologists at Boston University Medical Center.

## Stress Prevention/Management Techniques

- Eat a balanced diet, sleep well, and exercise regularly.
- Manage your time effectively—plan your work.
- Set realistic goals and reevaluate them periodically.
- Avoid too many changes at one time.
- Accept what cannot be changed.
- Reevaluate talents, abilities, and goals.
- Cultivate hobbies and interests.
- Talk out your troubles.
- Relax, have fun, and take a break.
- Be a positive person.
- Learn to tolerate and forgive.
- Avoid unnecessary competition.
- Learn a drug-free method of relaxation.
- Avoid self-medication.
- Pursue social, recreational, and leisure time activities for balance.
- Take one thing at a time.
- Make yourself available.
- Consider alternative ways of viewing your situation.
- Challenge your "catastrophizing"—be realistic and reasonable.
- Develop effective problem solving skills.
- Be assertive in confronting your problems.

# Procrastination:
# 10 Ways to "Do It Now"

Academic Success Center
Iowa State University



Procrastination is letting the low-priority tasks get in the way of high-priority ones. It's socializing with colleagues when you know that important work project is due soon, watching TV instead of doing your household chores, or talking about superficial things with your partner rather than discussing your relationship concerns.

We have very clever ways of fooling ourselves. See how many of the following excuses hit home for you:

- I'll wait until I'm in the mood to do it.
- It's OK to celebrate ... besides, I'll start my diet (sobriety) tomorrow.
- My health problem isn't that bad. Time will heal this pain.
- There's plenty of time to get it done.
- Why does the boss give us so much to do? It's not fair.
- It's too hard to talk about. I don't know where to begin.
- I work better under pressure so I don't need to do it right now.
- I've got too many other things to do first.

Once exposed, these self-defeating statements don't sound so convincing. But, when we privately tell ourselves these excuses, they seem quite believable. Don't be fooled by how innocent they sound. They get us to postpone important tasks and duties.

## CAUSES

Like other habits, there are two general causes. The first is the "crooked thinking" we employ to justify our behavior. The second source is our behavioral patterns.
A closer look at our crooked thinking reveals three major issues in delaying tactics - perfectionism, inadequacy, and discomfort.
Our behavioral patterns are the second cause. Getting started on an unpleasant or difficult task may seem impossible. Procrastination is likened to the physics concept of inertia - a mass at rest tends to stay at rest.

## REMEDIES

1. **Rational Self-Talk**. Those old excuses really don't hold up to rational inspection. The "two-column technique" will help. Write down all your excuses on one side of a piece of paper. Start challenging the faulty reasoning behind each of the excuses. Write down your realistic thoughts on the opposite side of each excuse. Here are two examples of excuses and realistic thoughts.
   - EXCUSE: I'm not in the mood right now. REALISTIC THOUGHT: Mood doesn't do my work, actions do. If I wait for the right mood, I may never get it done.
   - EXCUSE: I'm just lazy. REALISTIC THOUGHT: Labeling myself as lazy only brings me down. My work is really separate from who I am as a person. Getting started is the key to finishing.

2. **Positive Self-Statements**. Incorporate a list of self-motivating statements into your repertoire of thoughts. Consider ...
   - "There's no time like the present."
   - "The sooner I get done, the sooner I can play."
   - "There's no such thing as perfectionism. It's an illusion that keeps me from
   - doing what I have to do right now."
   - "It's cheaper and less painful if I do it now rather than wait until it gets worse."

3. **Don't Catastrophize**. Jumping to the conclusion that you will fail or that you are no good at something will only create a wall of fear that will stop you cold. Recognize that your negative predictions are not facts. Focus on the present and what positive steps you can take toward reaching your goals.

4. **Design Clear Goals**. Think about what you want and what needs to be done. Be specific. If it's getting that work project completed by the deadline, figure out a time table with realistic goals at each step. Keep your sights within reason. Having goals too big can scare you away from starting.

5. **Set Priorities**. Write down all the things that need to be done in order of their importance. The greater the importance or urgency, the higher their priority. Put "messing around" (distractions) in its proper place - last! Start at the top of the list and work your way down.

6. **Partialize the Tasks**. Big projects feel overwhelming. Break them down into the smallest and most manageable subparts. You'll get more done if you can do it piece by piece. For example, make an outline for a written report before you start composing or do a small portion of the chores rather than all at once. Partializing works especially well with the unpleasant jobs. Most of us can handle duties we dislike as long as they're for a short time and in small increments.

7. **Get Organized**. Have all your materials ready before you begin a task. Use a daily schedule and have it with you all the time. List the tasks of the day or week realistically. Check off the tasks when you have completed them.

8. **Take a Stand**. Commit yourself to doing the task. Write yourself a "contract" and sign it. Better still, tell a friend, partner, or supervisor about your plans.

9. **Use Prompts**. Write reminders to yourself and put them in conspicuous places like on the TV, refrigerator, bathroom mirror, front door, and car dashboard. The more we remember, the greater the likelihood we'll follow through with our plans.

10. **Reward Yourself**. Self-reinforcement has a powerful effect on developing a "do it now" attitude. Celebrate, pat yourself on the back, smile, and let yourself enjoy the completion of even the smallest of tasks. Don't minimize your accomplishments. Remember, you're already that much closer to finishing those things that need to be done. Go ahead, get started ... NOW! This information was written by Kent T. Yamauchi, Ph.D.

# Stress Test

www.utexas.edu/student/utlc

_____1. Do you worry about the future?

_____2. Do you sometimes have trouble falling asleep?

_____3. Do you often reach for a cigarette, a drink, or a tranquilizer in order to reduce tension?

_____4. Do you become irritated over basically insignificant matters?

_____5. Do you have less energy than you seem to need or would like to have?

_____6. Do you have too many things to do and not enough time to do them?

_____7. Do you have headaches or stomach problems?

_____8. Do you feel pressure to accomplish or to get things done?

_____9. Are you very concerned about being either well-liked or successful?

_____10. Do you perform well enough in life to satisfy yourself?

_____11. Do you get satisfaction from the small joys or simple pleasures of life?

_____12. Are you able to really relax and have fun?

Scoring: 1 point for a yes answer to 1-9 or no answer to 10-12. A score of 4 or more suggests that you may be under significant stress.

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## COMMON MISCONCEPTIONS ABOUT STRESS

- **We always know when we are under stress.** Often people become so accustomed to stress that they become unaware of it. Many of us suffer the debilitating effects of stress even though we don't feel tense. But stress can change the way you treat others, or damage your body even in the absence of feelings of frustration or anxiety.

- **Stress is something that affects only those who have high-pressure lives.** Many ordinary individuals experience the constant stress of worry, leading unfulfilled lives, or of not being who they would like to be.

- **The only way to lower stress is to change your surroundings or to take medication.** Changing your outlook on life is the most reliable and effective way of reducing stress. Stress comes from the way we **perceive** the world, not from the way the world really is.

- **Stress is caused by events that happen to us.** To paraphrase the Stoic philosopher Epictetus, it is not events in themselves that cause our distress, but rather the views we take of events.

- **Emotions have a will of their own and cannot be controlled.** We can change our feelings by first changing our behavior or by changing our thinking. For example, getting some work done can keep us from worrying about it. Creating a new understanding of a situation can make it less threatening or stressful.

# Stress Test

www.utexas.edu/student/utlc

## TIPS FOR REDUCING STRESS

- **Learn to plan**. Disorganization can breed stress. Having too many projects going on simultaneously often leads to confusion, forgetfulness, and the sense that uncompleted projects are hanging over your head. When possible, take on projects one at a time and work on them until completed.

- **Recognize and accept limits**. Most of us set unreasonable and perfectionist goals for ourselves. But in reality, we can never be perfect, so we often have a sense of failure or inadequacy no matter how well we perform. Set *achievable* goals for yourself.

- **Learn to play**. You need to escape from the pressures of life occasionally and have fun. Find pastimes that are absorbing and enjoyable no matter your level of ability.

- **Focus on the positive**. Avoid criticizing others. Learn to praise the things you like in others. Focus upon the good qualities those around you possess. Be sure to give yourself credit and appreciate your own good qualities as well.

- **Learn to tolerate and forgive**. Intolerance of others leads to frustration and anger. Attempting to really understand the way other people feel can make you more accepting of them. Accept and forgive yourself also.

- **Avoid unnecessary competition**. There are plenty competitive situations in life that we can't avoid. Being too concerned with winning in too many areas of life can create excessive tension and anxiety, and make us unnecessarily aggressive.

- **Get regular physical exercise**. Check with your physician before beginning any exercise program. You will be more likely to stay with an exercise program if you choose one that you really enjoy rather than one that feels like pure hard work and drudgery.

- **Learn a systematic, drug-free method of relaxing**. Meditation, yoga, or any of a variety of relaxation techniques can be learned from various accredited teachers and licensed psychotherapists.

- **Talk out your troubles**. Find a friend, member of the clergy, faculty member, counselor, or psychotherapist you can be open with. Expressing your "bottled up" anxieties to a sympathetic ear can be incredibly helpful.

- **Change your thinking**. How we feel emotionally often depends on our outlook or philosophy of life, but changing your beliefs is challenging process. There is little practical wisdom in the modern world to guide us through our lives. No one has all the answers, but some answers are available. Talk to mentors, teachers, and licensed counselors.

**For additional resources, contact the UT Counseling & Mental Health Center, 5th floor SSB, 512-471-3515, www.utexas.edu/student/cmhc/**

Source:
Dr. Frank C. Richardson, Associate Professor, Department of Educational Psychology, and author of *Stress, Sanity, and Survival*

# Stress Management

## Stress and College

Stress is a state of tension that occurs when there are demands and pressures that tax an individual's ability to adjust. Although college is often regarded as a time of fun and few responsibilities, the reality is that college years can be very stressful. Stress typically results from the challenge of adjusting to transitions in life, and college is a time of significant change. For example, starting or ending college, or returning to school or home after breaks causes stress as one adapts to changes in routine. College students must adjust to the demands of living more independently, without parents and family to help manage and structure time. During college, the pressures of various role demands are also very high. College students cope with the pressure to succeed academically, and typically are faced with exams and papers all occurring within the same short time period. Beyond academics, many college students want and/or feel pressure to participate in campus activities which require additional time and investment. Even making time to see friends or a romantic partner can be experienced as another pressure. Family time and responsibilities at home also continue to compete for the college student's time and energy.

Stress in college can result from external sources such as academic demands or relationship conflicts, or from internally generated expectations for self. The stress response is very personal and varies for different students. For example, one student might be stressed by the prospect of having to give a speech in class, while another would not find this threatening. Although stressors are typically thought of as negative life events (e.g. arguing with a friend, having limited time to study for an exam), stress can also result from positive events (e.g. acceptance to a sorority/fraternity, graduating). This is because positive events also bring challenges for adjustment. Also, stress not only occurs after a sudden, acute situation (e.g. losing a paper after a computer crash), but also results from the smaller events that accumulate over time. Indeed, it is these cumulative factors or "daily hassles" (e.g. being late for class, missing the shuttle, forgetting a book) that are major contributors to chronic tension.

## The Stress Response

The human body has adapted to react to threat with an automatic, physiological pattern of reaction known as the "fight or flight response." The body summons its defensive forces in an integrated manner, beginning with the release of the hormone ACTH into the bloodstream. Within seconds, there is the output of adrenalin and other stress-related hormones, a rise in blood pressure, an increase in glucose levels and the alerting of the major organs and sensory systems to prepare for physical action. This complicated physiological alarm response is set in motion in the face of any perceived threat. In modern society, of course, this kind of extreme physiological response is usually inappropriate to the level of actual danger, and the continued activation of the stress response reaction takes a physical toll on the body. Many diseases, including hypertension, heart disease, ulcers and diabetes, have been found to have a strong correlation with stress. In addition, stress may aggravate or even be a causal factor in other conditions, such as headache, backache, skin disorders, indigestion, respiratory ailments, mental illnesses and accidental injuries.

## Identification of Stress

The first step in dealing with stress is recognizing when it is occurring. There are three basic components of stress: physiological, behavioral and cognitive.

Physiological signs of stress are bodily changes that are important cues in the identification of a stress response. Physiological symptoms include the following:

- shallow, rapid breathing
- heart racing
- increased perspiration
- nausea or stomachache
- increased muscle tension
- headache, backache

- tightness in chest
- dry mouth
- increased urge to urinate
- cold hands or feet

Behavioral signs of stress are actions that are potentially observable to other people. An increase in interpersonal conflicts, including irritability, sarcasm or hostility in relationships with friends and family is often an indicator of stress. One may also become emotionally sensitive or volatile in response to inconsequential matters. Other behavioral signs of stress include losing patience, rushing, or being careless or forgetful. Stress may also cause a change in eating or sleep habits. The use of substances (e.g. alcohol, drugs, cigarettes, medications) is also a behavioral indicator of stress, and is a dangerous coping mechanism. College students may abuse alcohol, in particular, as a way of trying to cope with stress. However, the short-term relief provided by alcohol does not address the underlying causes of stress, and may lead to abuse or addiction.

Cognitive signs of stress involve the way in which we mentally process what is going on around us. When stressed, it often becomes difficult to concentrate or think clearly, and it is easy to become distracted by worries. Cognitive processes are an important component of stress as our attitude toward life situations determines how we respond. People who are chronically stressed have a tendency toward negative, self-defeating, or perfectionistic thinking. For example, when faced with an important exam, the individual who is stressed might anticipate failing before even seeing the test. When we catastrophize, our thoughts and behaviors are extreme and out of proportion to the situation. This leads to even greater tension. Some people who operate under a high level of stress have longstanding expectations that are exceedingly high or unrealistic (e.g. "It is necessary for me to be talented at everything I do," "Everyone must like me."). These self-defeating beliefs are a set-up for inevitable defeat and are a primary contributor to stress.

## Stress Management

Once aware of a high degree of stress, it is helpful to identify those situations or experiences that typically evoke tension or worry. An effective way of pinpointing stressors is by keeping a stress diary in which stressful situations are recorded as they occur. This requires becoming aware of your individual physiological, behavioral and cognitive signs of stress. A diary would include date, time of day, location, who you were with, what you were doing, symptoms of stress and stress rating (e.g. 1 to 10). By noting these experiences, you can come to understand your own personal stressors and your unique stress pattern. This will help in formulating a plan to reduce the level of stress in your life.

The following are a few tips in how to manage stress:

1. Set realistic, clear goals and prioritize your time. Evaluate goals periodically, and have the flexibility to modify them when appropriate. Many college students take on too many activities without considering which ones are truly important and/or rewarding. If you find yourself overly stressed, consider letting go of some of your activities that you are only doing because you feel you "should."
2. Deal with both success and failure with a balanced attitude. Recognize that disappointing/negative experiences are a natural part of the cycles of life. Use crises as opportunities for growth, and to reaffirm values and break unhealthy patterns.
3. Don't "drift along" in troublesome or emotionally draining relationships or situations. Take steps to resolve the problems, or consider ending the relationship or experience.
4. Make time to be with significant others in relationships that are trusting and reciprocal, and that leave you feeling energized.
5. Find time every day for some form of relaxation or fun, such as watching your favorite show, exercising, laughing with a friend, or spending needed time alone.

## More Information

The Counseling Center is available for personal assistance in coping with stress. Counseling is provided by doctoral level psychologists, is confidential and free of cost. To make an appointment, you may call (610) 519-4050 or stop by 206 Health Services Building.

### Useful Websites

- Exercise Fuels the Brain: Stress Management
- How Does Stress Affect Us?
- Six Myths About Stress
- Stress: When and How to Get Help
- The Different Kinds of Stress

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### Psychological Topics

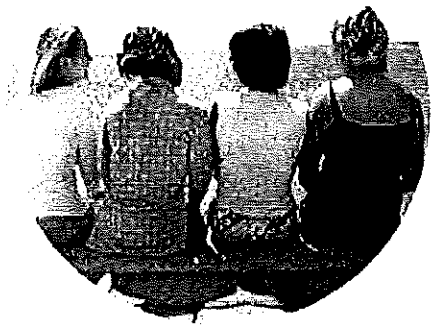
- Adjusting to College
- Alcoholism & Alcohol Abuse
- Alcohol Use in College
- Anger Management
- Anxiety Disorders
- Assertiveness
- Bipolar Disorder
- Coping with Trauma
- Depression
- Drugs Commonly Abused
- Eating Disorders
- Eating Disorders: Helping a Friend
- Gambling Problems
- Grief and Loss
- Internet Dependence
- Obsessive Compulsive Disorder
- Relationship Breakup
- Seniors' Concerns
- Sexual Assault
- Sleep Disturbance
- Shyness & Social Anxiety
- Stalking
- Stress Management
- Suicide Prevention
- Winter Blues: Seasonal Affective Disorder

# managing stress: a guide for college students

campus resources · alcohol & drugs · attitude · exercise · money · nutrition · relationships · relaxation · sleep · spirituality · time · tobacco

## a wellness lifestyle approach

Stress is a part of life, but the healthier you are, the better able you are to manage stress when it happens. Chronic stress can impact your immune system, which lowers your resistance to getting sick. Approaching stress management from a wellness lifestyle approach can give you "money in the bank" when it comes to preventing stress, and can give you the energy you need to handle stress when it happens. The following components are part of a wellness lifestyle approach.



**Attitude:**
"Attitude is everything." What does that mean? The way you think about things can make all the difference in how you react to events. In this section, we explore how you can change the way you think in order to reduce stress.

**Healthy Eating:**
Good nutrition and healthy eating habits can help you through your stressful times now, not just prevent a heart attack 30 years down the road. Eating well will increase your physical, mental, and emotional stamina. Fueling yourself with nutrient dense foods can boost your immune system, help you maintain a healthy weight and help you feel better about yourself. Check out the Healthy Eating section for a quick diet assessment and ideas on how to fuel yourself better.

**Physical Activity:**
Physical activity provides immediate stress relief as well as long-term stress management. Just 20-30 minutes of walking a day, for example, can give you more energy, help you put things in perspective, improve your sleep, sharpen your mental productivity, and boost your self-confidence. Our bodies are made to move and everyone can find some type of activity that is enjoyable.

**Relaxing Your Mind and Body:**
There are a number of relaxation techniques that can help you manage stress and also improve your concentration, productivity and overall well-being.

**Sleep:**
Consistent sleep is critical for a healthy life. Although we all need varying amounts of sleep, if we do not get enough sleep, everything from our immune system to our ability to learn and remember information will be negatively affected. Sleep is as important as nutrition and exercise when preparing for peak performance.

**Healthy Relationships:**
Changes in relationships can be a source of stress for many students, as can feeling socially isolated. At the same time, talking with a supportive friend or family member can be helpful in coping with stress. This section emphasizes conflict resolution for stress management.

**Time Management:**
Sometimes all the things we have to do can seem overwhelming and impossible to accomplish. Learning how to be a good time manager is a skill that you can use throughout your life, which can make work, play and studying more manageable, more productive and less stressful. Learn about the ABCs of time management.

**Alcohol and Other Drugs:**
Alcohol and other drug use can lead to many problems that can add stress to our lives. High-risk use can lead to poor decision-making, impaired abstract thinking, injury and legal problems. By understanding your overall risks, you can make healthier choices.

**Tobacco:**
Tobacco can impact your sleep, ability to fight infection and overall health. These issues can create stressful situations. Tobacco use by some, however, is seen as a stress reducer. In order to achieve a healthy lifestyle, it is important to learn strategies to deal with stressors and to understand that quitting tobacco use takes time and practice.

**Money Management:**
When you consider that the average credit card debt of an undergrad is $2,748, it's no wonder why finances are a common stressor for college students. This section offers tips on money management and credit card use.

**Spirituality:**
Spirituality means finding personal meaning in your life; it doesn't mean just following a particular religious dogma. This section describes how exploring spirituality may be helpful in managing stress.

Contact us with questions, comments, feedback and ideas.
Page updated 07/14/2004

resources . alcohol & drugs . attitude . exercise . money . nutrition . relationships . relaxation . sleep . spirituality . time . tobacco

*brought to you by the University Health Center and the University Stress Planning Group at UGA*

## Christina Bratton

**From:** Billy Francis [bfrancis@otcweb.edu]
**Sent:** Thursday, June 25, 2009 1:44 PM
**To:** 'Christina Bratton'
**Subject:** Stress

# Stress: The Different Kinds of Stress

Stress management can be complicated and confusing because there are different types of stress--acute stress, episodic acute stress, and chronic stress -- each with its own characteristics, symptoms, duration, and treatment approaches. Let's look at each one.

### Acute Stress

Acute stress is the most common form of stress. It comes from demands and pressures of the recent past and anticipated demands and pressures of the near future. Acute stress is thrilling and exciting in small doses, but too much is exhausting. A fast run down a challenging ski slope, for example, is exhilarating early in the day. That same ski run late in the day is taxing and wearing. Skiing beyond your limits can lead to falls and broken bones. By the same token, overdoing on short-term stress can lead to psychological distress, tension headaches, upset stomach, and other symptoms.

Fortunately, acute stress symptoms are recognized by most people. It's a laundry list of what has gone awry in their lives: the auto accident that crumpled the car fender, the loss of an important contract, a deadline they're rushing to meet, their child's occasional problems at school, and so on.

Because it is short term, acute stress doesn't have enough time to do the extensive damage associated with long-term stress. The most common symptoms are:
- emotional distress--some combination of anger or irritability, anxiety, and depression, the three stress emotions;
- muscular problems including tension headache, back pain, jaw pain, and the muscular tensions that lead to pulled muscles and tendon and ligament problems;
- stomach, gut and bowel problems such as heartburn, acid stomach, flatulence, diarrhea, constipation, and irritable bowel syndrome;
- transient over arousal leads to elevation in blood pressure, rapid heartbeat, sweaty palms, heart palpitations, dizziness, migraine headaches, cold hands or feet, shortness of breath, and chest pain.
Acute stress can crop up in anyone's life, and it is highly treatable and manageable.

### Episodic Acute Stress

There are those, however, who suffer acute stress frequently, whose lives are so disordered that they are studies in chaos and crisis. They're always in a rush, but always late. If something can go wrong, it does. They take on too much, have too many irons in the fire, and can't organize the slew of self-inflicted demands and pressures clamoring for their attention. They seem perpetually in the clutches of acute stress.

It is common for people with acute stress reactions to be over aroused, short-tempered, irritable, anxious, and tense. Often, they describe themselves as having "a lot of nervous energy." Always in a hurry, they tend to be abrupt, and sometimes their irritability comes across as hostility. Interpersonal relationships deteriorate rapidly when others respond with real hostility. The work becomes a very stressful place for them.

The cardiac prone, "Type A" personality described by cardiologists, Meter Friedman and Ray Rosenman, is similar to an extreme case of episodic acute stress. Type A's have an "excessive competitive drive, aggressiveness, impatience, and a harrying sense of time urgency." In addition there is a "free-floating, but well-rationalized form of hostility, and almost always a deep-seated insecurity." Such

personality characteristics would seem to create frequent episodes of acute stress for the Type A individual. Friedman and Rosenman found Type A's to be much more likely to develop coronary heat disease than Type B's, who show an opposite pattern of behavior.

Another form of episodic acute stress comes from ceaseless worry. "Worry warts" see disaster around every corner and pessimistically forecast catastrophe in every situation. The world is a dangerous, unrewarding, punitive place where something awful is always about to happen. These "awfulizers" also tend to be over aroused and tense, but are more anxious and depressed than angry and hostile.

The symptoms of episodic acute stress are the symptoms of extended over arousal: persistent tension headaches, migraines, hypertension, chest pain, and heart disease. Treating episodic acute stress requires intervention on a number of levels, generally requiring professional help, which may take many months.

Often, lifestyle and personality issues are so ingrained and habitual with these individuals that they see nothing wrong with the way they conduct their lives. They blame their woes on other people and external events. Frequently, they see their lifestyle, their patterns of interacting with others, and their ways of perceiving the world as part and parcel of who and what they are.

Sufferers can be fiercely resistant to change. Only the promise of relief from pain and discomfort of their symptoms can keep them in treatment and on track in their recovery program.

**Chronic Stress**

While acute stress can be thrilling and exciting, chronic stress is not. This is the grinding stress that wears people away day after day, year after year. Chronic stress destroys bodies, minds and lives. It wreaks havoc through long-term attrition. It's the stress of poverty, of dysfunctional families, of being trapped in an unhappy marriage or in a despised job or career. It's the stress that the never-ending "troubles" have brought to the people of Northern Ireland, the tensions of the Middle East have brought to the Arab and Jew, and the endless ethnic rivalries that have been brought to the people of Eastern Europe and the former Soviet Union.

Chronic stress comes when a person never sees a way out of a miserable situation. It's the stress of unrelenting demands and pressures for seemingly interminable periods of time. With no hope, the individual gives up searching for solutions.

Some chronic stresses stem from traumatic, early childhood experiences that become internalized and remain forever painful and present. Some experiences profoundly affect personality. A view of the world, or a belief system, is created that causes unending stress for the individual (e.g., the world is a threatening place, people will find out you are a pretender, you must be perfect at all times). When personality or deep-seated convictions and beliefs must be reformulated, recovery requires active self-examination, often with professional help.

The worst aspect of chronic stress is that people get used to it. They forget it's there. People are immediately aware of acute stress because it is new; they ignore chronic stress because it is old, familiar, and sometimes, almost comfortable.

Chronic stress kills through suicide, violence, heart attack, stroke, and, perhaps, even cancer. People wear down to a final, fatal breakdown. Because physical and mental resources are depleted through long-term attrition, the symptoms of chronic stress are difficult to treat and may require extended medical as well as behavioral treatment and stress management.

Adapted from The Stress Solution by Lyle H. Miller, Ph.D., and Alma Dell Smith, Ph.D.

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# Stress: When and How to Get Help

In the workplace and at home, stress and other difficult situations are at an all-time high for many Americans. Being constantly worried about being laid off, or doing the job of two people, can cause serious problems for workers. On the home front, going through a divorce, caring for elderly parents, or dealing with a life-threatening illness are some of the difficult situations that can test a family's coping abilities.

When is it time to ask for help? Here are a few indicators:

- You feel trapped, like there's nowhere to turn
- You worry excessively and can't concentrate
- The way you feel affects your sleep, your eating habits, your job, your relationships, your everyday life

Licensed, qualified mental health professionals can help people address the causes of their distress and teach them effective ways to deal with those causes. Early detection and treatment can head off serious consequences

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# Stress: Six Myths About Stress

Six myths surround stress. Dispelling them enables us to understand our problems and then take action against them. Let's look at these myths.

**Myth 1:** Stress is the same for everybody.

Completely wrong. Stress is different for each of us. What is stressful for one person may or may not be stressful for another; each of us responds to stress in an entirely different way.

**Myth 2:** Stress is always bad for you.

According to this view, zero stress makes us happy and healthy. Wrong. Stress is to the human condition what tension is to the violin string: too little and the music is dull and raspy; too much and the music is shrill or the string snaps. Stress can be the kiss of death or the spice of life. The issue, really, is how to manage it. Managed stress makes us productive and happy; mismanaged stress hurts and even kills us.

**Myth 3:** Stress is everywhere, so you can't do anything about it.

Not so. You can plan your life so that stress does not overwhelm you. Effective planning involves setting priorities and working on simple problems first, solving them, and then going on to more complex difficulties. When stress is mismanaged, it's difficult to prioritize. All your problems seem to be equal and stress seems to be everywhere.

**Myth 4:** The most popular techniques for reducing stress are the best ones.

Again, not so. No universally effective stress reduction techniques exist. We are all different, our lives are different, our situations are different, and our reactions are different. Only a comprehensive program tailored to the individual works.

**Myth 5:** No symptoms, no stress.

Absence of symptoms does not mean the absence of stress. In fact, camouflaging symptoms with medication may deprive you of the signals you need for reducing the strain on your physiological and psychological systems.

**Myth 6:** Only major symptoms of stress require attention.

This myth assumes that the "minor" symptoms, such as headaches or stomach acid, may be safely ignored. Minor symptoms of stress are the early warnings that your life is getting out of hand and that you need to do a better job of managing stress.

*Adapted from The Stress Solution by Lyle H. Miller, Ph.D., and Alma Dell Smith, Ph.D.*

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### Stress Management

Once aware of a high degree of stress, it is helpful to identify those situations or experiences that typically evoke tension or worry. An effective way of pinpointing stressors is by keeping a stress diary in which stressful situations are recorded as they occur. This requires becoming aware of your individual physiological, behavioral and cognitive signs of stress. A diary would include date, time of day, location, who you were with, what you were doing, symptoms of stress and stress rating (e.g. 1 to 10). By noting these experiences, you can come to understand your own personal stressors and your unique stress pattern. This will help in formulating a plan to reduce the level of stress in your life.

The following are a few tips in how to manage stress:

1. Set realistic, clear goals and prioritize your time. Evaluate goals periodically, and have the flexibility to modify them when appropriate. Many college students take on too many activities without considering which ones are truly important and/or rewarding. If you find yourself overly stressed, consider letting go of some of your activities that you are only doing because you feel you "should."
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# LET'S SOLVE THESE PROBLEMS

## Case Scenario - #1

Mary is in her first semester of college and frequently has problems studying, reading, and doing homework because of the demands from family and friends for time. In addition, the noise and action level at home makes it difficult to study. What suggestions can you give to help Mary deal with the demands for time and to be able to do her best studying, reading, and homework?

## Case Scenario - #2

Bill always seems to have trouble managing his time. He frequently turns projects in late, puts things off until the last moment, and feels rushed. He is often mad at himself about his procrastination. What can he do to figure out why he does not have enough time? How can he manage his time more effectively?

## Case Scenario - #3

Fred is frequently so anxious about taking a test that he freezes up and forgets the answers. He often experiences severe headaches and sweaty palms. His grades are starting to fall due to his anxious behavior. Help him overcome his test anxiety by giving him tips for what to do before and during the test.

## Case Scenario - #4

Sylvia is a new student to Palo Alto College and is very excited and worried about her future possibilities. She has a limited income and is unsure of a major and what courses to register for. She fears that a math course will be too difficult for her, but she very much wants to get involved on campus and succeed. As a seasoned student, what tips can you give to Sylvia to help her be a successful student at Palo Alto College?

## Case Scenario - #5

Paul is experiencing a lot of personal problems at home which is affecting him at school. He is unable to concentrate and often stares out the window during class. He regularly misses important information and feels his last resort is to drop out of school. What advice can you give to Paul to help him stay in school and be a successful student?

# Quick Relaxation Techniques

Academic Success Center
Iowa State University

**Deep Breathing**: Take a deep breath. Hold it for about 3 seconds, then let it all out at once (with a sigh it might feel even better!). As you let it out, let your jaw relax, your shoulders relax, and think "calm". Let your teeth remain slightly apart (we should go through the day with enough space between our teeth for a small pencil).

**Tense-Release:** Tense yourself all over, once part at a time. Pull your toes up as if to touch your shins and hold it. Tense your thighs...your buttocks and back...tense your arms and fists...take a deep breath and hold it. Clench your jaws and close your eyelids tight. Hold yourself tense all over for four or five seconds. Then (here's the really IMPORTANT part) let it all go at once. Feel the tension leave each of those parts of your body.

**Cool Air In-Warm Air Out:** With your eyes closed, shift your attention to the tip of your nose. As you breathe in, become aware of the air coming in your nostrils. As you breathe out, be aware of the sensations of the air passing back out. Perhaps you notice that the air coming in tends to be cooler and the air you breathe out tends to be warmer. Just be aware of cool air coming in and warm air going out.

**Heavy Feet:** Just imagine that your feet and legs are getting heavier and heavier with every breath out. It's almost as if you were wearing lead boots. Your feet are getting heavy. Your legs are getting heavy. Your body is feeling heavy, this is moving up to your back, your shoulders and arms. Imagine this for a few seconds.

**Warm Hands**: Visualize your hands as warm, relaxed and warm. You might imagine them in a bucket of warm water, near a fire, or in warm and woolly gloves. Perhaps you can even begin to feel the blood flowing down your arms into your hands. Your hands are warm...relaxed and warm.

**Breathings Tensions Away**: Gently focus your attention on your feet. As you take in a slow, deep breath, imagine collecting all of your tension in your feet and legs, breathing them into your lungs and expelling them as you exhale. Then, with the second deep breath, inhale all the tension in your trunk, hands and arms and expel that also. With a third deep breath, collect and expel all that tension in your neck and head. With practice, you may be able to collect the tension from your entire body with one deep inhalation.

**Equalized Breathing:** Take four seconds to breathe in and four seconds to breathe out. That is, as you inhale count to yourself "1 one thousand, 2 one thousand, 3 one thousand, 4 one thousand." As you breathe out, count the same way. Repeat this exercise 4 or 5 times.

**Abdominal Breathing:** Place one hand on your chest and the other hand on your navel. Breathe so that only the hand on your navel moves—as you inhale, your hands moves in; as you exhale, your hands moves out. The upper hand does not move. Watch your hands as you breathe and see if you can breathe with only the lower hand moving.

**Ideal Relaxation:** With your eyes closed, take a moment to create, in your mind's eye, an ideal spot for relaxation. You can make it any place you want it to be—real or imagined. See yourself there, what you see and hear and smell and touch around you. Imagine yourself here in comfort and relaxed. Now, once you have created this place, go back there for 15 seconds or so when you feel the need to relax.

# How to Put More Stress into Your Life

Academic Success Center
Iowa State University

- Plan to oversleep every morning.
- No matter where you are going, always leave for the appointment at the time you should be arriving. On the way there, drive, walk or ride your bike no further than two feet from the car or person in front of you.
- Don't pay attention to your body. Eat plenty of junk food, drink too much, take drugs, have lots of unsafe sex with lots of different partners—and above all, FEEL GUILTY ABOUT IT. If you feel yourself becoming over-stressed and tired, ignore it and keep pushing yourself.
- Consider the power of negative thinking. Do thinks you don't like and avoid doing what you really want. Follow everyone else's opinion and advice, while seeing yourself as miserable and "stuck."
- Make a special effort to take note of the irritations in your life and blow them out of proportion. Be resentful and hypercritical, especially toward yourself.
- Refuse to take action on nagging problems. Procrastinate, worry, and whenever possibly lose sleep over them. Blame other people for all of your problems.
- Never read a book for pleasure or simply sit and listen to music. Avoid deep, lasting, intimate relationships.
- When engaged in one activity, be sure to be thinking about another. Fill your mind with dreadful pictures, and then obsess over them. Worry most, if not all of the time.
- Always say YES when you really mean NO. Do not express your feelings openly and honestly.
- When a deadline is a week away, begin worrying about it. Worry for six days, then begin working a rushed manner. Meet the deadline without a minute to spare and then congratulate yourself on how well you work under pressure.
- If you've been sleeping less than 4 hours a night, consider eliminating this activity altogether.
- Shun anything that resembles a sense of humor. Life is no laughing matter. Avoid making any changes that bring you greater satisfaction and happiness.

*Handout adapted from Bell Laboratories "Net News," October, 1987, and Siegel, B.S., Peace, Love, and Helping, pp.165-167. Harper and Row, Publishers, New York, 1989*

# SIGNS AND SYMPTOMS OF STRESS

## PHYSICAL & BEHAVIORAL

- Headaches or backaches
- Pounding of the heart
- Dryness of the throat or mouth
- Muscle tension and stiffness
- Diarrhea or constipation
- Grinding teeth or jaw clenching
- Sweating
- Nausea, dizziness
- Insomnia
- Sleeping too much or too little
- Chest pain, rapid heartbeat
- Predisposition to become fatigued
- Nervous habits (e.g. nail biting, pacing)
- Trembling, nervous ties
- Weight gain or loss
- Skin breakouts (hives, eczema)
- Loss of sex drive
- Frequent colds
- High pitched, nervous laughter

## EMOTIONAL

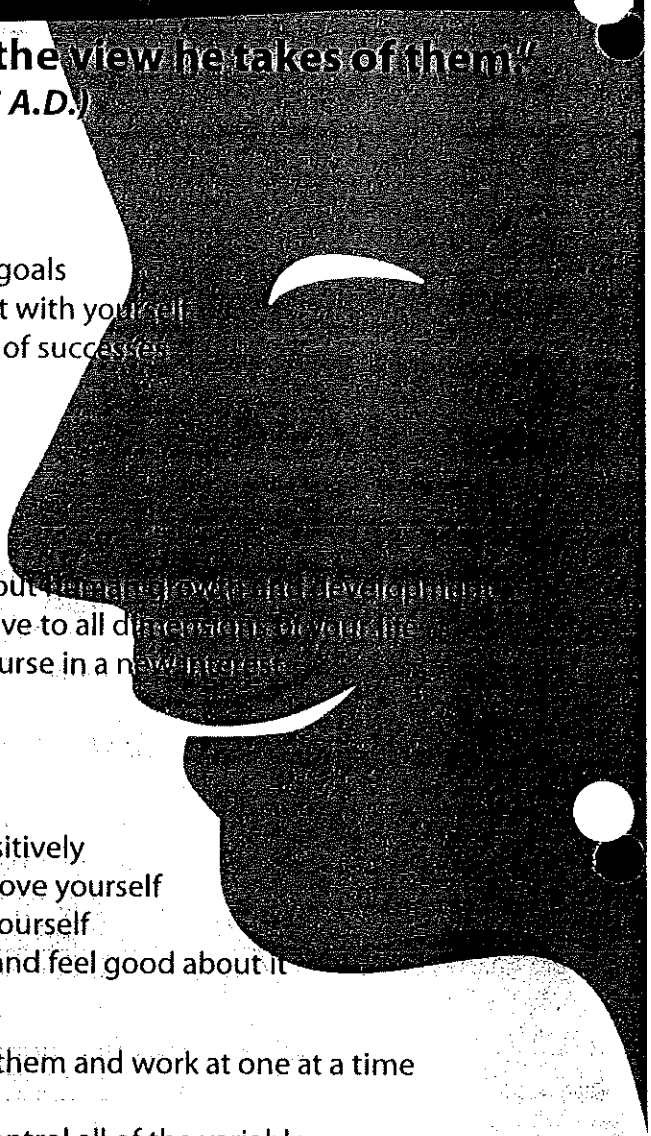
- Moodiness
- Loss of the joy of life
- Feeling afraid but do not know of what or why
- Restlessness
- Short temper
- Irritability, impatience
- Agitation
- Impulsive behavior, emotional instability

## PSYCHOLOGICAL

- Memory problems
- General irritability or depression
- Inability to concentrate, indecisive, flight of thoughts
- Generally disoriented
- Inability to think clearly
- Psychosis or neurotic behavior
- Constant worrying

# COPING *with* STRESS

**"Man is not disturbed by events, but by the view he takes of them."**
***Epictetus (55 A.D. - 135 A.D.)***



## DEVELOP SELF-UNDERSTANDING

Listen to the voice of your body
Keep a diary
Make use of the helping professions
Determine what is controllable in your life and what is not
Develop goals
Be honest with yourself
Be aware of successes

## IMPROVE YOUR MIND

Read
Participate in personal development activities
Learn something new every day
Learn about human growth and development
Be sensitive to all dimensions of your life
Take a course in a new interest

## DEVELOP HEALTHY ATTITUDES

Develop an attitude of gratitude
Learn to accept what you can't change
Give yourself permission to relax and have fun
Learn from the past, live in the present, plan for the future
Think positively
Learn to love yourself
Reward yourself
Say "No" and feel good about it

When several stressors befall you at once, step back, sequence them and work at one at a time

Avoid perfectionism, especially in situations where you don't control all of the variables

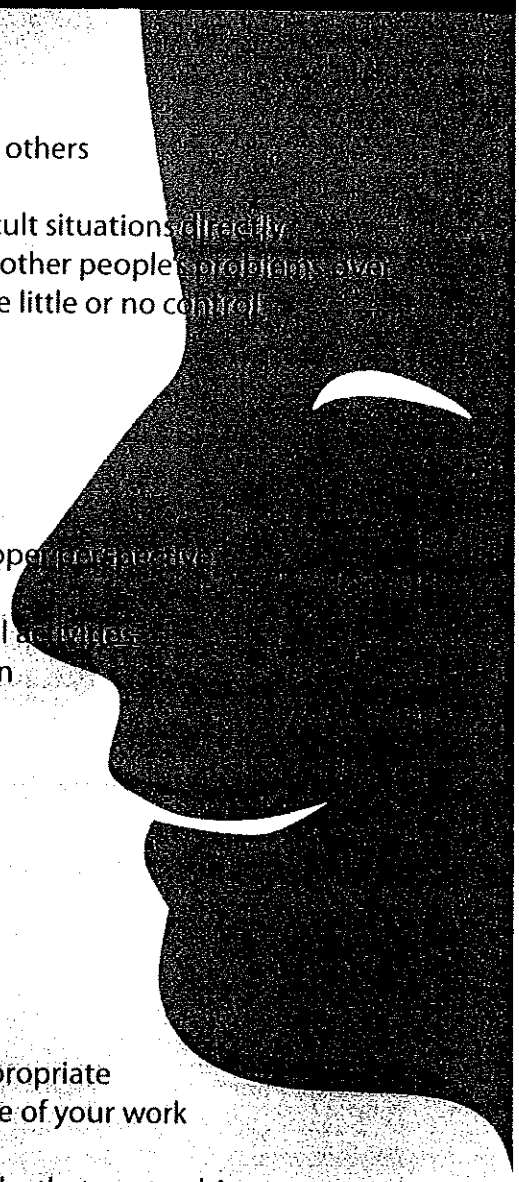
## CONTROL YOUR EMOTIONS

Admit how you feel
Practice self-expression
Face your fears
Don't criticize and blame yourself
Work off anger
Work to accept that the only failure is not trying

## TAKE CARE OF YOURSELF PHYSICALLY

Learn to relax your muscles
Get proper rest
Eat a nutritionally balanced diet
Exercise regularly
Dress the way that expresses you
Practice good posture
Get regular medical checkups
Lose weight

# COPING *with* STRESS



## IMPROVE YOUR PERSONAL RELATIONSHIP

Seek out supportive, good friends
Take charge of getting involved
Don't criticize and blame others
Share your time, talents and dreams with your significant other
Fire those friends from your life who are really not your friends
Do something for others
Compromise
Face painful, difficult situations directly
Refuse to take on other people's problems over which you have little or no control

## LIFT YOUR SPIRITS

Deepen your life
Do right
Meditate daily
Encourage your gentle side
Connect with others with similar beliefs and values
Provide at least 10 minutes in the morning and afternoon for quiet and alone time, just for you. Use it as an energy stop for refueling.
Keep things in proper perspective
Learn to let go
Engage in spiritual activities
Learn to play again
Laugh

## CONTROL YOUR JOB

Develop a personal mission statement
Understand how you fit into the big picture
Don't try to be perfect
Take some time off to re-energize
Go home
Delegate
Plan your work
Prioritize
Say "No" when appropriate
Define the purpose of your work
Quit
Avoid taking on jobs that are too big or beyond your skill

## IMPROVE YOUR ENVIRONMENT

Find security
Spend time in a new place
Turn off the TV set
Rearrange/redecorate your home
Maintain quiet time
Clean house

Surround yourself with cues that affirm positive thoughts and positive approaches to life and that serve to remind you to relax and unwind occasionally

## LIVE A HEALTHY LIFESTYLE

Be yourself
Have variety in your life
Take one thing, one day at a time
Plan for maximum comfort
Learn to vary your pace
Develop and use your own list of coping devices
Take time to be alone
Plan relaxed vacations
Practice relaxed driving
Develop a hobby
Aim toward positive goals
Don't schedule more than half of your day

# How to Deal with Tension

**Talk It Out** Find a confidant, whether clergy, relative, friend, or doctor, and release those worries instead of keeping them bottled up. Just talking it out often provides a solution.

**Escape** Lose yourself in a good book, or movie, or game, or take in a change of scenery with a brief trip. You won't solve problems by standing there suffering. But be prepared to return and try to resolve the problem when you are in a better frame of mind.

**Work Off Anger** Don't lash out at a provoker; let the impulse pass. Instead, use your energy doing something constructive, like cleaning the house, or taking a walk, or playing tennis.

**Give In Occasionally** Even if right, it is sometimes easier on the system to yield a little; others may yield in response.

**Take One Thing At A Time** An ordinary workload can sometimes seem unbearable if you are under tension. Remember it will pass; it is temporary. Take the more urgent tasks, do them, then go to the next.

**Shun The Superman Urge** Don't expect too much from yourself. A constant state of worry will be the result. No one is perfect. Put your energy into those things you do well and will give you the most satisfaction.

**Go Easy With Your Criticism** Some persons expect too much of others, and feel let down when the other person does not measure up. Instead of criticizing, search out the other person's good points and help him to develop them.

**Give The Other Fellow A Break** When people are under emotional tension, they often feel they have to "get there first" to edge out the other person, no matter if the goal is as trivial as getting ahead on the highway.

**Make Yourself Available** Many persons feel they are left out, slighted, neglected and rejected. The fact is others may be eager for us to make the first move. It is possible we are deprecating ourselves. It would be healthier to make some of the overtures instead of always waiting to be asked.

**Schedule Your Recreation** Many persons drive themselves so hard they leave too little time for fun. They find it difficult to take the time. A set routing and schedule would help them. It generally is desirable for almost everybody to have a hobby that takes in their off-hours time; one in which they can throw themselves totally, forgetting work.

*The National Association for Mental Health

# Deal Effectively With Difficult People And Situations

Everyone has to deal with difficult people and situations. Since we can't avoid them, you have to know how to cope with them. The first step is understanding. Don't try to get them to change, but find ways to work with or around them. The following guidelines may help:

### ❃ KEEP SOME EMOTIONAL DISTANCE

It is likely that YOU are not the target for the outburst, so don't take it personally.
Don't own other people's problems.
Focus on the issues or behavior, not the person.
Deal with issues professionally, not personally.

### ❃ MAKE SURE THAT YOUR EXPECTATIONS ARE REALISTIC

Be sure you have accurate information and understand the whole picture.
Know your audience / students.
Don't expect PAC students to have understanding, knowledge or skills you may think they should have.

### ❃ GIVE THEM SOME OF WHAT THEY NEED

Use tact and diplomacy.
Demonstrate empathy.
"I can appreciate that you feel that way..."
" I see your point, but unfortunately..."
" It must be very frustrating for you..."
See if there is a common ground that you can agree upon.
Offer alternative suggestions and / or resources.

### ❃ WATCH OUT FOR "ALL OR NOTHING"

Offer alternatives.
Negotiate as much as you are able.

### ❃ DON'T ATTACK

Simply state the business without judgment or criticism.
Being assertive is NOT the same as being aggressive.
Non-hostile humor can be effective in diffusing anger, but be cautious because humor can also backfire on you.

### ❃ HANG IN THERE

Talk to your supervisors and ask for support and direction.
Focus on the positive and all those who appreciate your help.

### ❃ DON'T TAKE THE RAP

Difficult people frequently blame others for their problems.
Respect your own rights and expect others to do the same.

### ❃ SUGGEST THEY SEEK PROFESSIONAL HELP

Refer difficult people to counselors or others specially trained to handle these situations.
You DON'T know if the person has just had a bad day or is a sociopath. If things are getting out of hand, don't try to handle things alone.

### ❃ IF ALL ELSE FAILS, WRITE THEM OFF.

Sometimes no matter how hard you try, people just don't want to resolve issues or problems.

Adapted from Dianne Hales and Robert E. Hales, M.D. "Caring for the Mind: The Comprehensive Guide to Mental Health." Bantam Book. (1995)

# Anger MANAGEMENT

Anger is a normal emotion, but it is . . .
easy to lose control when you're angry. There are many ways to deal with anger by turning that negative energy into something positive.

*Anger Management: Control, Redirect, and Change*

## Controlling Your Anger

Anger is a normal emotion, but it is important to keep your feelings in check to prevent a situation from escalating. Follow these seven tips for keeping your cool when it really matters:

1. **Admit that you're angry:** You can properly deal with your feelings once you are able to identify them.

2. **Deal with it:** Stop what you are doing, take some deep breaths, and count to 10.

3. **Don't brush it off:** Getting angry is normal. Ignoring your feelings will only make things worse in the long run.

4. **Identify and understand the cause:** Try to figure out the exact reason you are angry. Often people have an outburst about something when they are actually upset about something different altogether.

5. **Walk away:** This pro-active step allows you to have the power to change a situation.

6. **Get a new perspective:** Attempting to understand the other person's perspective in an argument might help you keep your temper down.

7. **Vent to your family and friends:** Explaining your feelings to those close to you might help you feel better about the situation.

## Redirect The Anger

Being angry for a long period of time will only cause you more pain. Try to find activities to take your mind off things and help you relax.

1. **Find a cause:** Throw yourself into something positive. Volunteer at a homeless shelter, tutor a student at school, or help out a non-profit group in your community.

2. **Find a hobby:** Learn something new! Paint, draw, play a musical instrument, cook, read up on a subject of interest.

3. **Exercise:** By taking some time for yourself and engaging in physical activity, you will be able to gain some perspective on your life. It is a perfect way to use up excess energy and calm yourself down.

## Change Things!

If there are times you feel angry, you can be sure there are times that others do, too. Work with your school or community to create a mediation and conflict resolution program. See if your employer or local school will start to offer anger management classes so others can learn to keep their cool. Educate yourself on anger management and teach your kids, students, families, and friends how to recognize their anger and how to diffuse potentially violent situations.

Tips adapted from NCPC Brochure "Calling All Hotheads: Tips on Keeping Cool in an Angry World."

**Christina Bratton**

**From:** Billy Francis [bfrancis@otcweb.edu]
**Sent:** Thursday, June 25, 2009 1:40 PM
**To:** 'Christina Bratton'
**Subject:** Stress Management

Stress is an integral part of life, especially for a college student. In fact, not all stress is bad. Those times when a little stress nudges you to become more alert and aware of your surroundings, or causes you to take more time with a course project, can be beneficial. When you recognize that the stress is detrimental to your life, you need to take action. There are a number of techniques to help college students minimize the stress they are feeling. Managing stress will help you cope with the daily pressures of college and give you more time and energy to enjoy your college experience.

TECHNIQUES-- the obvious as well as the not so obvious.

Time management: Colleges across the country agree that time management is a major hurdle for college students. Finding the balance between coursework, major projects, studying, socializing, and a job is a daunting task. Factor in a relationship and sleep, and it's easy to understand how the ability to manage time wisely is a big factor in reducing stress. TIPS: Use a notebook, planner or a software program to help you keep track of due dates, work schedules, etc. Learn to plan ahead and avoid procrastination.

Goals: Goal setting may sound like the opposite of stress management, but it isn't. With realistic goals, you will have something concrete to work toward and the light at the end of the tunnel can be seen. TIPS: Make sure your goals are realistic. Set many smaller goals, like steps toward the large goal. For example, the final project for a course might include steps such as research, outlining, writing, proofing, rewriting, and final draft.

Priorities: This is another stress management technique that, when done correctly, will be a help, not a hindrance, to stress management. Combined with time management, setting priorities will keep you on schedule. College students will certainly put their course work/classes at the top of their list of priorities, but don't forget to include things like "down-time" and relaxation. TIP: Use lists to prioritize. You may have daily, weekly and monthly lists.

Space to be alone: College life is not conducive to solitude, especially if you live on campus. The library is an obvious choice, but don't overlook the corner booth at a near-by diner, a patch of grass by the lake, or that comfy-looking chair at the local bookstore. Everyone needs a few minutes alone, whether to think without interruption or just enjoy the quiet. TIP: If you can't get away from the dorm or campus, consider the shower during an off-peak moment. As a bonus, you can sing to your heart's content and no one will be the wiser!

Exercise, Nutrition and Sleep: These are basic needs and aren't really techniques, but they're important enough to mention. A healthy life as a college student requires that first technique above to pull off. If managed right, you should be able to fit in 30 minutes of exercise (at least 3 or 4 times per week), get yourself to the cafeteria for 3 squares a day (or 2), and get 7 or 8 hours of sleep. College students regularly don't get enough sleep, so shooting for 7 or 8 is a good goal. It may sound unrealistic, but you will notice a difference in your level of stress just by taking care of yourself. TIP: Get a job at your college's fitness center, weight room or swimming pool. Depending on your duties, you may be able to do your job and exercise at the same time.

Talking about it: Managing your stress can be a little less daunting if you have someone to talk it over with. Voicing your concerns to a friend will deflate some of that built up stress. Whether you talk about a specific stress causing event or talk about stressing-out in general, you will feel better. The added benefit is that by opening up to a friend, you may help them out also. They are probably feeling stressed too. You may even be able to help each other de-stress by doing something fun together.

A diary or journal: This may not appeal to everyone and may seem like more work than it's worth to others, but for those who enjoy writing, this is another way to cope with the stress of college life. Like talking to a friend, getting your thoughts down on paper (or in your computer) puts those feelings where you can examine them and work on a strategy to manage your stress.

Money management: Most college students are broke. You are not alone. But learning how to budget your money, spend wisely, and pay your bills on time is important on two counts. One, it's necessary for your survival, and two, good money management can lower your stress level. You will certainly have less stress if your checking account isn't running in the negative. TIP: Check out college programs and workshops on money and budgeting. Take advantage of any advice given.

Relaxation techniques: The most simple, yet effective of these is deep breathing. Get comfortable. Close your eyes. Inhale through your nose, filling your diaphragm then your lungs (your belly button should rise up before your chest does). Reverse the process as you slowly exhale through your mouth. Counting your breaths will give your mind something to focus on besides whatever stress you're feeling. Another simple relaxation technique is visualization or imagery. By visualizing a favorite place (such as a beach), and imagining the sounds, sights, textures and tastes of that place, will encourage your body to let go of some stress. Other relaxation techniques are: PMR (Progressive Muscle Relaxation,) meditation, yoga. TIP: Deep breathing can be done anywhere. Try it right before an exam. While your fellow students scan their notes, sit back, close your eyes, and take some quiet deep breaths.

No quick solutions: Tobacco and alcohol are tempting when you're stressed-out. The cigarette or bottle of beer may temporarily quiet down your stress, but the feeling won't last. Don't use these or other drugs as a coping tool. Learn to manage your stress without them. If you can't, then seek help.

College counseling and/or health services: Most colleges have extensive tools to aid college students with stress management. There are publications, programs and peer groups to help you. Colleges anticipate student stress and provide workshops on coping skills, guest speakers, and activities designed to help you deal. The topics may include time management, recognizing stress, money management, relationships, study habits, etc.

Relaxation: College students know how to study, work, party, protest, etc. But what about relaxing? Your schedule is full and you don't have time for something as vague as relaxation, but you need it. Whatever is fun for you and is not a chore is relaxation. Things that are mindless fun are even better. Give your brain a chance to rest and recuperate. Go out dancing, catch a movie, crank up your tunes and chill, plan a get together with pizza and cards, or whatever. Have fun!

Last, but certainly not least, LAUGH! You've heard the expression "Laughter is the best medicine." It's true. Laughter is one of the best stress-busters there is. Conjuring up a big belly laugh out of nowhere might be impossible when you're under stress, but there are ways to utilize this stress management technique. Rent a comedy or go to the theatre to see one. Flip through your cable stations until you find a sit-com and take a half hour break while you beat some stress. The internet is another place to find laughter. There are sites devoted to the joke of the day, comics, animations, and more. Check

them all out. If possible, share your laughter with a friend. Double the laughter means double the stress relief.

Important: Although most college student related stress is self-manageable, there are situations that may be serious enough to require counseling or the advice of other professionals. If the stress in your life is overwhelming and/or you feel helpless, get help.

***Billy Francis Sr., MBA***
**Career Pathways Director**
**Ouachita Technical College**
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**Fax: 501.332.4900**
**bfrancis@otcweb.edu**

***"A man can make what he wants of himself if he truly believes that he must be ready for hard work and many heartbreaks along the way."***
**Thurgood Marshall**

8. Goals need to be **flexible**. There are many factors that can affect attaining your goal. Rarely do you follow it through to completion without any problems. Often, you will experience temporary setbacks that will interrupt your progress. These interruptions do not have to keep you from reaching your goal. Instead, re-examine your plan, revise or make a new one. You may discover you are unable to reach your goal in the original time frame; you may even decide to change your goal (you may have re-assessed what is important to you). This is okay, as long as the revisions are a way to ensure your success versus avoiding doing something you really want to do.

## GOAL SETTING PROCESS

1. My goal is: _____

_____

2. I want to achieve this goal because it is important and meaningful to me in these ways: _____

_____

3. If a stranger were to read my goal statement, he/she would know exactly what I am trying to achieve (reword if the answer is "no"):

_____

_____

4. I will know when I have achieved my goal because I will have _____

_____

5. My goal will require me to have the following skills, abilities, and/or resources: _____

_____

6. I know my goal is realistic because I have the skills, abilities, and/or resources listed in #5 above (reassess your goal if you don't have items listed in #5) _____

_____

7. I will begin my goal: _____(month)____(day)_____ year)
8. I will complete my goal: _____(month)____(day)_____ year)
9. I will copy this goal plan and put _____(display where you will see it every day).
10. I will share my goal with_____ (name).

Quicklinks for Academic Success

Tutoring Services on campus

Academic Success Presentations

Meet an Academic Coach

Study Smarter

Academic Integrity

Success Related Links

Academic Standing

University Exploratory Studies Program

Academic Learning Services Classes

University Counseling and Psychological Services

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Services for Students with Disabilities

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# GOALSETTING

Adapted from chapter two, "Setting Goals and Solving Problems", in The Confident Student by Carol Kanar

## Characteristics of Reachable Goals

A. **A reachable goal is realistic.** Set goals that are realistic for your situation, your skills, talents and interests. For weekly goals, don't choose something that is uncharacteristically demanding for you. You can always do more than your stated goal so build in success by choosing something realistic.

B. **A reachable goal is believable and possible.** You are the key person here so don't set a goal that you don't believe in. Make sure that you believe you can do it and that it is possible to do in the time you've set aside.

C. **A reachable goal is measurable.** If your long term goal is "to be successful" you will be more likely to reach that goal if you say it in concrete and specific terms. For instance, you might say that you want to be earning $40,000 a year by the time you are 28. For a weekly goal, move beyond statements like I want to do better in all my classes. Instead, promise your self that you will read two chapters of history by Saturday.

D. **A reachable goal is flexible.** Sometimes our plans change; sometimes we get sick. Be prepared to reassess and revise your goal if necessary. If you are too sick to study, you may have to revise your goal of reading two chapters of history by extending the time to Monday.

E. **A reachable goal is controllable.** Make sure you are in charge of your goal. If friends suggest that the best way to pass a class is to study old tests but you know your learning style demands chapter outlines to get the material down, stick with what works for you. You are in control.

Now make a list of rewards that you might give yourself for meeting your weekly goal. A candy bar? A movie? A TV show? Promise yourself that you will get the reward if you meet your goal. Now you must be willing to withhold the reward if you don't make it! And there is no sense in saying that a movie will be your reward if you know very well that you are going to see it regardless. Make the reward real!!!

1.
2.
3.
4.
5.

Finally choose a goal and a reward for next week and write it below.

## Big Rocks

One day an expert in time management was speaking to a group of business students and, to drive home a point, used an illustration those students will never forget. As he stood in front of the group of high powered overachievers he said, "Okay, time for a quiz".

Then he pulled out a one gallon, wide mouthed Mason jar and set it on the table in front of him. Then he produced about a dozen fist sized rocks and carefully placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes."

Then he said, "Really?" He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the big rocks. Then he asked the group once more, "Is the jar full?" By this time the class was on to him. "Probably not," one of them answered. "Good!" he replied.

He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted. Once again he said, "Good." Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim.

Then he looked at the class and asked, "What is the point of this illustration?" One eager beaver raised his hand and said, "The point is, no matter how full your schedule is, if you try really hard you can always fit some more things in it!"

"No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; Your loved ones; Your education; Your dreams; A worthy cause; Teaching or mentoring others; Doing things that you love; Time for yourself; Your health; Your significant other. Remember to put these BIG ROCKS in first or you'll never get them in at all.

If you sweat the little stuff (the gravel, the sand) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the real quality time you need to spend on the big, important stuff (the big rocks).

So, tonight, or in the morning, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first.

Back to Strategies for Success

Academic Success Center
Oregon State University, 102 Waldo Hall, Corvallis, OR 97331 · 541-737-2272
**Please contact us with your comments, questions and feedback**
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CUESTA COLLEGE
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ACADEMIC SUPPORT



Characteristics of a Successful Student
Motivation and Goal Setting
12 Steps for Effective Studying
Time Management
Listening and Note Taking
Memory and Learning Styles
Reading Strategies
Memory Tips and Test Taking Strategies

# Characteristics of a Successful Student

Many students new to college do not know what it takes to be successful in the college environment. They understand good and bad grades in a general way, and they sense that they should attend classes, but that is where their knowledge begins and ends.

Most instructors know what a good student is - and is not. For one thing, a good student is not necessarily the most intelligent individual in the class.

The following is a list of some characteristics of good students. This list is a description of what a hard-working student does and what a teacher likes to see. By learning these characteristics, you may better understand the day-to-day and class-to-class behavior of successful students. The idea is to provide you with guidelines you can follow which will help you get down to the business of becoming a serious, successful student.

1. Successful students attend classes regularly. They are on time. They listen and train themselves to pay attention. If they miss a session, they feel obligated to let the instructor know why before class begins, if possible, and their excuses are legitimate and reasonable. They make sure they get all missed assignments (by contacting the instructor or another student), and understand specifically what was covered in class. Successful students take responsibility for themselves and their actions.

2. Successful students take advantage of extra credit opportunities when offered. They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many students avoid.

3. Successful students are attentive in class. They don't talk, read, or stare out windows. In other words, they are polite and respectful, even if they get a little bored. They also participate in class even if their attempts are a bit clumsy and difficult. They ask questions that the instructor knows many other students may also have.

4. Successful students see their instructors before or after class or during office hours about grades, comments on their papers, and upcoming tests. Successful students end up at their instructor's office door at least once during the semester. They'll go out of their way to find the instructor and engage in meaningful conversation. These students demonstrate to the instructor that they are active participants in the learning process and that they take the job of being a student seriously.

5. Successful students turn in assignments that look neat and sharp.

They take the time to produce a final product that looks good, and reflects of a care and pride in their work. Successful students seem driven to complete their assignments. All work and assignments are turned in, even if some of their responses are not brilliant.

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Page maintained by dspsweb@cuesta.edu. Last modified: 11/06/2003.

# Goal Setting:
# The Growth Contract

Academic Success Center
Iowa State University

Name _____

Date: _____

**What are your current academic and career plans/goals?**

**Areas of personal growth:**

- ♦
- ♦
- ♦

**Areas of academic growth:**

- ♦
- ♦
- ♦

**Specific goals for the next 11 months:**

- ♦
- ♦
- ♦

**Major life events/goals/issues in the next 12 months:**

**Area(s) where you may need some help from a friend/family member/etc.**

- ♦
- ♦

**Signature:** _____

# SMART Goal Setting

Academic Success Center
Iowa State University

**"To fail to plan is to plan to fail." —Benjamin Franklin**

A SMART goal explains a behavior using the following components:

| | |
|---|---|
| **Specific** | A SMART goal identifies a specific action or event that will take place. |
| **Measurable** | The description of a SMART and the outcome should be quantifiable. |
| **Achievable** | A SMART goal should be attainable given available resources. |
| **Realistic** | A SMART goal should require you to stretch some beyond your normal routine and regular abilities, but allow for likely success. |
| **Timely** | A SMART goal should state the time period in which it will be accomplished. |

## Sample Goals:

What of the following are SMART goals? Indicate which of the SMART components are part of each goal.

| GOAL | S | M | A | R | T |
|---|---|---|---|---|---|
| 1. To study harder. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. To get a 4.0 spring 2007 semester GPA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. To become a better student. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. To maximize my study time each day before social activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. To improve my next test grade in ECON 101 by one letter grade. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. To find a summer internship. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. I want to join a club. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. I want to decrease my credit card debt. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. To lose 10 pounds. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. To locate and research at least five possible summer jobs by February 28th. | ☐ | ☐ | ☐ | ☐ | ☐ |

## Revising a Goal to become SMART

| | |
|---|---|
| **My Original Goal:** | |
| **S**pecific | **Can my goal be more specific? If yes, rewrite:** |
| **M**easurable | **Is my goal quantifiable? If no, rewrite:** |
| **A**chievable | **Can I achieve this goal? If not, rewrite:** |
| **R**ealistic | **Is this goal realistic—within grasp but not too easy? If no, rewrite:** |
| **T**imely | **Do I have a specified time period for my goal? If no, rewrite:**<br>**This is your final goal!** |

## Additional smart tips:

- Consider short- and long-term goals.
- Develop several goals. For example, a list of 5 to 7 academic goals should keep you focused for one semester.
- Keep your goals in writing and in a visible location. You are more likely to stay motivated.
- Share your goals with someone who cares. Besides the motivator role s/he can take, this person may also help you succeed as a partner.
- Review your goals frequently.

# Academic Goal Setting Sheet

| Class: | My Goal: | How I will achieve this: |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | When I will complete this: |
| Class: | My Goal:: | How I will achieve this: |
| | | |
| | | |
| | | |
| | | |
| | | When I will complete this: |
| Class: | My Goal: | How I will achieve this: |
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| Class: | My Goal: | How I will achieve this: |
| | | |
| | | |
| | | |
| | | |
| | | When I will complete this: |
| Class: | My Goal: | How I will achieve this: |
| | | |
| | | |
| | | |
| | | |
| | | When I will complete this: |

Visit ACE for more information: http://www.housing.sc.edu/ace/

# Get SMART And Achieve Your Goals

Imagine that you start a trip without deciding where, when or how to go? How do you know what to pack, how much money you will need, when to leave and return, or how to travel? Sounds like a chaotic start! Further imagine that you really do not know why you are going or if anyone will travel with you. What are your chances of successfully accomplishing your goal of taking this trip? You might luck out and succeed, but there is a much better way!

Life is a series of goals, and the pursuit of your college education is one of the most important goals you will seek to achieve. Be smart and set SMART Goals. SMART is an acronym for a set of criteria used by people who successfully achieve goals. By planning your goals using these criteria, you will be well on your way to success, because you will have made important decisions even before you begin the trip! Do you have this information about your goals?

## S - Specific

Are you clear about what you want to achieve? Clarity comes from answering these questions:

- **Why** do I want to invest my time and energy? **What** are the benefits to me and people I care about, both short and long-term?
- **What** exactly do I want to accomplish, my objective?
- **Who** will be involved? Do I have sufficient help in achieving this goal? If not, **whom** do I need to enlist?
- **Where** will the work on this goal take place? **Where** do I need to be?
- **When** will this goal take place, from beginning to end?

## M – Measurable

Do you have a quantifiable way to track your progress from start to finish? Set up an objective measuring system so you can stay on track, observe your progress, and stay energized about your progress.

## A – Achievable

Your goal must be challenging and exciting, stretching you beyond your normal comfort zone, **AND** realistic for you. Strike a balance between setting a highly achievable goal and stretching out towards new ways of living and being. A little discomfort indicates that you are trying new things and behaviors. On a scale of 1 to 10, strive for a 7 or higher.

## R – Relevant

Set goals that are in sync with your values, life purpose and passions. Is the goal in sync with what is important to you and what you want to accomplish in life? Do you see a need for this goal; does it have potential to add value to your life? If so, you are more likely to stay with the goal. If a goal satisfies all of these criteria, it is most likely a goal of your choosing, a big spur to success. People rarely accomplish goals that are not of their choosing, and if they do, the journey and the destination will not satisfy.

## T – Timely

Arrange a starting time, as well as deadlines and sub-deadlines to create a sense of urgency. A timeline with precise starting and ending dates will help energize you and discourage procrastination. State the goal in positive terms as in I will... not I will stop...

The next page gives you an opportunity to apply the **SMART** method to your goals.

# Goal Setting Exercise

**Remember to think SMART and make sure your goals are stated using the SMART criteria:**

**S**pecific
**M**easurable
**A**chievable
**R**elevant
**T**imely

- **List three goals you will accomplish in five years:**

Academic 1.

Career 2.

Personal 3.

- **List three goals you will accomplish in one year:**

Academic 1.

Career 2.

Personal 3.

- **List 3 goals you will accomplish next week:**

Academic 1.

Career 2.

Personal 3.

## *My Personal Goal Statement...*

1. I will:

2. My greatest challenge to achieving my goal is:

3. I will address this challenge by:

4. My reward for achieving this goal is:

# About.com Small Business: Canada

## Achieve More With SMART Goal Setting

Part 1: SMART Goal Setting Will Help You Achieve Your Goals

From © Kelley Robertson, for About.com

Another year is upon us and if you are like most people you have hit the floor running without planning a clear objective for the upcoming year. However, top performing sales people make the time to establish clear targets. Setting goals[1] is not a complicated process nor does it take a lot of time. Use the SMART goal setting techniques listed below to help you achieve your targets.

- **Ensure each of your goals follows the SMART concept: Specific, Motivational, Action-oriented, Relevant to your situation, Time-bound.**
  For example, "I will increase my sales by 15 percent compared to last year." Be as specific about your goal as possible. "I will start my own catering business" is a lot stronger than "I want to go into business for myself." Challenging goals are motivating.

- **Set goals that will push beyond what you usually think you can accomplish.**
  Remember to set a deadline. A goal without a deadline is simply a dream. Attach a realistic yet challenging deadline for accomplishment and post this where you can review it regularly.

- **Phrase your SMART goal in the present tense and assume success.**
  Don't say, "I want to." Say, "I will." This subtle technique tells your subconscious that you have already achieved your goal which means it will go work at helping the goal become a reality. It will attract the people, places, and situations you need to achieve that goal.

- **Put your SMART goals in writing.**
  This simple act helps you clarify your goals and will allow you to visualize them more effectively. I recommend that you record each goal on a separate index card and review them twice a day - once in the morning (when you first wake up) and again before you go to bed. This process reinforces your SMART goals, acts as a reminder and drives your goals deep into your subconscious. In fact, this is one of the most powerful goal setting techniques you can use to achieve your targets.

- **List the benefits you intend to receive by achieving each SMART goal.**
  This will keep you focused and strong particularly when you face the inevitable roadblocks and barriers. Years ago, when I chose to quit smoking, I listed 75 benefits and when I felt the urge for a cigarette I would review this list to help me get past that craving. The more benefits you can list for your goals, the more motivating those goals will become.

On the next page, Kelley Robertson provides more SMART goal setting strategies that will help you actually achieve the goals you set. Click to continue reading.

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**Links in this article:**

1. http://sbinfocanada.about.com/od/goalsetting/g/goalsetting.htm

# About.com Small Business: Canada

## Achieve More With SMART Goal Setting

### Part 2: More Goal Setting Techniques To Help You Achieve Your Goals

From © Kelley Robertson, for About.com

Here are more SMART goal setting[1] techniques to help you actually achieve the goals you set.

- **As you review your goals each morning and evening, picture yourself achieving each of them.**
  The more you can "see" success in your mind's eye, the more likely you can translate this into reality. Create a perfect picture in your mind and replay it frequently. Developing a picture board can help with this. This is a very effective tool that allows you to see the visual impact of achieving your SMART goals.

  When my wife and I bought our first house we clipped photographs and pictures of what we wanted our house to have and pasted them on to a large sheet of poster board. We hung this near the front door of our apartment so we could see it every time we left or entered the apartment. We also created a thermometer of "down-payment savings" to help us track our progress. We had a clear deadline and were able to surpass this deadline by almost 30 days. I now keep track of my annual revenues, speaking engagements and book sales in the same manner. I post these sheets on my office wall where I can see them everyday and they allow me to track my progress towards my goals with a quick glance.

- **Anticipate the challenges you will encounter as you work towards your SMART goals and plan how you will overcome them.**
  This will prepare you for them and help you overcome the obstacles easier and with less stress. In fact, the simple act of planning for obstacles will often prevent many of them from occurring.

- **Surround yourself with successful, motivated people who also set challenging goals.**
  I share my SMART goals with several friends and associates. When we get together, we motivate each other by talking about our success, our challenges, and our goals. A word of caution: Be careful who you share your goals with. People who are not goal-oriented will not support you, and in many cases, will actually try to dissuade you from your goals.

- **Use affirmations.**
  If you plan to quit smoking repeat statement such as, "I enjoy the lifestyle of a non-smoker," "I'm glad I'm a non-smoker," "I enjoy the taste of food more as a non-smoker." Stating affirmations aloud, reinforces your goal to your mind and will help you achieve your SMART goal much faster.

- **Take action. Don't procrastinate.**
  All the planning in the world will not help you achieve your goals. You **must** take action. Once you have determined a goal for yourself, take action within 24 hours. This will set the wheels in motion and create the necessary momentum you need. I once heard a speaker state, "We are either moving toward or away from our goals." Develop the habit of taking action on a daily basis.

Achieving greatness and a higher level of success is not that difficult. However, it does require discipline, focus and a clear idea of what you want to accomplish. Follow these steps for setting and achieving SMART goals and have your best year ever!

*Kelley Robertson, President of the Robertson Training Group, works with businesses to help them increase their sales and motivate their employees. He is also the author of "Stop, Ask & Listen – How to welcome your customers and increase your sales." For information on his programs, visit www.RobertsonTrainingGroup.com[2]. Receive a FREE copy of "100 Ways to Increase Your Sales" by subscribing to his 59-Second Tip, a free weekly e-zine available at his Web site.*

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**Links in this article:**

1. http://sbinfocanada.about.com/od/goalsetting/g/goalsetting.htm
2. http://www.robertsontraininggroup.com/

# SMART Goal Setting

**SMART** is the instrument to apply in setting your goals and objectives. The instrument is not only applicable in a leadership environment, but can also be applied in your personal life, at the office and in doing planning.

## S - Specific

It is important to remember that a goal or an objective can not be too general in nature. A goal or an objective must be to the point. It must define a specific outcome. A goal set as: "We want to increase our academic standing." is too vague. What are the specifics of this goal? Do you want to achieve a chapter GPA above a 3.0 by the end of the Spring? By the end of the Fall? Do you want to increase the chapter GPA above the All-Women's GPA? A specific goal would be: "We want to raise our average chapter GPA above the All-Women's GPA."

## M - Measurable

Any goal or objective must be measurable. If individuals can experience success in reaching a goal, it will lead to motivation and determination to do more or to do better. If we take the goal as stated earlier: : "We want to increase our academic standing." Yes, it is measurable in the aspect that it can be evaluated at the end of the year, but you need to state how much you want to increase the chapter academic standing. For instance you might want to restate the goal to read: "We want to raise our average chapter GPA above the All-Women's GPA."

## A - Attainable

It is important to know your capabilities. Any goal or objective must be within reach. The chapter must be able to attain what you set out for them to achieve. If it is not achievable by them, it will lead to negative experiences and at the end lead to low self-esteem and a lack of motivation to try again.

## R - Realistic

The measurable parts of a goal must NEVER be too easy or too difficult. If the chapter GPA is currently a 2.5 and the All-women's GPA is above a 3.0, it may not be realistic to expect the average chapter GPA to increase by over one-half point in one term. You may be able to break larger goal into smaller objectives: "At the end of the Spring, we would like the chapter GPA be at least 2.75."and "By the end of the Fall term, we would like our average chapter GPA to be at least a 3.0." and so on. Breaking the goal up gives the chapter more chances on reaching success and to make adjustments and, in due time, will facilitate the final goal.

## T - Time bound

Every goal or objective must be linked to time. If there is no time bound to it, there are no deadlines. On the other hand, executive officer terms only span one year. Thus, if you don't set a deadline for your goals, you may not meet your goal by the time you leave office. It is important to work according to deadlines, because it makes it easier to measure and to determine success. Time must be measurable, attainable and realistic.

# Setting Your Task

## What is a Task?

A task is the smallest increment of carrying out your goals. It's the thing that must be done daily or weekly. Let's look at and example of what a task might be for a specific goal.

## Task example

| | |
|---|---|
| GOAL: | Raise our average chapter GPA above the All-Women's GPA by the end of the Spring Term |
| TASK: | Set up tiered study tables as follows . . . by the 1st of February. |
| TASK: | Have chapter members fill out academic goal cards at the next chapter meeting. |
| TASK: | VP Mental will meet with all members of academic probation every two weeks to discuss their progress. |

# Why Prioritize?

## O.K. Now you have this great plan. What do you do next?

Priorities are the most important part of carrying out a plan. You could create a great set of goals and tasks, but they are of no use to you unless you implement them. Setting priorities will help you accomplish your goals by determining what should be done first. You'll also find that priorities will help you organize your day.

## What is Prioritizing?

Prioritizing is the process of determining what is the most important thing for you to do. Items that need prioritizing can be done on a daily, weekly, monthly or annual basis. A priority list is really just a numbered "to-do" list.

## Prioritizing your Goals & Tasks

If you selected more than one goal, you'll need to ask your self which is the most important to you. Look at your task list for the goal that you chose as number 1. Select the one task that you feel will help you reach your goal quickest and number it 1. Continue for the remainder of the list. From here go back to your second highest priority goal and prioritize that task list. Continue until you are finished with all goals. You now have a list of "to-do" items that will help you achieve your goal.

## What Next?

You know have a list of "things-to-do". If you want to succeed, you must routinely carry out your task. That's the bottom line. You may ask yourself, "How do I do all of these things routinely and do all my job or school work?" It is important to practice good time management. Do not put off tasks until the last minute. Do them as soon as practical. "What about things that come up at the last minute on the job or at school?" This happens to everybody. It's nice to have a plan until a boss or teacher throws a wrench into the plans. Be prepared to re-prioritize during the day or make emergencies part of your plan. However, once your reassess, get back to your goals as quickly as possible.

# Goal Setting Sheet - General

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet – Fraternity Heritage

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
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| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet – Fraternity Orientation

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
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| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet - Academic Achievement

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
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| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet - Financial

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
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| 9 | | | |
| 10 | | | |

# Goal Setting Sheet - Rush/Membership

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
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| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet – Campus & Community

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
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| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet – Social Events (Including Risk Management)

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet – Risk Management (Other than Social Events)

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet - Philanthropy

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| | Goals | S | M | A | R | T |
|---|---|---|---|---|---|---|
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
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| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet - Housing

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| Goals | S | M | A | R | T |
|---|---|---|---|---|---|
| 1 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# Goal Setting Sheet – Interest Groups

**As a Group, describe areas for improvement or growth in this area:**

**Present 1 to 5 Goals that will enable improvement or growth & give each goal the S.M.A.R.T. check:**

| Goals | S | M | A | R | T |
|---|---|---|---|---|---|
| 1 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | ☐ | ☐ | ☐ | ☐ | ☐ |

**List at least five specific tasks that will help you achieve these goals and assign a deadline to each:**

| | TASK | TARGET DATE | DATE COMPLETED |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
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| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

# 2 Building Dreams, Setting Goals

## YOU'RE ABOUT TO DISCOVER...

- How this book will help you learn
- What motivates you
- How your attitude can sabotage you
- Why you should distinguish between dreams and goals
- How to develop goals that work

## READINESS CHECK

Before beginning this chapter, take a moment to answer these questions. Your answers will help you assess how ready you are to focus.

1 = not very/not much/very little/low 5 = very/a lot/very much/high

Based on reading the "You're about to discover..." list and skimming this chapter, how much do you think you probably already know about the subject matter?

1 2 3 4 5

How much do you think this information might affect your college success?

1 2 3 4 5

How much do you think this information might affect your career success after college?

1 2 3 4 5

In general, how motivated are you to learn the material in this chapter?

1 2 3 4 5

How ready are you to focus on this chapter—physically, intellectually, and emotionally? Circle a number for each aspect of your readiness to focus.

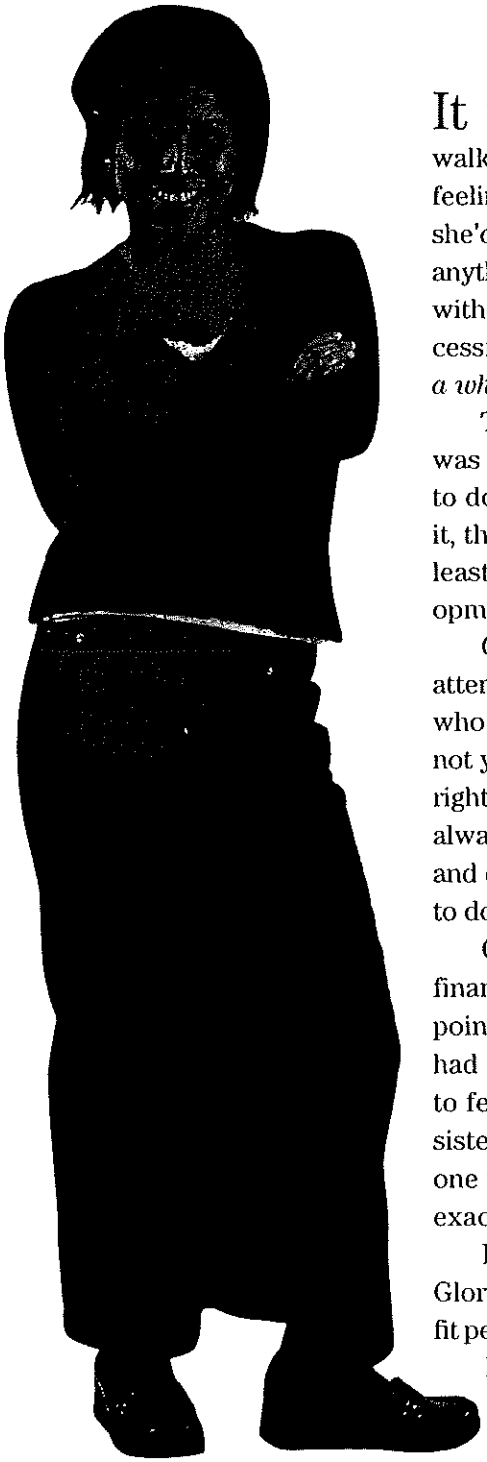
1 2 3 4 5

If any of your answers is below a 3, consider addressing the issue before reading. For example, if you're feeling scattered, take a few moments to settle down and focus. Keeping your responses in mind, carefully read the chapter while looking for ways to improve your focus.

Finally, how long do you think it will take you to complete this chapter? _____ Hour(s) _____ Minutes

STEP 1 **CHALLENGE** Focus Challenge Case

# Gloria Gonzales



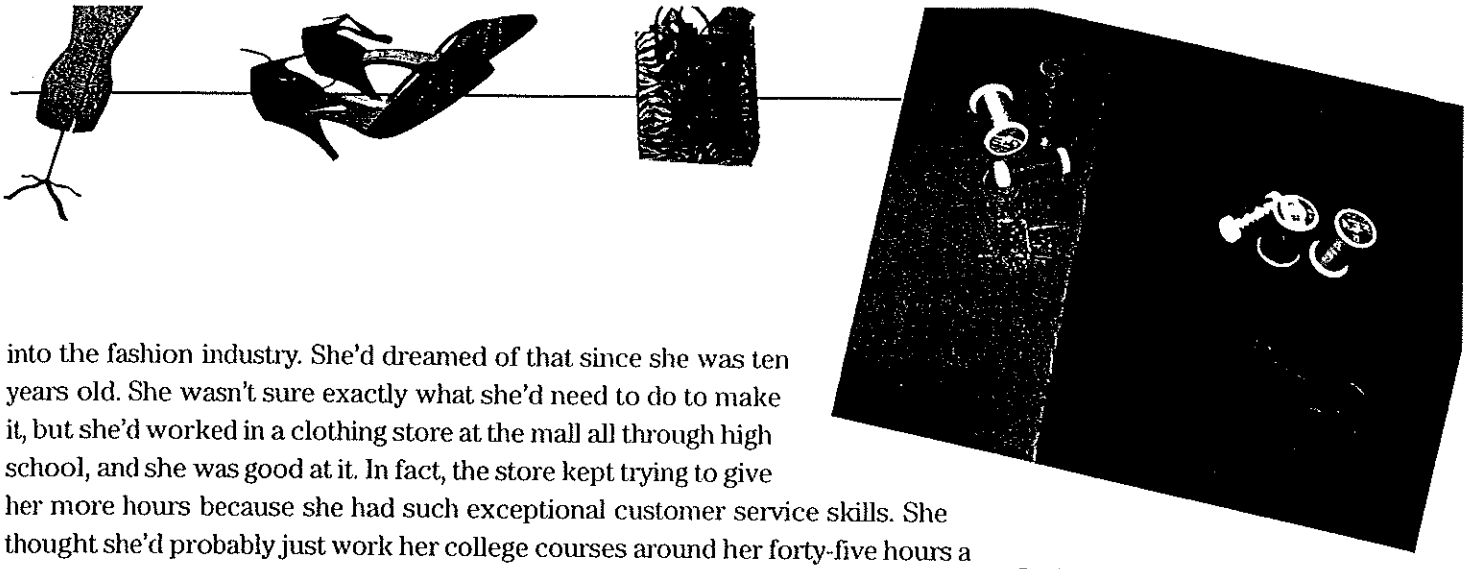
It was her first day of college. As Gloria Gonzales walked to her first class, "College Success," from the parking lot, she had mixed feelings: excitement, anticipation, anxiety, and apprehension. She wondered if she'd meet any interesting people, if she'd like her instructor, and if she'd learn anything important in this class. After all, she'd gotten good grades in high school without even trying hard. If she just put in some effort, she thought, she'd be successful in college, too. *How can you study something like "College Success" for a whole term?* she asked herself.

To be honest, Gloria thought she probably already knew most of what there was to learn in this course, and if she didn't, so what? She knew what she had to do to get good grades—everyone does—but she didn't always choose to do it, that's all. School was part of her life, but it wasn't always her top priority. At least this course would probably be easier than her math course or her developmental writing course.

Gloria wasn't the first person in her family to go to college. Her sister had attempted it, but she'd dropped out after her first term and gotten a job. "College, who needs it?" she'd exclaimed. "I want to start earning good money right away, not years from now!" There were times when Gloria thought her sister might be right. Her sister certainly seemed able to afford some of the things Gloria had always wanted herself. Was college really going to be worth all the time, effort, and expense? But everyone she knew was going to college; it was the right thing to do after high school, and everyone expected it of her.

Gloria's family didn't have much money. They were sacrificing to help finance her college education. She'd better perform, they'd said. They'd told her point-blank that her sister had set a bad example, and that her first-term grades had better not include anything lower than a B. Frankly, Gloria was beginning to feel a twinge of performance pressure. Of all the children in her family, her sister had always been considered the smartest, and she'd given up after only one term. If her sister couldn't do it, how could Gloria? If she were to succeed, exactly what would it take?

Despite her worries as she walked down the hallway toward the classroom, Gloria was sure of one thing: She looked good today—really good. Her sister's skirt fit perfectly, the new red shirt was definitely her color, and thankfully it was a good hair day. Gloria had always been able to make heads turn. Beneath it all, Gloria knew what she wanted, anyway. She was going get a certificate in fashion merchandising at the community college she'd chosen, and eventually go



into the fashion industry. She'd dreamed of that since she was ten years old. She wasn't sure exactly what she'd need to do to make it, but she'd worked in a clothing store at the mall all through high school, and she was good at it. In fact, the store kept trying to give her more hours because she had such exceptional customer service skills. She thought she'd probably just work her college courses around her forty-five hours a week there. She sensed that fitting everything in could be tough.

Gloria's parents wanted her to go to a four-year university and get a "real" degree in business, instead. They were always clipping articles about good jobs in business from the newspaper and giving them to her, but she kept telling them she had no interest. "There'll always be good jobs waiting for you, if you play your cards right," they said. She'd heard it so many times that her usual response now was "Yeah, whatever. . . ." While they talked of jobs in big companies, she dreamed of becoming a famous fashion designer with her own line of clothing. She was going to call it "Gloria." Her parents had named her after their favorite rock-and-roll song of all time, "G-L-O-R-I-A." Imagine—her own clothing label with her name on it!

As she reached for the classroom doorknob, Gloria couldn't help wondering about the two questions at the forefront of her mind: "Will I be successful?" and "How long will it take me to finish?" She took a deep breath as she opened the classroom door. *This is it,* she thought. Somehow, she felt as if she were outside herself, watching on the big screen—replete with Panavision and DTS sound. *This is real; this is me, starring in my own movie,* she said to herself. And even though it felt good, Gloria had to wonder about the ending. All she could do was hope for the best.

**Teachable Moment** The students depicted in the case studies throughout this text are fictitious but face challenges that most community college students face. Case studies are a good way of discussing issues in a safe, nonthreatening way. It's easy to talk about someone else, rather than oneself. Take advantage of every opportunity to constructively criticize, challenge, and compliment Gloria, and all of the students you will meet in this text.

**Developmental Students** Many first year students need guidance in how to approach and read texts. One way to help them is to give them a few questions to consider as they read the text. For example, you might suggest that they read the "What Do YOU Think?" section *before* they start reading Gloria's story so that they know what to watch for. As students read, invite them to get a sense of Gloria Gonzales and her characteristics, as if she were a real person. What makes her tick? Ask: do you have anything in common with her? Are you alike in your thinking or actions in any ways?

**Sensitive Situation** Chances are you have students in the class who are considering entering a major that they think would make someone else happy. Share with students that this can happen and that they will have the opportunity to learn about themselves by using a variety of assessment tools and exploring careers in this book.

## STEP 2 REACTION What Do YOU Think?

Now that you've read about Gloria Gonzales, answer the following questions. You may not know all the answers yet, but you'll find out what you know and what you stand to gain by reading this chapter.

1. Describe Gloria's motivation to succeed in college. Is she motivated to succeed? Why or why not?
2. Describe Gloria's beliefs about her intelligence. Does she think college is mostly about effort or about ability? Is Gloria a *learner* or a *performer*? What do you think these terms mean?
3. Is Gloria's vision of becoming a fashion designer a goal or a dream? Why?
4. Identify three things (attitudes, beliefs, fears, and so on) that do not show focus and might cause Gloria to make poor life management choices.
5. Identify three things that do show focus and might help Gloria make good life management choices.

**Teachable Moment** Welcome your students to the course and stress that it will be an exciting learning experience because "all of us" will be working together. From the very first day, encourage students to be actively involved by sharing their ideas, life experiences, and suggestions. Reassure students that this course is designed to be interesting and enjoyable, but that their involvement is necessary to make it meaningful. The course is mostly about them and how much they can learn, not about you and how much you can convince them you know as their teacher.

**Teachable Moment** Explain that the most successful students are those who take responsibility for their learning. As an instructor, your job is to help students clearly understand what they need to do and when it needs to be completed. Make sure they know that each assignment is a class requirement and that you expect them to complete it. Explain the process you will use to hold them accountable, in a way that both challenges and supports them. An effective way that this can be accomplished is every time an assignment is given, ask a student to repeat what is to be done, and ask another if the summary was correct.

# Who Are You? And What Do You Want?

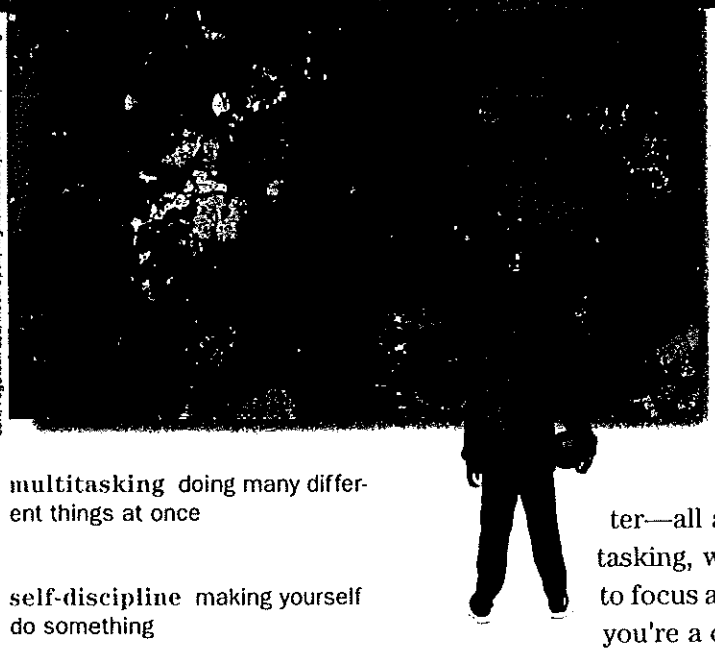
Imagine this voicemail greeting: "Hi. At the tone, please answer two of life's most important questions. Who are you? And what do you want?" Beep. Can you answer these questions right now? How much do you really know about yourself and what you want from this life of yours?

Don't worry. These aren't trick questions and there are no wrong answers. But there are some answers that are more right for you than others. College is a great time to think about who you are and what you want. In addition to learning about biology or history or business, college will be a time to learn about yourself: your motivation, values, dreams, and goals. You may make some of the most important choices of your life. Which major will you choose? Which career will you aim for? From this point on, it's up to you. Have you ever heard this phrase with ten two-letter words: "If it is to be, it is up to me"? It's true.

Think about it: a college education is one of the best investments you can make. Once you've earned a college degree, it's yours forever. Someone can steal your car or walk away with your cell phone, but once you've earned a college degree, no one can ever take it from you. Your choice to go to college will pay off in many ways. So even if you aren't sure exactly how you want to spend the rest of your life right now, you can't go wrong by investing in your future.

**"What is important is to keep learning, to enjoy challenge, and to tolerate ambiguity. In the end there are no certain answers."**

**Martina Horner, former President of Radcliffe College**



Left: FogStock LLC/Index Open, Right: PhotoObjects.net/Jupiter Images

This book starts with the big picture: managing your life. Notice the phrase is "managing your life"—not *controlling* your life. Let's face it: Many things in life are beyond our control. But you can manage your life by making smart choices, setting goals you can work toward, paying attention to your time and energy, and motivating yourself. As the title of this book states boldly, it's about focus.

For many of us, focusing is a challenge. We work too many hours, crowd our lives with obligations, and rush from one thing to the next. We think we're good at **multitasking**. We can surf the Internet, listen to a new CD, watch a DVD, and read this chapter—all at the same time! While we've become skilled at multitasking, we have sacrificed some of the **self-discipline** we need to focus and study. Multitasking may be a great skill to have when you're a corporate executive, but learning to focus is what most college students need. In fact, recent research indicates that multitasking hurts your brain's ability to learn, and that what you learn while you're distracted by other things is harder to use and recall.[1]

**multitasking** doing many different things at once

**self-discipline** making yourself do something

Of course, some people achieve success without a college degree, but by and large, they're the exception. Even Steven Spielberg, self-made billionaire in the

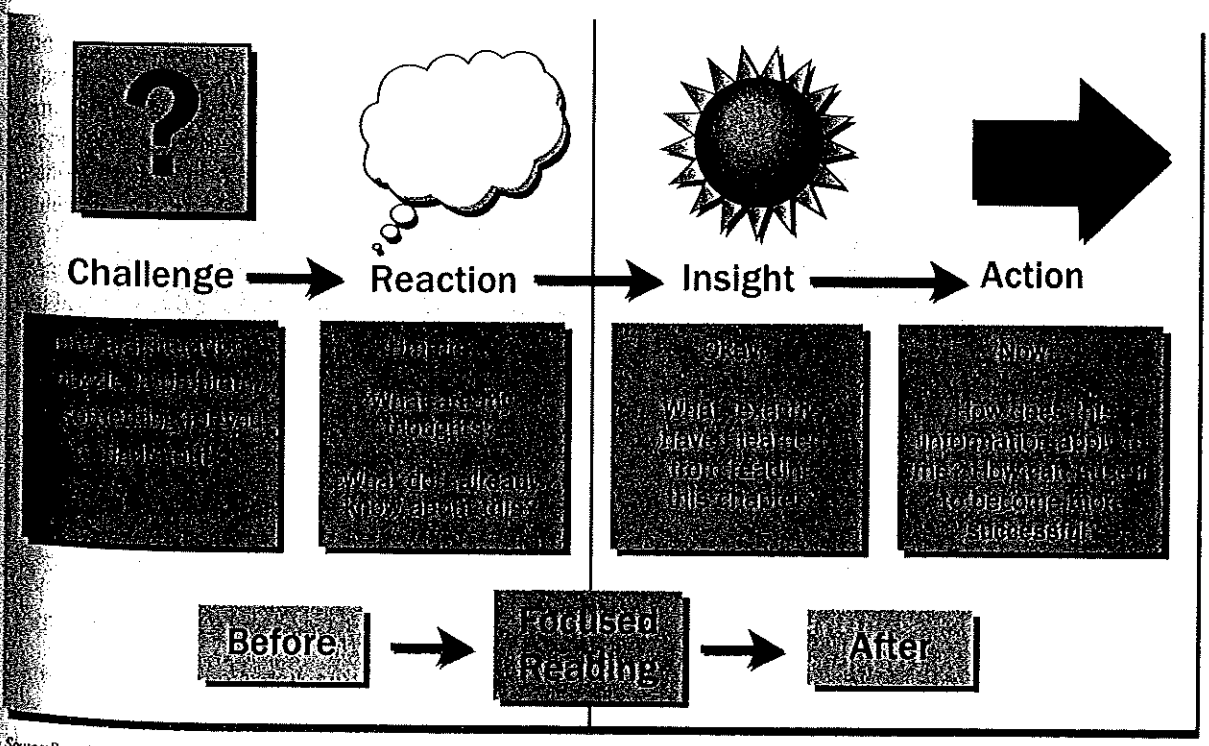
film industry and winner of Academy Awards for *Schindler's List* and *Saving Private Ryan*, felt the need to finish the college degree he had started more than thirty years before. "I wanted to accomplish this for many years as a 'thank you' to my parents for giving me the opportunity for an education and a career, and as a personal note for my own family—and young people everywhere—about the importance of achieving their college education goals," he said. "But I hope they get there quicker than I did. Completing the requirements for my degree 33 years after finishing my principal education marks my longest post-production schedule."[2]

If you read this book carefully and follow its advice, it will help you become the best student you can possibly be. It will give you practical tools to help you manage your life. It will take you into your next level of education or into your career. And most of all, it will encourage you to become a true learner. That is this book's challenge to you as you begin your college experience.

## Spending Time "in the System"

Spending time "in the system"? No, being in college isn't like being in jail—far from it. "The system" is the approach used in this book to help you learn: the Challenge → Reaction → Insight → Action system. It is based on the work of Dr. John Bransford and his colleagues, who together wrote an influential book called *How People Learn* (2000).

Bransford believes learning is a chain reaction that might look something like this:




Source: Based on J. Bransford, et al. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.

**Figure 2.1**
CRIA System: How People Learn

**Sensitive Situation** A key to students developing self-insight is to do the "Readiness Check" at the beginning of each chapter. Don't skip this section. Also, keep in mind that some students may not want to be completely honest about how they feel about taking this course. Students may feel that they don't need it and may not be ready to focus. Consider a brief discussion about why it is important to be honest when they fill out this "Readiness Check," and that the results are only for themselves and not for the instructor. Remind the students that the "Readiness Check" is just a "yardstick" to help them understand how ready they are to read and digest new information. If they truly want to improve and be more successful in college, they will need to recognize what areas they need to work on and focus on ways to improve them.

**Teachable Moment** Have you ever been asked if your students knew more about something than you did? How might you respond? Share with your students that there are many experts present in this class. Pass out index cards and have each student write down what they are an expert in. Include yourself. Also have them include how they became an expert. Did they have a natural talent, did they learn from someone, or did they teach themselves? Have the students share their responses. Stress all the "expertise" present in the class. Share something that you have learned from your students (e.g., Facebook, MySpace).

**Sensitive Situation** The backgrounds and challenges students face have changed dramatically over the years. Not everyone has an iPod or a DVD player. Some students may be working two jobs to pay for college, while others' expenses are fully funded by scholarships or parents. Some students are supporting families. Some students may have learning disabilities while others are academically talented. Keep in mind that the challenges may be greater for some students than others. Open the door for students to let you know if they are facing any unusual challenges. Provide students with challenges that you may have faced as a student and how establishing a relationship with an instructor made a difference. Now is a good time to give them your e-mail address, office hours, and any other ways that they might contact you.

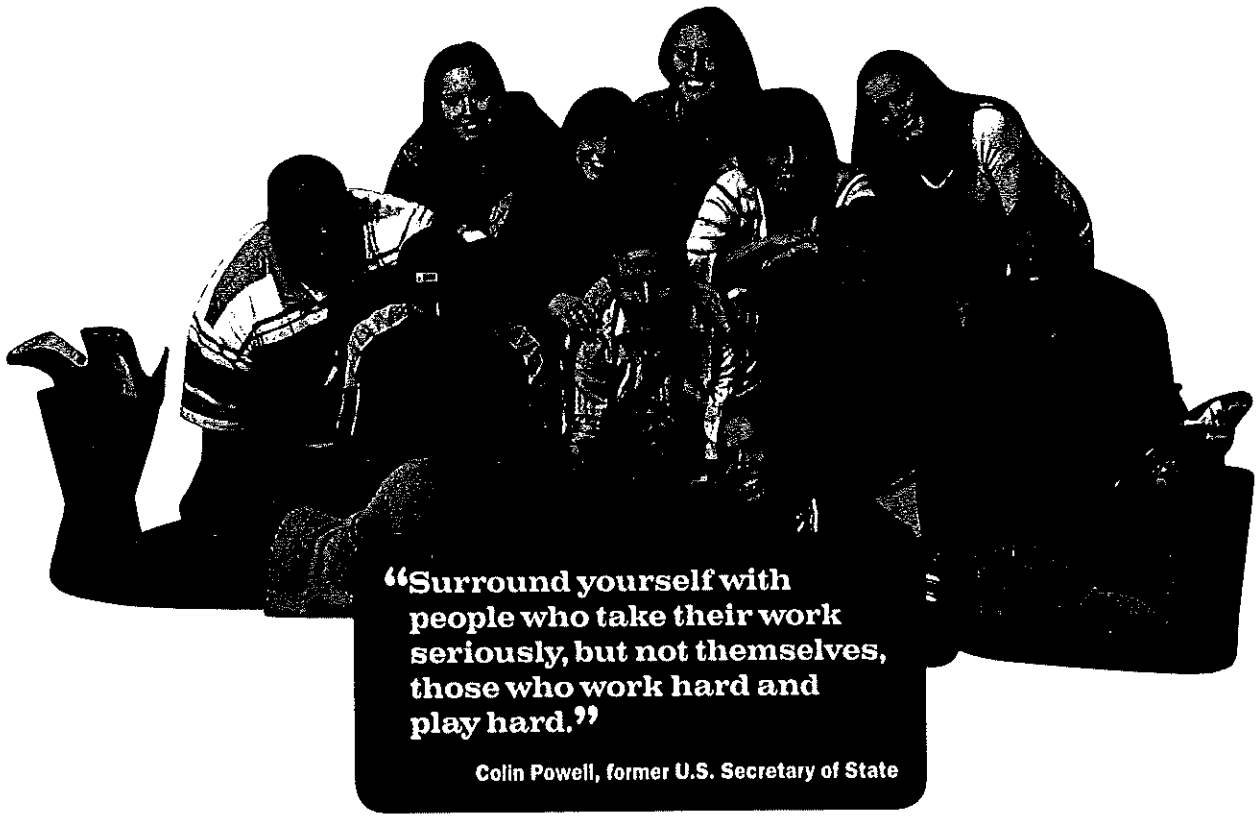
This Challenge → Reaction → Insight → Action learning chain reaction is integrated into *FOCUS* to help you learn. Each chapter takes you through "the system" by walking you through four steps:

**STEP 1: Challenge.** Whenever you're learning something new, the best place to start is by identifying what you think you already know—your gut reaction. Every chapter of *FOCUS* begins with a case study about a new college student facing some difficult issues that are related to the information you'll be learning about as you read the chapter. Research shows that people generally learn more from examples of things going wrong than they can from examples of things going right. The stories are about students of various ages, ethnicities, and backgrounds. The challenges are real ones many students face. Perhaps you (or a classmate you know) are facing similar issues yourself. Read the case studies carefully and think about solutions that would help these students—before you read the chapter's content. Every chapter begins with a challenge as the first step of the learning chain reaction.

**STEP 2: Reaction.** After you read the case study, you are asked for your reaction by answering a few questions about it. What is the student in the case study doing wrong or right? What should the student do differently? Your instructor may ask you to discuss your reaction in class or answer the questions in writing. This step of the learning process shows you how much you already know—before you begin reading. It also shows you what you don't know and what you can learn by reading. The goal of this book is help you become a **deep learner**, as opposed to someone who skims the surface and simply rushes on to the next assignment and the next course. It will ask you to pause, **take stock**, focus, and think.

**deep learner** someone who learns everything they can about a topic

**take stock** evaluate your progress



**"Surround yourself with people who take their work seriously, but not themselves, those who work hard and play hard."**

**Colin Powell, former U.S. Secretary of State**

STEP 3: Insight. At the end of each chapter, you'll be asked to revisit the chapter's opening case study. When you first thought about it, the whole idea of Gloria Gonzales and her challenge of turning her dreams into goals may have seemed simple, but after reading about it in the chapter, you might decide that you really hadn't thought about it very deeply and there's more to it than you originally thought. The difference between Step 2 (your immediate reaction) and Step 3 (the new insights you've gained from reading) demonstrate that you've learned! After reading the chapter and discussing it in class, you'll know some research on the subject, the chapter's suggestions, examples you can apply, and your instructor's thoughts about how the case study student handled the challenges. You'll also gain some insights about yourself, if you face any of these issues now or in the future, too.

STEP 4: Action. The final step in this learning chain reaction is about action. What have you learned that will change how you face similar challenges? Learning takes place when it relates to you personally, and insights have no impact unless they lead to change. The bottom line is: You must use your insights to take action. Think of this comparison. One day you feel tired, you notice that your clothes are tight, and you are suddenly aware that you're out of shape. You realize that you must eat healthier food and exercise more. But if you don't take action, it won't happen. To become real, new knowledge must lead to personal insights that result in action. What you learned by reading relates to you, and you must use it!

If you follow the system built into this book and use it as you read all your textbooks, the learning chain reaction will become automatic for you.

**Teachable Moment** The Challenge → Reaction → Insight → Action system is a very important feature of this text. The system asks students to react to a presented challenge, find out how much you already know, use the new knowledge provided to gain insight, and then turn that insight into action. Keep reminding students about this chain reaction.

**Developmental Students** All students, including those in developmental classes, often need to apply their own experience to a concept, so they can truly understand it. Have students relate the CRIA system to something they have mastered. To help the students formulate their ideas, you may want to present a challenge of your own and apply the CRIA system.

- What was the challenge?
- How did you react?
- What insights did you gain?
- What action did you take?

Have students present their CRIA examples to the class.

**Activity Option** Divide students into groups and respond to the following challenge: It's Friday, and a student has a ten-page paper due on Monday. His best friend has invited him to come visit for the weekend and the student wants to go. What are the possible reactions, insights, and actions related to this situation? Have each group present their answer to the class.

**Emotional Intelligence (EI) Research** One aspect of Emotional Intelligence is the ability to control one's impulses. In the famous marshmallow challenge done by Walter Mischel in the 1960s, four-year-olds were given marshmallows and told to wait 15 to 20 minutes before they ate them. The same students were followed 12–14 years later. Those who couldn't wait and grabbed the marshmallows were the same people years later that had a somewhat troubled life and were still unable to put off gratification.

### EXERCISE 2.1 How Do You "Spend" Your Time?[3]

Add up the cost of going to college for an entire term: tuition for one semester/trimester/quarter, the total estimated cost of all the gas you will use to get to and from class for the term, books and supplies, a computer you may have bought, and childcare, or any other expenses related to your going to school. Put down everything you can think of. Divide that grand total by the number of hours you are in school (number of weeks class is session multiplied by the number of hours you are scheduled to be in class). For example, if you are taking two, three-hour classes for a 16 week semester, the number you divide your grand total by will be 96 (= 6 hours × 16 weeks). Completing this exercise will show you how much money each class costs you–and the cost of missing class! Compare your "hourly rate" with that of your classmates and discuss the results as a group.

# How Motivated *Are* You and *How* Are You Motivated?

### EXERCISE 2.2 Intrinsic Motivation Self-Assessment

How intrinsically motivated are you? Read each of the following statements and circle the number beside each statement that most accurately represents your views about yourself.

*(continued)*

**Teachable Moment** Although the majority of the statements in this exercise are "I" statements, consider pairing students with a partner in class. For example, the responses to question 3, "I determine my career goals," may vary. Some students think that a strict teacher should determine students' goals when they don't pass a math class. Class partners can keep each other on task and help each other solve problem situations. According to J. W. Atkinson, "Achievement is a we thing, not a *me* thing, always the product of many heads and hands." Ask students how we, the class, can help each other succeed. Make a list and agree on some things the class, and you, can do to help each other.

| | Completely Not True | Somewhat Not True | Neutral | Somewhat True | Completely True |
|---|---|---|---|---|---|
| 1. I have academic goals. | 1 | 2 | 3 | 4 | 5 |
| 2. I am confident I can complete my degree. | 1 | 2 | 3 | 4 | 5 |
| 3. I determine my career goals. | 1 | 2 | 3 | 4 | 5 |
| 4. I enjoy solving challenging, difficult problems. | 1 | 2 | 3 | 4 | 5 |
| 5. I work on an assignment until I understand it. | 1 | 2 | 3 | 4 | 5 |
| 6. I am confident I will finish a degree or certificate. | 1 | 2 | 3 | 4 | 5 |
| 7. I determine the quality of my academic work. | 1 | 2 | 3 | 4 | 5 |
| 8. I am pursuing college because I value education. | 1 | 2 | 3 | 4 | 5 |
| 9. I feel good knowing that I determine how my academic career develops. | 1 | 2 | 3 | 4 | 5 |
| 10. I have high standards for academic work. | 1 | 2 | 3 | 4 | 5 |
| 11. Staying in college is my decision. | 1 | 2 | 3 | 4 | 5 |
| 12. I study because I like to learn new things. | 1 | 2 | 3 | 4 | 5 |
| 13. I enjoy doing outside readings in connection to my future coursework. | 1 | 2 | 3 | 4 | 5 |
| 14. I am intrigued by the different topics introduced in my courses. | 1 | 2 | 3 | 4 | 5 |
| 15. I study because I am curious. | 1 | 2 | 3 | 4 | 5 |
| 16. I look forward to going to class. | 1 | 2 | 3 | 4 | 5 |
| 17. I am excited to take more courses within my major. | 1 | 2 | 3 | 4 | 5 |
| 18. I enjoy learning more within my field of study. | 1 | 2 | 3 | 4 | 5 |
| 19. I like to find answers to questions about material I am learning. | 1 | 2 | 3 | 4 | 5 |
| 20. I enjoy studying. | 1 | 2 | 3 | 4 | 5 |
| 21. I have pictured myself in a career after college. | 1 | 2 | 3 | 4 | 5 |

| | Completely Not True | Somewhat Not True | Neutral | Somewhat True | Completely True |
|---|---|---|---|---|---|
| 22. I am excited about the job opportunities I will have later. | 1 | 2 | 3 | 4 | 5 |
| 23. I have pictured myself being successful in my chosen career. | 1 | 2 | 3 | 4 | 5 |
| 24. I believe I will make a substantial contribution to my chosen profession. | 1 | 2 | 3 | 4 | 5 |
| 25. I feel good knowing I will be a member of the professional community in my area of study. | 1 | 2 | 3 | 4 | 5 |

Total each column, then add your scores across. ____ + ____ + ____ + ____ + ____ =

_____ OVERALL SCORE

Continue reading to find out what your overall score means.

French, B. F., & Oakes, W. (2003). Measuring academic intrinsic motivation in the first year of college: Reliability and validity evidence for a new instrument. Journal of the First Year Experience 15(1), 83–102

When it comes to getting a college education, where does motivation come into the picture? In general, motivation is your desire to put forth effort, even when the going gets rough. The word *motivation* comes from Medieval Latin, *motivus*, meaning "moving." What moves you to learn? There are many ways to define motivation, and different people are motivated by different things.

How motivated would you be to learn something difficult, like a new language, one you'd never studied before? Let's say that you were offered a chance to learn Finnish, a challenging language that is not related to English. For example, in Finnish *Kiitoksia oikein paljon* means "thank you very much." Finnish would be a challenge to learn. To determine your level of motivation, it would help to know your attitude toward Finland and Finnish people, whether you needed to learn Finnish for some reason, how you felt about learning it, if you thought you could learn it successfully, if you were rewarded in some way for learning it, and just how stimulating you found the learning process to be.[4] In other words, your motivation depends on many factors, right?

You'd probably be more motivated to learn Finnish if these sorts of things were part of the picture: (a) you were going to visit relatives in Finland and were excited about it, (b) you'd always been good at learning foreign languages and you expected to learn this one easily, (c) your boss was planning to transfer you to Helsinki as part of a big promotion, or (d) you enjoyed your Finnish language class, thought the instructor was a gifted teacher, and found the other students to be as motivated as you were. So, whose job is it to motivate you? Your instructor's? This book's? Yours? *Can* anyone else besides you motivate you? This book will ask you: how motivated *are* you to succeed in college? And *how* are you motivated?

**Developmental Students** To help students understand that they are often "motivated" without realizing it, ask them to think about a time when they really wanted to accomplish something in their lives and what they did or sacrificed in order to achieve their desire. It may be something as basic as saving money to buy a car, being chosen as a member of a team, or winning a contest. Have the students share their stories. Point out how strong their motivational drive was to accomplish their goal and how this motivational drive can be applied to their educational goals.

**Teachable Moment** Motivation and optimism are connected. If you are not very optimistic about the outcome of something and have an "I can't" attitude, motivation will be minimized. Why do something if you think you will fail? Make sure students understand this relationship, and focus on their control of their own learning.

**"You are never given a wish without the power to make it come true. You may have to work for it, however."**

**Richard Bach, from *Illusions***

**extrinsically** outside yourself

**intrinsically** inside yourself

**Activity Option** Before class, write on index cards something that might cause a student to lose focus in school (e.g., your grandmother is ill, your books cost more money than you thought, your babysitter's last day is Friday). Make as many cards as you need for the size of your class. Pass out the cards, one per student, and as each student holds up his or her card, ask the class whether it's possible to exert some control over the situation, and if so, how.

**Activity Option** As a group activity, ask students to make a list of three things that motivate them and three things that hinder their motivation. Then look at the list and decide which are extrinsic or intrinsic motivators.

To assess your own motivation, it's important to understand the difference between *extrinsic* and *intrinsic* motivation. People who are **extrinsically**, or externally, motivated learn in order to get a grade, earn credits, or complete a requirement, for example. They are motivated by things outside themselves. You could be motivated to learn Finnish to earn three credits or to get an A. People who are **intrinsically**, or internally, motivated learn because they're curious, fascinated, challenged, or because they truly want to master a subject. They are motivated from within. You could be motivated to learn Finnish for the challenge, because you're curious about it, or because you find it fascinating. Let's be realistic, however. Extrinsic motivation is real and important. You need to earn college credits, and you'd rather get A's than F's. But how intrinsically motivated you are in college will have a great deal to do with just how successful you are. The motivation to become truly educated must come from within you.

You completed the Academic Intrinsic Motivation Scale (AIMS) in Exercise 2.2, which is designed to measure your intrinsic, or internal, motivation to succeed in college in terms of these four C-Factors:

1. **Curiosity.** Do you want to learn new things? Are you truly interested in what you're learning? Are your curious? Do you ask questions?
2. **Control.** Do you think working hard in your academic courses will pay off? Do you believe you can control how successful you'll be?
3. **Career outlook.** Are you goal oriented? Are you future oriented? Can you imagine yourself using what you learn in college to help you get a job you want?
4. **Challenge.** Does your college coursework challenge you? It is important that the level of challenge is right for you. Too much challenge can cause you to become frustrated and give up. Not enough challenge can cause you to lose interest.[5]

**Teachable Moment** Pose the following question to your students: Is fashion merchandising a good career choice for everyone? Why or why not?

Think about it this way: If your overall score on the AIMS was 100–125, you're intrinsically motivated at a high level. If you scored between 75 and 99,

## FOCUS ON CAREERS: Saree Robinson, Fashion Merchandiser

Courtesy of Saree Robinson.

**Q1: Why did you decide to pursue a career in fashion/fashion merchandising?**
I always loved fashion and knew that in order to be truly happy, I had to work in a field that I felt passionate and excited about! Many people think "fashion career," and they automatically think of fashion designers. The truth is there are many, many different career paths in this field. Fashion careers require you to be ahead of the game in order to spot and set trends, and help determine the market's needs. Because I have a very analytical brain, I like to assess and track trends, so I found fashion merchandising to be the best choice for me. Merchandising encompasses a lot. I play a role in creating a visual story for any given season, helping determine what manufacturers produce, what styles will stock shelves, and how displays in stores will be assembled to heighten interest in the looks we are trying to sell.

**Q2: Beyond going to college, what else helped prepare you for your career?**
Work, work work–and interning!! The more experience you have, the more valuable you will be to a company. In this field everyone starts at the bottom, or close to the bottom. Basic retail experience is useful. Following and reading about style trends are also imperative to understanding what is going on in fashion.

**Q3: What are the best and worst aspects of your career field?**
Fashion jobs are rarely as glamorous as they may seem. There is a lot of hard work involved! The best part of my job is when I see a woman on the street rocking a look I had suggested in my trend analysis. The worst

you're intrinsically motivated at a moderate level, but increasing your intrinsic motivation may help you achieve more. If you scored below 75, a lack of intrinsic motivation could interfere with your college success. If you're intrinsically motivated, you'll use all the learning tools offered to you in FOCUS.

Like the Challenge → Reaction → Insight → Action system, the Academic Intrinsic Motivation Scale's C-Factors reappear throughout the book to boost your intrinsic motivation:

**Sensitive Situation** Some students in your class may have low AIMS scores. Debriefing this activity is important because these students may be losing hope. Consider having students write a journal entry to you, a private conversation, in which they reflect on their scores and speculate on why they are low. Ask students to consider if they would like their scores to be different than what they are, and whether they have any ideas about what they will do to improve their scores.

**C CULTIVATE Your Curiosity** Each chapter includes a short article on something that's related to college success. You'll read cutting-edge information that may make you curious to read more about it.

**C CONTROL Your Learning** You are encouraged throughout this book to apply what you are learning to your most challenging task this term. You can apply the information to your toughest class or to a challenging part of your job outside school.

**C CREATE A Career Outlook** Each chapter includes a "Focus on Careers" interview with a professional. As you read them, think about the interviewees' stories, and ask yourself whether you have the interest and motivation required to get where they are. Following the interview, you'll read some quick facts in a section called "Create a Career Outlook" to see whether this career might fit you.

**C CHALLENGE Yourself Quizzes** In general, if a course is too challenging, you may be tempted to give up. If it's too easy, you may lose interest. Adjusting the level of challenge to what's right for you is key to keeping yourself motivated to learn. Online quizzes for each chapter will challenge you so that you can work at your best. For more practice online, go to www.cengage.com/colsuccess/staleyCC to take the Challenge Yourself online quizzes.

part of my job is horribly ugly trends, snotty people, and the occasional high stress levels.

**Q4: What's your advice to college students who'd like to get into fashion/fashion merchandising/buying?**
Don't get into this field unless you adore everything about fashion. If you LIVE for it, you will love it! This is a job that doesn't just disappear when you leave the office–everyone is connected to fashion, whether they know it or not.

**Q5: What if anything has surprised you about your career?**
There are surprises every day!!

## C CREATE a Career Outlook

### FASHION MERCHANDISER

Have you ever considered a career as a fashion merchandiser?

#### Facts to Consider[6]

**Academic preparation required:** Many companies require buyers to have a degree in business or economics, and to become a top-level buyer, a master's degree is typically required. But regardless of your educational background, most employers require buyers to go through a training period of one to five years to learn the company.

**Future workforce demand:** No change in the hiring patterns for buyers or purchasing managers is predicted soon.

**Work Environment:** Typically buyers work in comfortable offices and travel a few days each month. Hours can be long during peak sales periods, and buyers are expected to keep up with the pressure and pace of the fashion market.

**Essential Skills:** Confidence, analytical skills, and very strong organization skills are all-important traits in the buying world. Buyers must be able to use data to predict trends, meet supply demands, and keep track of their purchases. A lot of the organizational part of buying includes using computers, so an understanding of spreadsheets and data programs is a must.

#### Questions to Think About

1. Do you have (or could you acquire) the skills this career requires?
2. Are you interested in a career like this? Why or why not?

For more career activities online, go to www.cengage.com/colsuccess/staleyCC to do the Team Career exercises.

**Activity Option** Give each student ten sticky notes. Ask students to write one word on each note to fill in the blank: The ideal student _____. Repeat this phrase ten times, each time giving the students only seconds to fill in the blank. On the board, write "Student has control" on one side and "Student has no control" on the other. Have students put each sticky note under the heading they believe is true of their statement. Some students believe that they have no control of issues that they really do. Let students lead the discussion.

### EXERCISE 2.3 The Ideal Student

Create your own personal top-ten list of the characteristics (attitudes and actions) of an ideal student. Bring your completed list to your next class session so that everyone can read their lists and create a master list that everyone can agree on. Put your initials next to each of the ten items on the master list that you promise to do throughout the term. Your personal top-ten list, which your instructor may discuss with you individually at a later time, will become your own list of goals for the course.

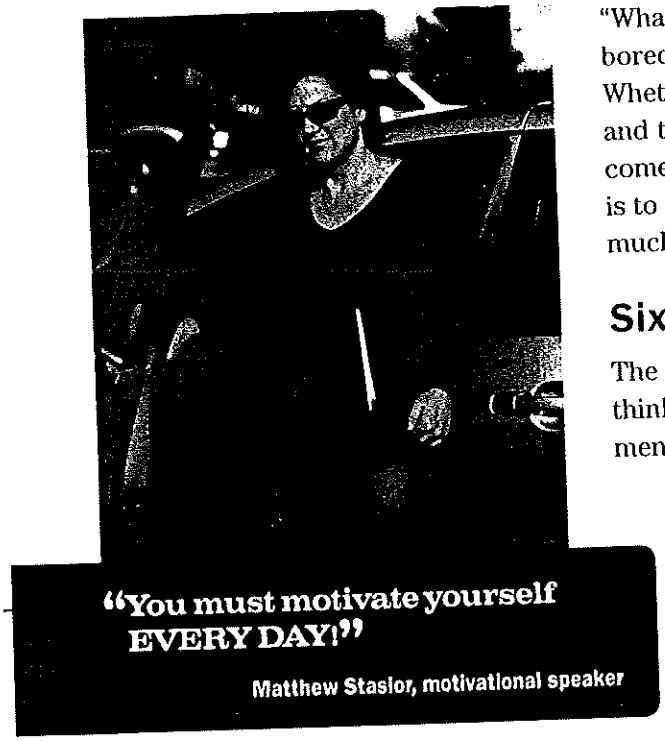
# Give Yourself an Attitude Adjustment

**attitude** state of mind or mental position

**aptitude** natural ability

There's a difference of opinion on the subject of **attitude**. Some people say attitude is not all that important. Attitude-schmattitude, they say. Others say that *attitude* is more important than **aptitude**. What do you think?

In research studies conducted by Rick Snyder at the University of Kansas, students who scored high on a measure of hope got higher grades. Snyder explained that students with high hopes set themselves higher goals and know how to work hard to attain them.




Quick quiz. How many times a day do you catch yourself saying "Whatever . . . ," and rolling your eyes? Whatever-ness—an attitude of boredom and impatience—takes a lot less effort than staying positive. Whether you realize it or not, whatevers chip away at your motivation, and they can cause you to give up on your dreams and goals. When it comes to your college education, one good thing you can do for yourself is to delete the word *whatever* from your vocabulary. Your education is much too important for whatevers—and so are you.

## Six Ways to Adjust Your Attitude

The good thing about attitude is that you can change it yourself. As you think about benefits of fine-tuning your attitude, keep these six recommendations in mind:

1. **Know that you always have choices.** Regardless of circumstances—your income, your background, or your academic experiences—you always have a choice, even if it's limited to how you choose to view your current situation.
2. **Take responsibility for your own outcomes.** Coach Vince Lombardi used to have his players look in a mirror before every game and ask themselves, "Am I looking at the person who is helping me win or the one who is holding me back?" Blaming others simply diminishes your own power to work toward **constructive responses** to challenges.
3. **Choose your words carefully.** "Can't" and "won't" are two of the biggest obstacles to a healthy attitude. Also pay attention to how you describe things. Is the cup half empty or half full? State things in the positive rather than the negative (for example, "stay healthy" rather than "don't get sick"). Language is a reflection of attitude.

**constructive responses** statements or actions that promote improvement

**Activity Option** Divide students up so that at least two students are assigned to each of the ways to adjust attitude. Ask students to describe or role play a real-life example related to the numbered point they have been assigned.

4. **Fill your mind with messages about the attitude you want to have.** The old saying, "garbage in, garbage out," applies to attitudes as well. There are plenty of books, CDs, and films that offer positive, motivating messages. Paying attention to role models whose traits you admire is also a great way to boost your outlook.
5. **Turn learning points into turning points.** Have you ever watched someone do something so badly that you've said to yourself, "I'm never going to do that! I'm going to do it differently!"? You can also choose to learn from your own mistakes and setbacks. They all offer some sort of lesson, even if it takes a bit of distance from the event to see what you can learn.
6. **Acknowledge your blessings.** Taking time at the end of each day to recognize and feel gratitude for the blessings in your life—no matter how large or small—is a great way to develop a positive attitude.

**Developmental Students** Have students consider how high school is different from college. Ask them to consider their attitude in high school, particularly traditionally-aged students. Would that attitude help them to receive the grades they want in college? Have them discuss why or why not. If it will not, how will they have to change their attitude in order to be a successful student? To encourage comments from non-traditional students, ask them to reflect on their attitudes in high school and their attitude in college or in the work world. Did their high school attitude help them be successful? Or did they have to change their attitude and if so, in what ways?

### Box 2.1 Statements That Ought to Be Outlawed in College . . . and Why

Since words reflect attitudes (and help shape them), listen for statements like these escaping from your mouth. They can negatively affect your attitude and therefore your learning:

- **"I thought college classes would be more interesting than they are."** *Interesting* is in the mind of the beholder.
- **"I didn't learn a thing in that class."** Actively search for what you can take away from a class, even if it didn't quite meet your expectations.
- **"The textbook is really dull. Why bother reading it?"** Reading may not be your favorite pastime, but you may learn more from a textbook than you can predict.
- **"The professor is soooo-o-o boring."** In life, we all interact with all types of personalities, so begin to appreciate differences in communication styles.
- **"Why do I have to take this required course? What's the point?"** The point is to broaden your horizons, expand your skills as a critical thinker, and become a lifelong scholar.

Care enough to give yourself every opportunity to do your best. And, yes, every class, every situation in life, is an opportunity. You're worth it.[7]

### EXERCISE 2.4 Your Academic Autobiography

Write a three-paragraph academic autobiography describing your preparation for college. Describe the quality of your primary, middle, and high school learning experiences. Did they prepare you for what you're experiencing now in college? What do you think will be your strengths and weaknesses as a college student? Look back at your academic self throughout your schooling and look ahead to the kind of student you're planning to be in college, then write your academic autobiography. Or as an alternative, create a presentation answering these questions for your classmates.

**Developmental Students** Many students have found school to be difficult for one reason or another. This is a good time to remind students that college is a place to develop a new outlook on their education. Remind them of all the supporting resources that are available in college, and give them a list with contact information. Encourage them to seek help.

**Teachable Moment** Choosing an alternative to writing can also indicate a student's preferred way of communicating. Early in the semester it is good to give students choices. Students who choose to write their academic autobiography are probably somewhat comfortable with writing. Other students might be more comfortable presenting. One way to tap into another learning strength is to allow students to draw or use clip art to describe their learning paths. Students can present the art to the class, or simply turn it in.

## Ability versus Effort: What's More Important?

Successful people have several things in common: They love learning, seek challenges, value effort, and persevere even when things become difficult.[8] They demonstrate both ability and effort. These two things are the basic requirements for success. College is about both.

**"The greatest mistake you can make in life is to be continually fearing you will make one."**

**Elbert Hubbard, American writer, artist, and philosopher, 1856–1915**

Think about some of the possible combinations of ability and effort. If you have high ability and exert great effort, you'll most likely succeed. If you have high ability and exert little effort, and still succeed, you've just proved how smart you must be! But if you have high ability and exert little effort and fail, you can always claim you didn't have the time to invest or you didn't care, right? You can always maintain that you could have done well if you'd tried harder: "I could have been another J. K. Rowling; I'm a great writer." If you had really tried for that kind of success, you wouldn't have been able to say that. That's a dangerous strategy, one that's called "**self-handicapping.**"[9] Some college students consciously or unconsciously apply this strategy. They exert little effort, perhaps because they have no confidence in themselves or because they fear failure, and then they rationalize when they don't do well.

**self-handicapping** hurting your own chances to succeed

### EXERCISE 2.5 Theories of Multiple Intelligence Scale

What is intelligence? Are people born with a certain amount? Or can it be cultivated through learning? Using the following scale, write in the number that corresponds to your opinion in the space next to each statement. There are no right or wrong answers.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| Strongly Agree | Mostly Agree | Agree | Disagree | Mostly Disagree | Strongly Disagree |

_____ 1. You have a certain amount of intelligence, and you can't really do much to change it.

_____ 2. You can learn new things, but you can't really change your basic intelligence.

_____ 3. You can always substantially change how intelligent you are.

_____ 4. No matter how much intelligence you have, you can always change it quite a bit.

**Teachable Moment** Consider that parents may play a role in the development of performers versus learners; however, instructors can, too. Ask students to describe what they want from professors to help them become learners versus performers. What if professors can't change? What can the students do? This discussion should lead to the fact that despite how the professor may teach, it is still ultimately up to the student to be a learner.

Research shows that what you *believe* about your own intelligence—your *mindset*—can make a difference in how successful you'll be in college. At first glance this statement seems absurd. After all, you're either smart or you're not, right? Wrong.

**performers** someone who is driven to appear smart

**learners** someone who is driven to learn, even by making mistakes

The scaled questions demonstrate that there are two basic ways to define intelligence. Some of us are **performers**, who agree with statements 1 and 2, while others of us are **learners**, who agree more with statements 3 and 4. *Performers* believe that intelligence is a fixed trait that cannot be changed. From the moment you're born, you have a certain amount of intelligence that belongs to you, and that's that. *Learners*, on the other hand, believe you can grow your intelligence if you capitalize on opportunities to learn. Whenever you tackle a tough challenge, you learn from it. The more you learn, the more intelligent you

can become. Understanding which view of intelligence you believe in will make a difference in how you approach your college classes, and how successful you'll be.

> **"Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it."**
>
> **Lou Holtz, former college football coach and ESPN sports analyst**

Students who are taught the value of a learning mindset over a performance mindset can actually achieve more than students who don't.[10] In one study, college students' views of intelligence predicted the goals students valued in college. *Performers* were more likely to want to give up in challenging situations; learners wanted to try harder.[11] In one study that measured the electrical activity in college students' brains as they performed a difficult task, brain activity showed that *performers* cared most about whether their answers were right or wrong, while *learners* were interested in follow-up information they could learn from.[12] Yet another study showed that *learners* are more likely to buckle down academically, even when they feel depressed.[13] It's clear: Believing you're a *learner* provides advantages in motivation, achievement, enjoyment, and commitment.

**Activity Option** Ask students how they see themselves. Do they think it is possible to be a performer in some areas and a learner in others? Have students apply these concepts to themselves.

I was a performer when_____.
I was a learner when_____.

Regardless of what you believe about your precise intelligence level, the fact is this: *Intelligence can be cultivated through learning.* And people's theories about their intelligence levels can be shifted.

## C CONTROL Your Learning

### YOUR TOUGHEST TASK

**In Class:** Think about the courses you're enrolled in this term. Which one will be the toughest? Use the following chart to analyze your C-Factors for this course. Describe this course in terms of its *challenge* level, your *curiosity* about the subject, how much *control* you believe you have to succeed, and the way each class impacts your *career outlook*. Once you've determined the levels of challenge, curiosity, control, and career outlook, remember that it's *your* responsibility to adjust them.

- What is the relationship between the four C-Factors and your intrinsic motivation to learn? For example, if you don't feel you have much control over how well you do, how can you change that?
- What can you do to increase your intrinsic motivation and become more successful?

| Course Title | Challenge | Curiosity | Control | Career Outlook | Adjustments Required |
|---|---|---|---|---|---|
| *Composition* | *Very High: never been good at writing* | *Very Low: had a discouraging teacher in H.S.* | *Moderate: probably higher than it feels to me* | *Will need to know how to write in any job* | *Need to spend more time pre-writing and going to the campus Writing Center for help* |
| | | | | | |

| Job Task | Challenge | Curiosity | Control | Career Outlook | Adjustments Required |
|---|---|---|---|---|---|
| | | | | | |

**On the Job:** If you prefer, think about your toughest task on the job. Perhaps you've been assigned a new project, and you're not sure where to start. Use the last row to analyze the level of challenge, how much curiosity you have about figuring it out, how much control you think you have over how successful you'll be at it, and how learning from this experience might affect your targeted career. Finally, what can you do to adjust these factors, if you need to?

# What Drives You? Values, Dreams, and Goals

### EXERCISE 2.6 Core Values Self-Assessment

What are your core values? What's most important to you—deep down inside? Review the following list and check off the items that you value. Don't spend too much time thinking about each one; just go with your initial gut reaction. For each item, ask yourself "Is this something that's important to me?"

| | | |
|---|---|---|
| _____ Health | _____ Physical Appearance | _____ Financial wealth |
| _____ Fitness/Physical strength | _____ Independence | _____ Commitment |
| _____ Loyalty | _____ Honesty | _____ Compassion |
| _____ Academic achievement | _____ Children | _____ Leisure time |
| _____ Success | _____ Leadership | _____ Balance |
| _____ Happiness | _____ Family | _____ Friendship |
| _____ Social life | _____ Marriage/Partnership | _____ Recognition |
| _____ Athletics | _____ Spirituality | _____ Status |
| _____ Creativity | _____ Variety | _____ Wisdom |
| _____ Meaningful work | _____ Challenge | _____ Time spent alone |
| _____ Adventure | _____ Personal growth | _____ Other (list here) |

Now review all of the items you checked off and circle the five that are most important to you at this point in your life. Then rank them by putting a number next to each of the five circled values with number one as your top priority. Finally, take stock. Is this the person you want to be? Is there anything about your values that you would like to change? If so, what's keeping you from making this change?

**Teachable Moment** Students need to understand that individuals have different values. However, if you ask members of the class to list their top five values, you should find some similarities. Research shows that attaining great wealth is important to today's students. Students should discuss why they think this is important to them. What might they be missing?

Before tackling the big questions about what you want to create with your life, it's important to first take a close look in the mirror. Who are you? What makes you tick? What do you value? What are your goals? Where will your dreams take you?

**value** something you think is important

**goals** something you make specific plans to achieve

**dreams** something you wish for

## Values at the Core

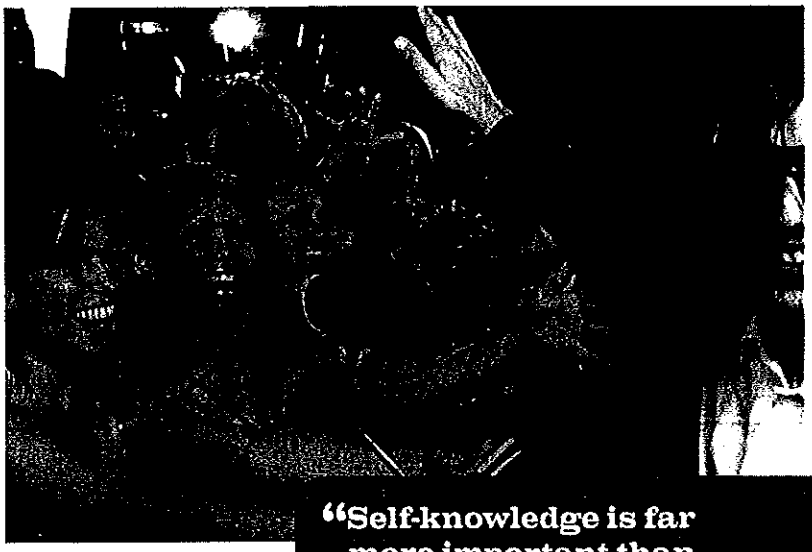
What do you value in life? By taking time to examine your personal values, managing your life will become easier and make more sense. Values can be things you can't exactly see or touch, like love or respect, or things that are visible and real, like family or money. Understanding how they motivate you isn't as simple as it might seem. Values can change as you go through life. For example, if you're single now, you may value the freedom to meet a variety of potential romantic partners. Later, however, you may want a committed relationship because you want stability in your life. For this reason, it's important to look at your values from time to time and rethink them.

Another complicating factor is that values can conflict with one another. Suppose that you value honesty and kindness, and you are at a party and a friend asks you what you think of her

**"Knowing others is intelligence; knowing yourself is true wisdom. Mastering others is strength; mastering yourself is true power."**

**Lao Tzu, Taoist philosopher**

new hair color. You honestly think it's hideous, but telling her so would hurt her feelings, thus violating your value of being kind. How do you respond? That would depend on which value is a higher priority for you. You have to make an on-the-spot decision about which value to use. Once you define your values, however, they can help you make everyday choices, as well as big decisions, like which major to pursue in college. For example, if academic achievement is one of your top values, the next time you have the urge to cut class, consider what that choice says about your value system. There is a great inner satisfaction that comes from living a life tied to core values.



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**"Self-knowledge is far more important than self-confidence."**

**Simon Cowell, *American Idol* judge, from *I Don't Mean to Be Rude, But . . .***

## Dreams versus Goals

Do you agree or disagree with this statement: "I can be anything I want to be"? You've probably heard this statement frequently. Your family and teachers all want you to have positive self-esteem, and certainly there are many career options available today. But is it true? Can you be *anything* you want to be? What's the difference between a dream and a goal?

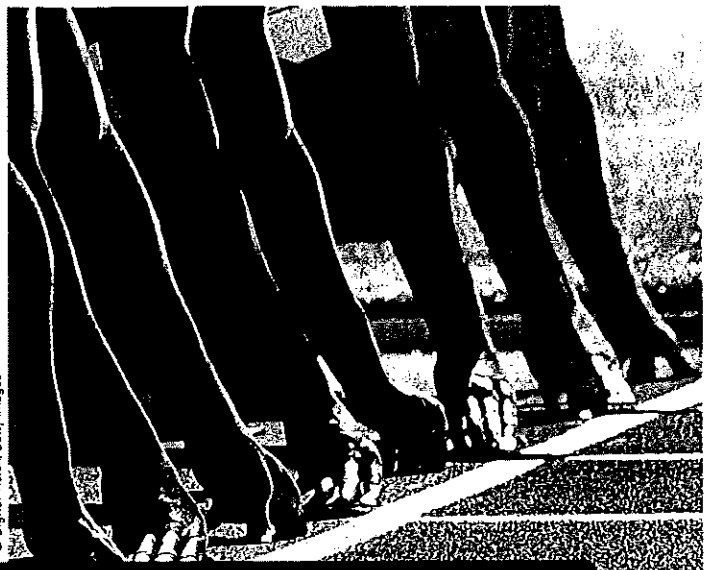
As a student, you may dream of being a famous doctor or a famous athlete or just plain famous. That's the beauty of dreams—you can imagine yourself doing anything. When you're dreaming, you don't even have to play by the rules of reality. Dreams are fantasy-based—*you* in a perfect world. But when it's time to come back to reality, you discover that there are rules, after all. You may have dreamed of becoming a top-earning NBA player or a top fashion model when you were a child, but you have grown up to be the same height as Uncle Al or Aunt Sue—and that's not tall enough.

Dreams alone are not enough when it comes to "creating your future." As professional life coach Diana Robinson says, "A dream is a goal without legs." And without legs, that goal is going nowhere. Dreaming is the first step to creating the future you want, but making dreams come true requires planning and hard work. Gloria Gonzales wanted to become a fashion merchandiser because she liked clothes and people always told her she looked good. As she continues through college, however, she will come to understand the nuts and bolts of the fashion business. The fashion industry might be challenging to break into, but that doesn't mean she should abandon her dream. She must find a realistic way to help her turn her dreams into goals. Just dreaming isn't enough.

Dreams are exciting; you can let your imagination run wild. Goals are real; you must work out how to actually achieve your dreams. Goal setting is an important part of the life management skills this book will help you develop. Your goals may not seem at all clear to you right now, but the important thing is to learn that there's a right way and a wrong way to set your goals. The best way to ensure that the goals you set will serve you well is to make sure you *FOCUS*. Here's a brief overview of what that means.

**Activity Option** To help students understand what values are, divide students into groups and present each group with a different scenario that clearly points out how a student has made a decision based on values. Ask students to identify how the values were used to make a decision.

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



© Digital Vision/Getty Images

**"What you get by achieving your goals is not as important as what you become by achieving your goals."**

**Zig Ziglar, Motivational speaker, writer, and trainer**

F **Fit.** Your goal must fit your values, your character, and who you are as a person. Goals that conflict with any of these things will not only be difficult to accomplish, but they just won't work. If your goal is to become a writer for a travel magazine because you love adventure, but flying in planes terrifies you, you're in trouble.

O **Ownership.** Own your goals: See it, taste it, want it! It must be your goal, not someone else's goal for you. Ask yourself: Does the thought of achieving this goal get me fired up? Do I genuinely own this goal or do I feel I ought to have this goal because it sounds good or makes someone else happy?

C **Concreteness.** For any goal to be effective, it must be real. In other words, you must be able to describe your goal in detail: "To run a mile in less than six minutes by March 4th" is much more concrete than "to eventually run faster." The more concrete, the better.

U **Usefulness.** Goals must be useful. They must serve a purpose, and that purpose should be tied to your long-term vision of the person you want to become. For example, if you want to work for an international hotel some day, it would be useful to begin studying a foreign language now.

S **Stretch.** In the business world, people talk about stretch goals. These are goals that require employees to stretch beyond their usual limits to achieve something more challenging. Goals must be based in reality, but also offer you a chance to grow beyond the person you currently are.

**Activity Option** Put students in groups of three or four and assign each group two letters of the word FOCUS. Ask students to think of successful student behaviors that begin with the letters they are assigned. Ask them how these behaviors connect to goal setting. For example, successful students:

- Find help, if they need it.
- Own their own success.
- Come to class regularly.
- Use resources available on campus.
- Sit in the front of the classroom.

**Activity Option** Many students have difficulty seeing too far into the future. Goal setting is an abstract concept. Have students complete this statement and decide if the goal they have for this class has "FOCUS": I want to pass this class with a(n) _____(Insert Grade).

Your goals should include both short- and long-term goals. Once your long-term goals are set (though they may shift over time as *you* shift over time), you will then want to set some short-term goals, which act as in-between steps to achieving your long-term goals.

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

| **Long-Term Goals**<br>**What do I want to accomplish . . .** | **Short-Term Goals**<br>**What do I want to accomplish...** |
|---|---|
| In my lifetime? | This year? |
| In the next twenty years? | This month? |
| In the next ten years? | This week? |
| In the next three to five years? | Today? |

## C CULTIVATE Your Curiosity

### KNOW THYSELF! HOW HARD CAN THAT BE?

Knowing yourself doesn't sound like much of a challenge, does it? After all, you've lived with yourself for a long time. You know every freckle, every dimple, every quirk. Or do you?

Socrates advised many centuries ago, "Know thyself." But David Dunning, professor of psychology at Cornell University and author of *Self-Insight: Roadblocks and Detours on the Path to Knowing Thyself* (2005), says that most of us really don't know ourselves as well as we think we do. In fact, when we're asked to predict how well we'll do at something, and that prediction is compared to how well we actually did, most of us are off base. In one study, college students were given a pop quiz after they finished a task, like memorizing a list of words or figuring out a problem. Then they were asked how well they thought they did.

Dunning and his research colleague, Justin Kruger, split the test-takers into four quarters: students who actually did the worst, those that did a little better, those that did pretty well, and those who did best.

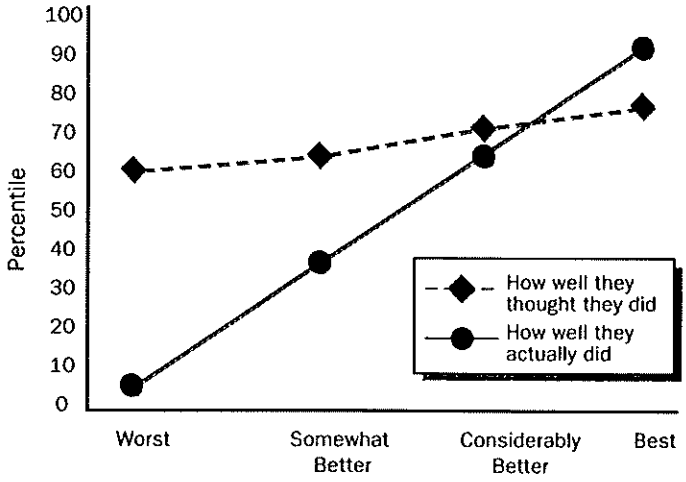
In general, students who thought they did best often performed in the bottom quarter, and students with the highest scores sometimes underestimated their performance. Take a look at Figure 2.2, which summarizes the typical pattern uncovered in Dunning's research to date. In particular, compare participants in the bottom quarter with those in the top one, and you'll see that the participants who did the worst were the ones who were the most optimistic!

Why is this so? Why aren't we all right on the mark? Specifically, why can't people tell when they're not doing a good job? One reason Dunning offers is that people can't be expected to always know when they're not doing well. Because they *don't* know how to do what they're doing (and therefore they aren't doing it well), they're simply not in a position to know. The skills they need in order to *do* a good job are the exact same skills they need to *recognize* whether they are doing a good job. So they hope for the best. And while optimism isn't a bad thing–in fact, it's generally a good thing–realism is critical, too, in college and in life.

That's why it's important to seek input from your instructors about the quality of your work. Grading it and giving you feedback is their job! Work with other students so that you can see their skill levels compared with your own. Learn from the self-assessments in this book. Use your classes as an opportunity to gather all the self-knowledge you can. Rather than simply hoping for the best, do all you can to get to know yourself better and give college your best shot.

**Figure 2.2**

Typical Relationship Found Between Perceived and Actual Performance




*Source:* D. Dunning. (2005). *Self-Insight: Roadblocks and Detours on the Path to Knowing Thyself.* New York: Psychology Press, p. 18.

# Physical, Mental, and Spiritual Health & College Success

Although you may not have thought about it much, your health is an important part of your education. In fact, without good health, education is at risk. Your physical, mental, and spiritual health affect your ability to learn. In 1790, Thomas Jefferson wrote this advice to his young, evidently studious cousin: "Exercise and recreation . . . are as necessary as reading. I will rather say more necessary because health is worth more than learning." What did Jefferson mean? Was he suggesting that his young cousin chuck his books and jump on a bicycle? Probably not. But what he was encouraging him to do was to keep things in balance. Don't ignore one area of your life when other areas are important too. We tend to think that college is mostly about developing our brains. However, our brains are obviously connected to the rest of us, right?

**"Take care of your body. It's the only place you have to live."**

—Jim Rohn, business philosopher and author

Physical health is only part of the picture. Mental health issues—depression or anxiety, for example—can also affect your efforts. Spiritual health that comes through searching and self-understanding provides the motivation to make good choices in the first place.

Keep these quick suggestions in mind:

**Physical Health: See a physician if any of these symptoms are present.**

- Fever of 102.5 degrees or higher
- Headache accompanied by a stiff neck
- Unexplained, significant weight loss
- A mole that bleeds, itches, or changes shape, color, or size
- Sudden vomiting
- Difficulty swallowing
- Blood that is vomited or coughed up
- Alternating diarrhea and constipation
- Pain or blood with urination
- A lump or thickening in the breast
- Unusual discharge from your genitals
- Change in your menstrual cycle
- Pain in your abdomen that won't go away
- Persistent cough, chest pain, or trouble breathing
- *Any* symptom that doesn't seem to go away and worries you[14]

**Mental Health: Consider seeing a counselor if any of these symptoms are present.**

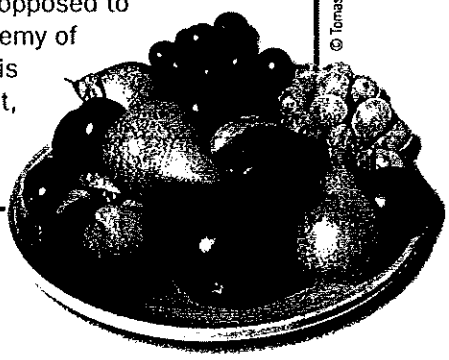
- Sadness, anxiety, or feelings of emptiness
- Low energy and fatigue
- Loss of interest in enjoyable activities
- Changes in sleep patterns (insomnia, early waking, oversleeping)
- Appetite and weight changes (loss or gain)
- Feeling worthless or guilty or hopeless
- Suicidal thoughts (or attempts)
- Trouble concentrating, remembering, or making decisions
- Excessive crying or irritability
- Aches and pains that come and go without explanation[15]

## HOW FULL IS YOUR PLATE?

"This constant, unproductive preoccupation with all the things we have to do is the single largest consumer of time and energy."

—Kerry Gleeson, Time Management Expert

How much time do you spend worrying about how much is on your plate—as opposed to removing things one at a time in a systematic way? Sometimes the biggest enemy of time management is worry. We're stopped by our worries and fears. How true is that statement for you? List the three items you worry about getting done most, and for each one, list three suggestions you should follow to improve your time management skills and your life.



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**Spiritual Health: Spiritual searching is something you can do on your own or with the help of a religious advisor.** Many students are searching for meaning in their lives. For some, it can be a time of struggle as they try to envision what appears to be a distant future. "What am I going to do with my life?" is a common question. Nearly three-quarters of first-year college students report having discussions about the meaning and purpose of life with friends.[16] The important thing is to keep your physical, mental, and spiritual life in balance as you focus on your "academic health."

**CHALLENGE Yourself Quizzes** For more practice online, go to www.cengage.com/colsuccess/staleyCC to take the Challenge Yourself online quizzes.

## STEP 3 INSIGHT NOW What Do You Think?

At the beginning of this chapter, Gloria Gonzales faced a series of challenges as a new college student. Now after learning from this chapter, would you respond differently to any of the questions you answered about the "FOCUS Challenge Case"? Using what you learned in the chapter, write a paragraph ending to Gloria's case study. What are some of the possible outcomes for her?

## STEP 4 ACTION Your Plans for Change

1. Identify one new thing you learned in reading this chapter. Why did you select the one you've selected? How will it affect what you do in your college classes?
2. Do you have some of the same questions Gloria does about your own level of motivation to achieve in college? How could you increase your motivation? How important might that be?
3. How do your own goals and dreams differ? How do you plan to turn your dreams into goals?

### REALITY CHECK

On a scale of 1 to 5, answer these questions now that you've completed this chapter.

1 = not very/not much/very little/low  5 = very/a lot/very much/high

Looking back, how much did you *really* know about this subject matter before reading the chapter?

1 2 3 4 5

How much do you think this information might affect your career success after college?

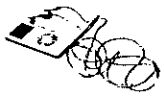
1 2 3 4 5

How much do you think this information might affect your college success?

1 2 3 4 5

How long did it actually take you to complete this chapter (both the reading and writing tasks)? _____ Hour(s) _____ Minutes

Compare these answers to your answers from the "Readiness Check" at the beginning of this chapter. How might the gaps between what you thought before starting the chapter and what you now think affect how you approach the next chapter?



To download mp3 format audio summaries of this chapter, go to www.cengage.com/colsuccess/staleyCC.

# Accepting Personal Responsibility

**I accept responsibility for creating my life as I want it.**

| SUCCESSFUL STUDENTS . . . | STRUGGLING STUDENTS . . . |
|---|---|
| ■ **adopt the Creator role,** believing that their choices create the outcomes and experiences of their lives. | ■ accept the Victim role, believing that external forces determine the outcomes and experiences of their lives. |
| ■ **master Creator language,** accepting personal responsibility for their results. | ■ use Victim language, rejecting personal responsibility by blaming, complaining, and excusing. |
| ■ **make wise decisions,** consciously designing the future they want. | ■ make decisions carelessly, letting the future happen by chance rather than by choice. |

CASE STUDY IN CRITICAL THINKING

## The Late Paper

Professor Freud announced in her syllabus for Psychology 101 that final term papers had to be in her hands by noon on December 18. No student, she emphasized, would pass the course without a completed term paper turned in on time. As the semester drew to a close, Kim had an "A" average in Professor Freud's psychology class, and she began researching her term paper with excitement.

Arnold, Kim's husband, felt threatened that he had only a high school diploma while his wife was getting close to her college degree. Arnold worked at a bakery, and his coworker Phillip began teasing him that Kim would soon dump Arnold for a college guy. That's when Arnold started accusing Kim of having an affair and demanding she drop out of college. She told Arnold he was being ridiculous. In fact, she said, a young man in her history class had asked her out, but she had refused. Instead of feeling better, Arnold became even more angry. With Phillip continuing to provoke him, Arnold became sure Kim was having an affair, and he began telling her every day that she was stupid and would never get a degree.

Despite the tension at home, Kim finished her psychology term paper the day before it was due. Since Arnold had hidden the car keys, she decided to take the bus to the college and turn in her psychology paper a day early. While she was waiting for the bus, Cindy, one of Kim's psychology classmates, drove up and invited Kim to join her and some other students for an "end of semester celebration." Kim told Cindy she was on her way to turn in her term paper, and Cindy promised she'd make sure Kim got it in on time. "I deserve some fun," Kim decided, and hopped into the car. The celebration went long into the night. Kim kept asking Cindy to take her home, but Cindy always replied, "Don't be such a bore. Have another drink." When Cindy finally took Kim home, it was 4:30 in the morning. She sighed with relief when she found that Arnold had already fallen asleep.

When Kim woke up, it was 11:30 A.M., just 30 minutes before her term paper was due. She could make it to the college in time by car, so she shook Arnold and begged him to drive her. He just snapped, "Oh sure, you stay out all night with your college friends. Then, I'm supposed to get up on my day off and drive you all over town. Forget it." "At least give me the keys," she said, but Arnold merely rolled over and went back to sleep. Panicked, Kim called Professor Freud's office and told Mary, the secretary, that she was having car trouble. "Don't worry," Mary assured Kim, "I'm sure Professor Freud won't care if your paper's a little late. Just be sure to have it here before she leaves at 1:00." Relieved, Kim decided not to wake Arnold again; instead she took the bus.

At 12:15, Kim walked into Professor Freud's office with her term paper. Professor Freud said, "Sorry, Kim, you're 15 minutes late." She refused to accept Kim's term paper and gave Kim an "F" for the course.

**Listed below are the characters in this story. Rank them in order of their *responsibility for Kim's failing grade in Psychology 101.* Give a different score to each character. Be prepared to explain your choices.**

Most responsible 1 2 3 4 5 6 Least responsible

| | |
|---|---|
| ___ Professor Freud, the teacher | ___ Phillip, Arnold's coworker |
| ___ Kim, the psychology student | ___ Cindy, Kim's classmate |
| ___ Arnold, Kim's husband | ___ Mary, Prof. Freud's secretary |

**DIVING DEEPER:** Is there someone not mentioned in the story who may also bear responsibility for Kim's failing grade?

# Adopting the Creator Role

**FOCUS QUESTIONS** What is self-responsibility? Why is it the key to gaining maximum control over the outcomes and experiences of your life?

When psychologist Richard Logan studied people who survived ordeals such as being imprisoned in concentration camps or lost in the frozen Arctic, he found that all of these victors shared a common belief. They saw themselves as personally responsible for the outcomes and experiences of their lives.

*I am the master of my fate; I am the captain of my soul.*
William E. Henley

Ironically, responsibility has gotten a bad reputation. Some see it as a heavy burden they have to lug through life. Quite the contrary, personal responsibility is the foundation of success because, without it, our lives are shaped by forces outside of us. **The essence of personal responsibility is responding wisely to life's opportunities and challenges, rather than waiting passively for luck or other people to make the choices for us.**

Whether your challenge is surviving an Arctic blizzard or excelling in college, accepting personal responsibility moves you into cooperation with yourself and with the world. As long as you resist your role in creating the outcomes and experiences in your life, you will fall far short of your potential.

I first met Deborah when she was a student in my English 101 class. Deborah wanted to be a nurse, but before she could qualify for the nursing program, she had to pass English 101. She was taking the course for the fourth time.

"Your writing shows fine potential," I told Deborah after I had read her first essay. "You'll pass English 101 as soon as you eliminate your grammar problems."

"I know," she said. "That's what my other three instructors said."

"Well, let's make this your last semester in English 101, then. After each essay, make an appointment with me to go over your grammar problems."

*The more we practice the habit of acting from a position of responsibility, the more effective we become as human beings, and the more successful we become as managers of our lives.*
Joyce Chapman

"Okay."

"And go to the Writing Lab as often as possible. Start by studying verb tense. Let's eliminate one problem at a time."

"I'll go this afternoon!"

But Deborah never found time: *No, really . . . I'll go to the lab just as soon as I . . .*

Deborah scheduled two appointments with me during the semester and missed them both: *I'm so sorry . . . I'll come to see you just as soon as I . . .*

To pass English 101 at our college, students must pass one of two essays written at the end of the semester in an exam setting. Each essay, identified by social security number only, is graded by two other instructors. At semester's end, Deborah once again failed English 101. "It isn't fair!" Deborah protested. "Those exam graders expect us to be professional writers. They're keeping me from becoming a nurse!"

I suggested another possibility: "What if *you* are the one keeping you from becoming a nurse?"

*Blaming . . . is a pastime for losers. There's no leverage in blaming. Power is rooted in self-responsibility.*
Nathaniel Branden

Deborah didn't like that idea. She wanted to believe that her problem was "out there." Her only obstacle was *those* teachers. All her disappointments were *their* fault. The exam graders weren't fair. Life wasn't fair! In the face of this injustice, she was helpless.

I reminded Deborah that it was *she* who had not studied her grammar. It was *she* who had not come to conferences. It was *she* who had not accepted personal responsibility for creating her life the way she wanted it.

"Yes, but . . ." she said.

## Victims and Creators

When people keep doing what they've been doing even when it doesn't w[illegible] they are acting as **Victims.** When people change their beliefs and behavior[illegible] create the best results they can, they are acting as **Creators.**

When you accept personal responsibility, you believe that you create *everything* in your life. This idea upsets some people. Accidents happen, they say. People treat them badly. Sometimes they really are victims of outside forces.

This claim, of course, is true. At times, we *are* all affected by forces beyond our control. If a hurricane destroys my house, I am a victim (with a small "v"). But if I allow that event to ruin my life, I am a Victim (with a capital "V").

The essential issue is this: Would it improve your life to act *as if* you create all of the joys and sorrows in your life? Answer "YES!" and see that belief improve your life. After all, if you believe that someone or something out there causes all of your problems, then it's up to "them" to change. What a wait that can be! How long, for example, will Deborah have to wait for "those English teachers" to change?

*Every time your back is against the wall, there is only one person that can help. And that's you. It has to come from inside.*
Pat Riley,
Professional Basketball Coach

If, however, you accept responsibility for creating your own results, what happens then? You will look for ways to create your desired outcomes and experiences despite obstacles. And if you look, you've just increased your chances of success immeasurably!

The benefits to students of accepting personal responsibility have been demonstrated in various studies. Researchers Robert Vallerand and Robert Bissonette, for example, asked one thousand first-year college students to complete a questionnaire about why they were attending school. They used the students' answers to assess whether the students were "Origin-like" or "Pawn-like." The researchers defined Origin-like students as seeing themselves as the originators of their own behaviors, in other words, Creators. By contrast, Pawn-like students see themselves as mere puppets manipulated by others, in other words, Victims. A year later, the researchers returned to find out what had happened to the one thousand students. They found that significantly more of the Creator-like students were still enrolled in college than the Victim-like

students. If you want to succeed in college (and in life), then being a Creator gives you a big edge.

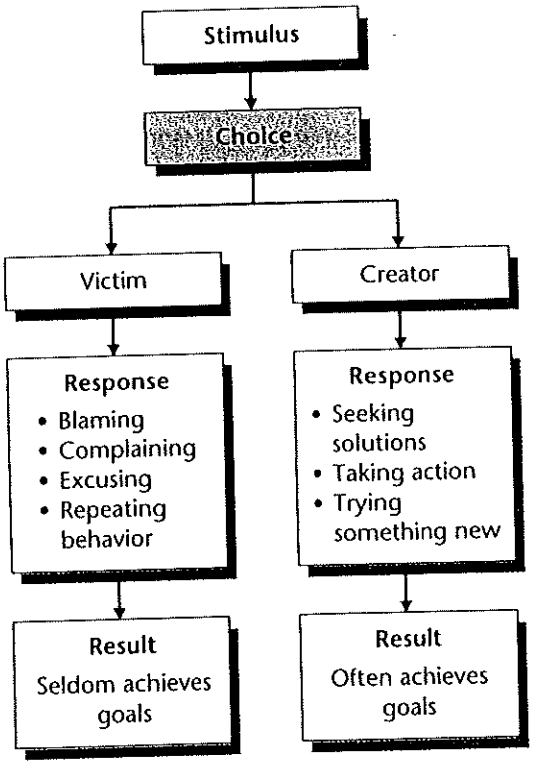
## Responsibility and choice

The key ingredient of personal responsibility is **choice.** Animals respond to a stimulus because of instinct or habit. For humans, however, there is a brief, critical moment of decision available between the stimulus and the response. In this moment, we make the choices—consciously or unconsciously—that influence the outcomes of our lives.

*I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime.*
Elisabeth Kübler-Ross

Numerous times each day, you come to a fork in the road and must make a choice. Even not making a choice is a choice. Some choices have a small impact: Shall I get my hair cut today or tomorrow? Some have a huge impact: Shall I stay in college or drop out? The sum of the choices you make from this day forward will create the eventual outcome of your life.

The moment of choice looks like this:



*I do think that the greatest lesson of life is that you are responsible for your own life.*
Oprah Winfrey

In that brief moment between stimulus and response, we can choose to be a Victim or a Creator. When we respond as a Victim, we complain, blame, make excuses, and repeat ineffective behaviors. When we respond as a Creator, we pause at each decision point and ask, "What are my options, and which option will best help me create my desired outcomes and experiences?"

The difference between responding to life as a Victim or Creator is how we choose to use our energy. When I'm blaming, complaining, and excusing, my efforts cause little or no improvement. Sure, it may feel good in that moment to claim that I'm a poor Victim and "they" are evil persecutors, but my good feelings are fleeting because afterwards my problem still exists. By contrast, when I'm seeking solutions and taking actions, my efforts often (though not always) lead to improvements. At critical forks in the road, Victims waste their energy and remain stuck, while Creators use their energy for improving their outcomes and experiences.

But, let's be honest. No one makes Creator choices all of the time. I've never met anyone who did, least of all me. Our inner lives feature a perpetual tug of war between the Creator part of us and the Victim part of us. My own experiences have taught me the following life lesson: The more choices I make as a Creator, the more I improve the quality of my life. That's why I urge you to join me in an effort to choose more often as a Creator. It won't be easy, but it's worth it. You may have to take my word for it right now, but if you experiment with the strategies in this book and continue using the ones that work for you, in a few months you'll see powerful proof in your own life of the value of making Creator choices.

*When you make the shift to being the predominant creative force in your life, you move from reacting and responding to the external circumstances of your life to creating directly the life you truly want.*
Robert Fritz

Here's an important choice you can make immediately. Accept, as Creators do, this belief: *I am responsible for creating my life as I want it.* Of course sometimes you won't be able to create the specific outcomes and experiences you want. The reality is that some circumstances will defy even your best efforts. But, believing that you always have a way to improve your present situation will motivate you to look for it, and by looking you'll often discover options you would never have found otherwise. For this reason, choosing to accept personal responsibility is the first step toward your success.

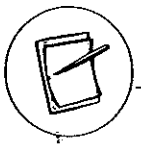
Here's a related choice. Set aside any thought that Creator and Victim choices have anything to do with being good or bad, right or wrong, smart or dumb, worthy or unworthy. If you make a Victim choice, you aren't bad, wrong, dumb, or unworthy. For that matter, if you make a Creator choice, you aren't good, right, smart, or worthy. These judgments will merely distract you from the real issue: Are you getting the outcomes and experiences that *you* want in *your* life? If you are, then keep making the same choices because they're working. But, if you're not creating the life you want, then you'd be wise to try something new. We benefit greatly when we shift our energy from defending ourselves from judgments and put it into improving the outcomes and experiences of our lives.

*I am a Shawnee. My forefathers were warriors. Their son is a warrior. . . . From my tribe I take nothing. I am the maker of my own fortune.*

Tecumseh

"Oh, I get what you mean!" one of my students once exclaimed as we were exploring this issue of personal responsibility, "You're saying that living my life is like traveling in my car. If I want to get where I want to go, I better be the driver and not a passenger." I appreciate her metaphor because it identifies that personal responsibility is about taking hold of the steering wheel of our lives, about taking control of where we go and how we get there.

Ultimately each of us creates the quality of our life with the wisdom or folly of our choices.



## Journal Entry 3

In this activity, you will experiment with the Creator role. By choosing to take responsibility for your life, you will immediately gain an increased power to achieve your greatest potential.

*Whatever reason you had for not being somebody, there's somebody who had that same problem and overcame it.*

Barbara Reynolds

**1. Write and complete each of the ten sentence stems below.** For example, someone might complete the first sentence stem as follows:

1. IF I TAKE FULL RESPONSIBILITY FOR ALL OF MY ACTIONS, I will accomplish great things.

1. IF I TAKE FULL RESPONSIBILITY FOR ALL OF MY ACTIONS . . .
2. IF I TAKE FULL RESPONSIBILITY FOR ALL OF MY THOUGHTS . . .
3. IF I TAKE FULL RESPONSIBILITY FOR ALL OF MY FEELINGS . . .
4. IF I TAKE FULL RESPONSIBILITY FOR MY EDUCATION . . .
5. IF I TAKE FULL RESPONSIBILITY FOR MY CAREER . . .
6. IF I TAKE FULL RESPONSIBILITY FOR MY RELATIONSHIPS . . .
7. IF I TAKE FULL RESPONSIBILITY FOR MY HEALTH . . .
8. IF I TAKE FULL RESPONSIBILITY FOR ALL THAT HAPPENS TO ME . . .
9. WHEN I AM ACTING FULLY RESPONSIBLE FOR MY LIFE . . .
10. IF I WERE TO CREATE MY VERY BEST SELF . . .

**2. Write about what you have learned or relearned in this journal about personal responsibility and how you will use this knowledge to improve your life.** You might begin, *By reading and writing about personal responsibility, I have learned. . . .*

**ONE STUDENT'S STORY**
**Brian Moore**
*Glendale Community College, Arizona*

During my first semester in college, I was enrolled in a freshman English class. In high school I was usually able to pull off an A on my honors English papers without much work, and I thought I was a pretty good writer. So when I turned in my first college essay, I was expecting to get an A or at worst a B. However, I was about to get a rude awakening. When we received our papers back a week later, I was shocked to see a C+ on my paper. I went to the instructor, and she said I just needed more practice and not to worry because I was in the class to learn. However, since I have high expectations for myself, those words weren't very comforting.

About that same time in my Strategies for College Success class, we were assigned to read a chapter in *On Course*. It's about personal responsibility. The main idea is to adopt a "Creator" approach to problems, which I understood to mean basically, seek solutions and not dwell on the negative. Then it clicked for me: I am responsible for my grades and I need to do whatever is necessary to get the ones I want. In high school, I could write one draft of an essay, turn it in, and I'd usually get an A, but that approach wasn't working in college. So, now I had to do something different. I started writing my papers before they were due and then meeting with my English teacher at least once a week to get her suggestions. Because I was a full-time student and also worked seventeen to twenty hours a week in the cashier's office, sometimes I had to see her during times that were inconvenient. But I had to be flexible if I wanted her critique. During English class, we'd do peer editing, and I found that helpful, too. When I was in high school, I only spent about an hour or two writing an essay. Now I was spending at least three to five hours.

To my surprise, after some not-so-great increases in grades, I received what I had been waiting for: my first A on an essay. Although my final grade in English was a B, I learned a number of important lessons. It's really important to take your time with writing, to have your instructor or someone else read a rough draft and give you some suggestions, and then to write a final draft. I also learned that nobody can make the grade for you; you have to be responsible for yourself. I may not always get an A, but I learned to face a challenge, and no matter what grade I receive, knowing that I took responsibility as a "Creator" was the greatest lesson of all.

# Mastering Creator Language

**FOCUS QUESTION** How can you create greater success by changing your vocabulary?

*The world of self-criticism on the one side and judgment toward others on the other side represents a major part of the dance of life.*

Hal Stone and Sidra Stone

Have you ever noticed that there is almost always a conversation going on in your mind? Inner voices chatter away, offering commentary about you, other people, and the world. This self-talk is important because what you say to yourself determines the choices you make at each fork in the road. Victims typically listen to the voice of their Inner Critic or their Inner Defender.

*A loud, voluble critic is enormously toxic. He is more poisonous to your psychological health than almost any trauma or loss. That's because grief and pain wash away with time. But the critic is always with you—judging, blaming, finding fault.*

Matthew McKay and Patrick Fanning

**The Inner Critic.** This is the internal voice that judges us as inadequate: *I'm so uncoordinated. I can't do math. I'm not someone she would want to date. I never say the right thing. My ears are too big. I'm a lousy writer.* The Inner Critic blames us for whatever goes wrong in our life: *It's all my fault. I always screw up. I knew I couldn't pass biology. I ruined the project. I ought to be ashamed. I blew it again.* This judgmental inner voice can find fault with anything about us: our appearance, our intellect, our performance, our personality, our abilities, how others see us, and, in severe cases, even our value as a human being: *I'm not good enough. I'm worthless, I don't deserve to live.* (While nearly everyone has a critical inner voice at times, if you often think toxic self-judgments like these last three, don't mess around. Get to your college's counseling office immediately and get help revising these noxious messages so you don't make self-destructive choices.)

Ironically, self-judgments have a positive intention. By criticizing ourselves, we hope to eliminate our flaws and win the approval of others, thus feeling more worthy. Occasionally when we bully ourselves to be perfect, we *do* create a positive outcome, though we make ourselves miserable in the effort. Often, though, self-judgments cause us to give up, as when I tell myself, *I can't pass math,* so I drop the course. What's positive about this? Well, at least I've escaped my problem. Freed from the pressures of passing math, my anxieties float away and I feel better than I have since the semester started. Of course, I still have to pass math to get my degree, so my relief is temporary.

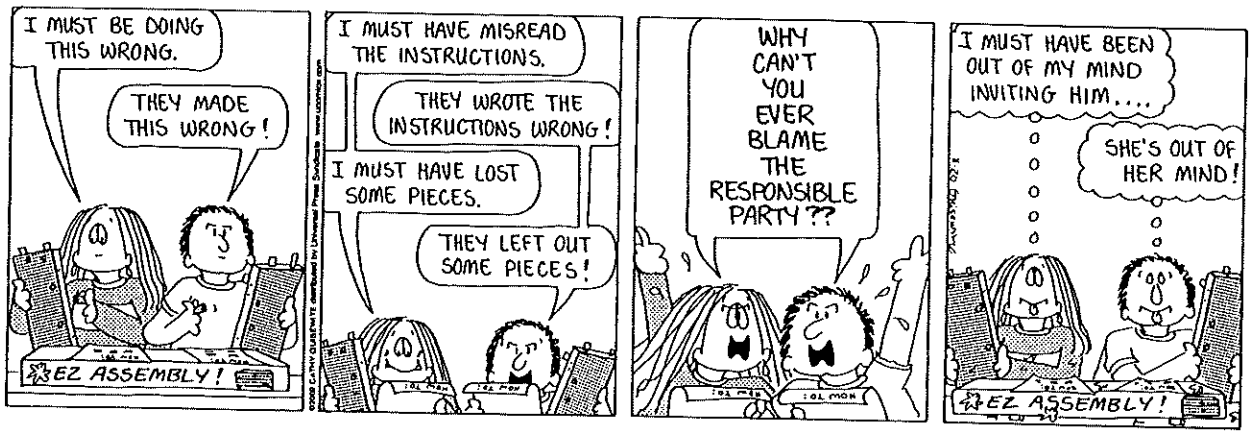
Where does an Inner Critic come from? Here's one clue: Have you noticed that its self-criticisms often sound like judgmental adults we have known? It's as if our younger self recorded their judgments and, years later, our Inner Critic replays them over and over. Sometimes you can even trace a self-judgment back to a specific comment that someone made about you years ago. Regardless of its accuracy now, that judgment can affect the choices you make every day.

*What you're supposed to do when you don't like a thing is change it. If you can't change it, change the way you think about it. Don't complain.*

Advice to Maya Angelou from her grandmother

**The Inner Defender.** The flip side of the Inner Critic is the Inner Defender. Instead of judging ourselves, the Inner Defender judges others: *What a boring teacher. My advisor screwed up my financial aid. My roommate made me late to class. No one knows what they're doing around here. It's all* ***their*** *fault!* Inner Defenders can find something to grumble about in virtually any situation. Their thoughts and conversations are full of blaming, complaining, accusing, judging, criticizing, and condemning others.

Like Inner Critics, Inner Defenders have a positive intention. They, too, want to protect us from discomfort and anxiety. They do so by blaming our problems on forces that seem beyond our control, such as other people, bad luck, the government, lack of money, uncaring parents, not enough time, or even too much time. My Inner Defender might say, *I can't pass math because my instructor is terrible. She couldn't teach math to Einstein. Besides that, the textbook stinks and the tutors in the math lab are rude and unhelpful. It's obvious this college doesn't really care what happens to its students.* Now I breathe a sigh of relief because I'm covered. If I drop the course, hey, it's not my fault. If I stay in the course and fail, it's not my fault either. And, if I stay in the course and somehow get a passing grade (despite my terrible instructor, lousy textbook, worthless tutors,




and uncaring college), well, then I have performed no less than a certified miracle! Regardless of how bad things may get, I can find comfort knowing that at least it's not my fault. It's *their* fault!

And where did this voice come from? Perhaps you've noticed that the Inner Defender's voice sounds suspiciously like our own voice when we were scared and defensive little kids trying to protect ourselves from criticism or punishment by powerful adults. Remember how we'd excuse ourselves from responsibility, shifting the blame for our poor choices onto someone or something else: *It's not my fault. He keeps poking me. My dog ate my homework. What else could I do? I didn't have any choice. My sister broke it. He made me do it. Why does everyone always pick on me? It's all their fault!*

We pay a high price for listening to either our Inner Critic or Inner Defender. By focusing on who's to blame, we distract ourselves from acting on what needs to be done to get back on course. To feel better in the moment, we sabotage creating a better future.

Fortunately, another voice exists within us all.

*You must change the way you talk to yourself about your life situations so that you no longer imply that anything outside of you is the immediate cause of your unhappiness. Instead of saying, "Joe makes me mad," say, "I make myself mad when I'm around Joe."*

Ken Keyes

**The Inner Guide.** This is the wise inner voice that seeks to make the best of any situation. The Inner Guide knows that judgment doesn't improve difficult situations. So instead, the Inner Guide objectively observes each situation and asks, *Am I on course or off course? If I'm off course, what can I do to get back on course?* Inner Guides tell us the impartial truth (as best they know it at that time), allowing us to be more fully aware of the world around us, other people, and especially ourselves. With this knowledge, we can take actions that will get us back on course.

Some people say, "But my Inner Critic (or Inner Defender) is *right*!" Yes, it's true that the Inner Critic or Inner Defender can be just as "right" as the Inner Guide. Maybe you really are a lousy writer and the tutors in the math lab actually *are* rude and unhelpful. The difference is that Victims expend all their energy in judging themselves or others, while Creators use their energy to solve the problem. The voice we choose to occupy our thoughts determines our choices, and our choices determine the outcomes and experiences of our lives. So choose your thoughts carefully.

## The language of responsibility

Translating Victim statements into the responsible language of Creators moves you from stagnant judgments to dynamic actions. In the chart below, the left-hand column presents the Victim thoughts of a student who is taking a challenging college course. Thinking this way, the student's future in this course is easy to predict . . . and it isn't pretty.

But, if she changes her inner conversation, as shown in the right-hand column, she'll also change her behaviors. She can learn more in the course and increase her likelihood of passing. More important, she can learn to reclaim control of her life from the judgmental, self-sabotaging thoughts of her Inner Critic and Inner Defender.

As you read these translations, notice two qualities that characterize Creator language. First, Creators accept responsibility for their situation. Second, they plan and take actions to improve their situation. So, when you hear ***Ownership*** and an ***Action Plan***, you know you're talking to a Creator.

*Excuses rob you of power and induce apathy*
Agnes Whistling Elk

| Victims Focus on Their Weaknesses | Creators Focus on How to Improve |
|---|---|
| I'm terrible in this subject. | I find this course challenging, so I'll start a study group and ask more questions in class. |
| **Victims Make Excuses** | **Creators Seek Solutions** |
| The instructor is so boring he puts me to sleep. | I'm having difficulty staying awake in this class, so I'm going to ask permission to record the lectures. Then I'll listen to them a little at a time and take detailed notes. |
| **Victims Complain** | **Creators Turn Complaints into Requests** |
| This course is a stupid requirement. | I don't understand why this course is required, so I'm going to ask my instructor to help me see how it will benefit me in the future. |
| **Victims Compare Themselves Unfavorably to Others** | **Creators Seek Help from Those More Skilled** |
| I'll never do as well as John; he's a genius. | I need help in this course, so I'm going to ask John if he'll help me study for the exams. |
| **Victims Blame** | **Creators Accept Responsibility** |
| The tests are ridiculous. The professor gave me an "F" on the first one. | I got an "F" on the first test because I didn't read the assignments carefully. From now on I'll take detailed notes on everything I read. |
| **Victims See Problems as Permanent** | **Creators Treat Problems as Temporary** |
| I'll never understand this subject. It's a waste of time to study. | Studying one night a week for this subject isn't working. I'll experiment with studying a little bit every day and see if I learn it better. |
| **Victims Repeat Ineffective Behaviors** | **Creators Do Something New** |
| Going to the tutoring center is no help. There aren't enough tutors. | I've been going to the tutoring center right after lunch when it's really busy. I'll start going in the morning to see if more tutors are available then. |

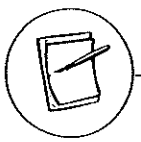
*I used to want the words "She tried" on my tombstone. Now I want, "She did it."*
Katherine Dunham

| Victims Try | Creators Do |
|---|---|
| I'll try to do better, but it's just no use. | To do better, I'll do the following: Attend class regularly, take good notes, ask questions in class, start a study group, and make an appointment with the teacher. If all that doesn't work, I'll think of something else. |
| **Victims Predict Defeat and Give Up** | **Creators Think Positively and Look for a Better Choice** |
| I'll probably fail. There's nothing I can do. I can't . . . I have to . . . I should . . . I quit. . . | I'll find a way. There's always something I can do. I can . . . I choose to . . . I will . . . I'll keep going. . . |

When Victims complain, blame, and make excuses, they have little energy left over to solve their problems. As a result, they typically remain stuck where they are, telling their sad story over and over to any poor soul who will listen. (Ever hear of a "pity party"?) In this way, Victims exhaust not only their own energy but often drain the energy of the people around them.

By contrast, Creators use their words and thoughts to improve a bad situation. First, they accept responsibility for creating their present outcomes and experiences, and their words reflect that ownership. Next they plan and take positive actions to improve their lives. In this way, Creators energize themselves and the people around them.

Whenever you feel yourself slipping into Victim language, ask yourself: What do I want in my life—excuses or results? What could I think and say right now that would get me moving towards the outcomes and experiences that I want?



## *Journal Entry 4*

*The way you use words has a tremendous impact on the quality of your life. Certain words are destructive; others are empowering.*
Susan Jeffers

In this activity you will practice the language of personal responsibility. By learning to translate Victim statements into Creator statements, you will master the language of successful people.

1. **Draw a line down the middle of a journal page. On the left side of the line, copy the ten Victim statements below.**

2. **On the right side of the line, translate the Victim statements into the words of a Creator.** The two keys to Creator language are taking ownership of a problem and taking positive actions to solve it. When you respond as if you are responsible for a bad situation, then you are empowered to do something about it (unlike Victims who must wait for someone else to solve their problems). Use the translations in the journal article on pages 33–34 as models.

3. **Write what you have learned or relearned about how you use language: Is it your habit to speak as a Victim or as a Creator? Do you find yourself more**

**inclined to blame yourself, blame others, or seek solutions?** Be sure to give examples. What is your goal for language usage from now on? How, specifically, will you accomplish this goal? Your paragraph might begin, *While reading about and practicing Creator language, I learned that I . . .*

Remember to DIVE DEEP!

*If you are in shackles, "I can't" has relevance; otherwise, it is usually a roundabout way of saying "I don't want to," "I won't," or, "I have not learned how to." If you really mean "I don't want to," it is important to come out and say so. Saying "I can't" disowns responsibility.*
Gay and Kathlyn Hendricks

| VICTIM LANGUAGE | CREATOR LANGUAGE |
|---|---|
| 1. If they'd do something about the parking on campus, I wouldn't be late so often. | |
| 2. I'm failing because no one in my family is good at math. I think we've got defective math genes. | |
| 3. I'm too shy to ask questions in class even when I'm confused. | |
| 4. She's a lousy instructor. That's why I failed the first test. | |
| 5. I hate group projects because people are lazy and I always end up doing most of the work. | |
| 6. I wish I could write better, but I just can't. | |
| 7. My friend got me so angry that I can't even study for the exam. | |
| 8. I'll try to do my best this semester. | |
| 9. The financial aid form is too complicated to fill out. | |
| 10. I work nights so I didn't have time to do the assignment. | |

# Making Wise Decisions

*The end result of your life here on earth will always be the sum total of the choices you made while you were here.*
Shad Helmstetter

Life is a journey with many opportunities and obstacles, and every one requires a choice. Whatever you are experiencing in your life today is the result of your past choices. More importantly, whatever you'll experience in the future will be fashioned by the choices you make from this moment on.

This is an exciting thought. If we can make wiser choices, we can more likely create the future we want.

On the road to a college degree, you will face important choices such as these:

Shall I . . .

- major in business, science, or creative writing?
- work full-time, part-time, or not at all?
- drop a course that bores me or stick it out?
- study for my exam or go out with friends?

*My choice; my responsibility; win or lose, only I hold the key to my destiny.*

Elaine Maxwell

The sum of these choices, plus thousands of others, will determine your degree of success in college and in life. Doesn't it seem wise, then, to develop an effective strategy for choice management?

## The Wise Choice Process

In the face of any challenge, you can make a responsible decision by answering the six questions of the Wise Choice Process. This process is a variation of a decision-making process developed by Dr. William Glasser.

1. WHAT'S MY PRESENT SITUATION: The important information here is "What exists?" (not "Whose fault is it?"). Quiet your Inner Critic, that self-criticizing voice in your head. Ignore your Inner Defender, that judgmental voice that blames everyone else for your problems. Consider only the objective facts of your situation, including how you feel about them. Rely on your Inner Guide, your wise, impartial voice that tells the truth as best it can.

   For example: *I stayed up all night studying for my first history test. When I finished taking the test, I hoped for an A. At worst, I expected a B. When I got the test back, my grade was a D. Five other students got A's. I feel depressed and angry.*

*I am the cause of my choices, decisions, and actions. It is I who chooses, decides, and acts. If I do so knowing my responsibility, I am more likely to proceed wisely and appropriately than if I make myself oblivious of my role as source.*

Nathaniel Branden

2. HOW WOULD I LIKE MY SITUATION TO BE? You can't change the past, but if you could create an ideal outcome in the future, what would it look like?

   *I would like to get A's on all of my future tests.*

3. DO I HAVE A CHOICE HERE? The answer for a Creator is always "YES!" Don't fall into the Victim trap of believing you have no options. Instead, assume you can find a better choice; then you often will.

4. WHAT ARE MY POSSIBLE CHOICES? Create a list of possible choices that you *could* do, knowing that you aren't obligated to do any of them. Compile your list without judgment. Don't say, "Oh, that would never work." Don't even say, "That's a great idea." Judgment during brainstorming stops the creative flow. Move from judgments to possibilities, discovering as many creative options as you can. Give yourself time to ponder, explore, consider, think, discover, conceive, invent, imagine. Then dive even deeper. Your patience will often pay off with a helpful option that would have remained hidden had you merely dashed across the surface of your mind.

- *I could complain to my classmates and anyone else who will listen.*
- *I could drop the class and take it next semester with another instructor.*
- *I could complain to the department head that the instructor grades unfairly.*
- *I could ask my successful classmates for ideas.*
- *I could ask the instructor for suggestions about improving my grades.*
- *I could request an opportunity to retake the test.*
- *I could get a tutor.*

5. **WHAT'S THE LIKELY OUTCOME OF EACH POSSIBLE CHOICE?** Decide how you think each choice is likely to turn out. If you can't predict the outcome of one of your possible choices, stop this process and gather the information you need. For example, if you don't know the impact that dropping a course will have on your financial aid, find out now. Here are the possible choices from Step 4 and their likely outcomes:

*A person defines and redefines who they are by the choices they make, minute to minute.*

Joyce Chapman

- *Complain to classmates: I'd have the immediate pleasure of criticizing the instructor and maybe getting others' sympathy.*
- *Drop the class: I'd lose three credits this semester and have to make them up later.*
- *Complain to the department head: Probably he'd ask if I've seen my instructor first, so I wouldn't get much satisfaction.*
- *Ask successful classmates for ideas: I might learn how to improve my study habits; I might also make new friends.*
- *Ask the instructor for suggestions: I might learn what to do next time to improve my grade; at least the instructor would learn that I want to do well in this course.*
- *Request an opportunity to retake the test: My request might get approved and give me an opportunity to raise my grade. At the very least, I'd demonstrate how much I want to do well.*
- *Get a tutor: This action wouldn't help my grade on this test, but it would probably improve my next test score.*

*Destiny is not a matter of chance; it is a matter of choice. It is not a thing to be waited for; it is a thing to be achieved.*

William Jennings Bryant

6. **WHICH CHOICE(S) WILL I COMMIT TO DOING?** In this final step, decide which choices will likely create the most favorable outcome and commit to acting on them. If no favorable options exist, consider which choice leaves you no worse off than before. If no such option exists, then ask which choice creates the least unfavorable outcome.

   *I'll talk to my successful classmates, make an appointment with my instructor and have him explain what I could do to improve, and I'll request an opportunity to retake the test. If these choices don't raise my next test score to at least a B, I'll get a tutor.*

Each situation will dictate the best options. In the example above, if the student had previously failed four tests instead of one, the best choice might be to drop the class. Or, if everyone in the class were receiving D's and F's, and if the student had already met with the instructor, a responsible option might be to see the department head about the instructor's grading policies.

Here's the bottom line: Our choices reveal what we *truly* believe and value, as opposed to what we *say* we believe and value. When I meekly wait for others to improve my life, I am being a Victim. When I passively wait for luck to go my way, I am being a Victim. When I make choices that take me off course from my future success just to increase my immediate pleasure (like partying instead of studying for an important test), I am being a Victim. When I make choices that sacrifice my goals and dreams just to reduce my immediate discomfort (like dropping a challenging course instead of spending extra hours working with a tutor), I am being a Victim.

*The principle of choice describes the reality that I am in charge of my life. I choose it all. I always have, I always will.*
Will Schutz

However, when I design a plan to craft my life as I want it, I am being a Creator. When I carry out my plan even in the face of obstacles (like, when my child's day-care provider gets sick and I exchange babysitting with a classmate for a week so I don't miss any classes), I am being a Creator. When I take positive risks to advance my goals (like asking a question in a large lecture class even though I am nervous), I am being a Creator. When I sacrifice immediate pleasure to stay on course to my dreams (like resisting the urge to buy a nifty new cell phone, allowing myself to cut back on my work hours to study more), I am being a Creator.

No matter what your final decision may be, the mere fact that you are defining and making your own choices is wonderfully empowering. By participating in the Wise Choice Process, you affirm your belief that you *can* change your life for the better. You reject the position that you are merely a Victim of outside forces, a pawn in the chess game of life. You insist on being the Creator of your own outcomes and experiences, shaping your destiny through the wisdom of your choices.

## Journal Entry 5

In this activity you will apply the Wise Choice Process to improve a difficult situation in your life. Think about a current problem, one that you're comfortable sharing with your classmates and teacher. As a result of this problem, you may be angry, sad, frustrated, depressed, overwhelmed, or afraid.

Perhaps this situation has to do with a grade you received, a teacher's comment, or a classmate's action. Maybe the problem relates to a relationship, a job, or your health. The Wise Choice Process can help you make an empowering choice in any part of your life.

1. **Write the six questions of the Wise Choice Process, and answer each one as it relates to your situation.**

*When I see all the choices I really have, it makes the world a whole lot brighter.*
Debbie Scott, student

**The Wise Choice Process**

1. WHAT'S MY PRESENT SITUATION? (Describe the problem objectively and completely.)
2. HOW WOULD I LIKE MY SITUATION TO BE? (What is your ideal future outcome?)
3. DO I HAVE A CHOICE HERE? (Yes!)
4. WHAT ARE MY POSSIBLE CHOICES? (Create a long list of specific choices that might create your preferred outcome.)
5. WHAT'S THE LIKELY OUTCOME OF EACH POSSIBLE CHOICE? (If you can't predict the likely outcome of an option, stop and gather more information.)
6. WHICH CHOICE(S) WILL I COMMIT TO DOING? (Pick from your list of choices in Step 4.)

2. **Write what you learned or relearned from doing the Wise Choice Process.** Be sure to Dive Deep. You might begin, *By doing the Wise Choice Process, I learned that I . . .*

Remember, you may wish to enliven your journal by adding pictures cut from magazines, drawings of your own, clip art, or quotations that appeal to you.

## Personal Responsibility at Work

*I found that the more I viewed myself as totally responsible for my life, the more in control I seemed to be of the goals I wanted to achieve.*
Charles J. Givens, Entrepreneur and Self-Made Multimillionaire

A student once told me she'd had more than a dozen jobs in three years. "Why so many jobs?" I asked. "Bad luck," she replied. "I keep getting one lousy boss after another." Hmmmm, I wondered, twelve lousy bosses in a row? What are the odds of that?

Responsibility is about ownership. As long as I believe my career success belongs to someone else (like "lousy" bosses), I'm being a Victim, and my success is unlikely. Victims give little effort to choosing or preparing for a career. Instead, they allow influential others (like parents and teachers) or circumstances to determine their choice of work. They complain about the jobs they have, make excuses for why they haven't gotten the jobs they want, and blame others or their own unchangeable flaws for their occupational woes. By contrast, Creators know that the foundation of success at work (as in college) is accepting this truth: *By our choices, we are each the primary creators of the outcomes and experiences of our lives.*

Accepting responsibility in the work world begins with consciously choosing your career path. You alone can decide what career is right for you. That's why Creators explore their career options thoroughly, match career requirements with

their own talents and interests, consider the consequences of choosing each career (such as how much education the career requires or what the employment outlook is), and they make informed choices. Choose your career wisely because few things in life are worse than spending eight hours a day, fifty weeks a year, working at a job you hate.

Taking responsibility for your work life also means planning your career path to keep your options open and your progress unobstructed. For example, you could keep your career options open in college by taking only general education courses while investigating several possible fields of work. Or you could eliminate a financial obstacle by getting enough education—such as a dental hygiene degree—to support yourself while pursuing your dream career—such as going to dental school.

In short, Creators make use of the power of wise choices. They believe that there is always an option that will lead them toward the careers they want, and they take responsibility for creating the employment they want. Instead of passively waiting for a job to come to them, they actively go out and look. One of my students lost a job when the company where she worked closed. She could have spent hours in the cafeteria complaining about her bad fortune and how she could no longer afford to stay in school. Instead she created employment for herself by going from store to store in a mall asking every manager for a part-time job until one said, "Yes." In the time she could have wasted in the cafeteria complaining about her money problems, she solved them with positive actions.

When it comes to finding a full-time career position, Creators continue to be proactive. They don't wait for the perfect job opening to appear in their local paper. They don't sit by the phone waiting for a call from an employment agency. They know that employers prefer to hire people they know and like, so Creators do all they can to get known and liked by employers in their career field. They start by researching companies that need their talents and for whom they might like to work. Then, they contact potential employers directly. They don't ask if the employer has a job opening. Instead, they seek an informational interview: "Hi, I've just gotten my degree in accounting, and I'd like to make an appointment to talk to you about your company. . . . What's that? You don't have any positions open at this time? No problem. I'm just gathering information at this point, looking for where my talents might make the most contributions. Would you have some time to meet with me this week? Or would next week be better?" Creators go to these information-gathering interviews prepared with knowledge about the company, good questions to ask, and a carefully prepared résumé. At the end of the meeting they ask if the interviewer knows of any other employers who might need their skills. They call all of the leads they get and use the referral as an opening for a job interview: "I was speaking with John Smith at the Ajax Company, and he suggested that I give you a call about a position you have open." A friend of mine got an information-gathering interview and wowed the personnel manager with her professionally prepared résumé and interviewing skills; even though the company "had no openings" when she called, two days after the interview, she was offered a position.

Accepting responsibility not only helps you *get* a great job, it makes it possible to *excel* on the job. Employers love responsible employees. Wouldn't you? Instead of complaining, blaming, making excuses, and thus creating an emotionally draining work environment, responsible employees create a positive workplace where absenteeism is low and work production is high. Instead of repeating ineffective solutions to problems, proactive employees seek solutions, take new actions, and try something new. They pursue alternative routes instead of complaining about dead ends. Creators show initiative instead of needing constant direction, and they do their best work even when the boss isn't looking. As someone once said, "There is no traffic jam on the extra mile." Creators are willing to go the extra mile, and this effort pays off handsomely.

If you run into a challenge while preparing for a career, seeking a job, or working in your career, don't complain, blame, or make excuses. Instead, ask yourself a Creator's favorite question: "What's my plan?"

# Believing in Yourself: Change Your Inner Conversation

**FOCUS QUESTION** How can you raise your self-esteem by changing your self-talk?

*It is the mind that maketh good or ill, That maketh wretch or happy, rich or poor.*
Edmund Spencer

Imagine this: Three students schedule an appointment with their instructor to discuss a project they're working on together. They go to the instructor's office at the scheduled time, but he isn't there. They wait forty-five minutes before finally giving up and leaving. As you learn what they do next, identify which student you think has the strongest self-esteem.

Student #1, feeling discouraged and depressed, spends the evening watching television while ignoring assignments in other subjects. Student #2, feeling insulted and furious, spends the evening complaining to friends about the inconsiderate, incompetent instructor who stood them up. Student #3, feeling puzzled about the mix-up, decides to call the instructor the next day to see what happened and to set up another meeting; meanwhile, this student spends the evening studying for a test in another class.

Which student has the strongest self-esteem?

## The curse of stinkin' thinkin'

How is it that three people can have the same experience and respond to it so differently? According to psychologists like Albert Ellis, the answer lies in what each person believes caused the event. Ellis suggested that our different

responses could be understood by realizing that the activating event (A) plus our beliefs (B) equal the consequences (C) (how we respond). In other words, A + B = C. For example:

*Self-esteem can be defined as the state that exists when you are not arbitrarily haranguing and abusing yourself but choose to fight back against those automatic thoughts with meaningful rational responses.*

Dr. Thomas Burns

| Activating Event | + Beliefs | = Consequence |
|---|---|---|
| Student #1: Instructor didn't show up for a scheduled conference. | My instructor thinks I'm dumb. I'll never get a college degree. I'm a failure in life. | Got depressed and watched television all evening. |
| Student #2: Same. | My instructor won't help me. Teachers don't care about students. Life stinks. | Got angry and spent the night telling friends how horrible the instructor is. |
| Student #3: Same. | I'm not sure what went wrong. Sometimes things just don't turn out the way you plan. There's always tomorrow. | Studied for another class. Planned to call the instructor the next day to see what happened and set up a new appointment. |

Ellis suggests that our upsets are caused not so much by our problems as by what we think about our problems. When our thinking is full of irrational beliefs, what Ellis calls "stinkin' thinkin'," we feel awful even when the circumstances don't warrant it. So, how we *think* about the issues in our lives is the real issue. Problems may come and go, but our "stinkin' thinkin'" stays with us. As the old saying goes, "Everywhere I go, there I am."

*The Inner Critic keeps us feeling insecure and childlike. When it is operating, we feel like children who have done something wrong and probably will never be able to do anything right.*

Hal Stone and Sidra Stone

Stinkin' thinkin' isn't based on reality. Rather, these irrational thoughts are the automatic chatter of the Inner Critic (keeper of Negative Beliefs about myself) and the Inner Defender (keeper of Negative Beliefs about other people and the world).

So what about our three students and their self-esteem? It's not hard to see that student #1, who got depressed and wasted the evening watching television, has low self-esteem. This student is thrown far off course simply by the instructor's not showing up. A major cause of this self-defeating reaction is the Inner Critic's harsh self-judgments. Here are some common self-damning beliefs held by Inner Critics:

| | |
|---|---|
| I'm dumb. | I'm unattractive. |
| I'm selfish. | I'm lazy. |

I'm a failure.
I'm incapable.
I'm not as good as other people.
I'm worthless.
I'm not college material.
I'm weak.
I'm a lousy parent.
I'm unlovable.

A person dominated by his Inner Critic misinterprets events, inventing criticism that isn't there. A friend says, "Something came up, and I can't meet you tonight." The Inner Critic responds, "What did I do wrong? I screwed up again, didn't I!"

*Everyone has a critical inner voice. But people with low self-esteem tend to have a more vicious and vocal pathological critic.*

Matthew McKay and Patrick Fanning

The activating event doesn't cause the consequence; rather the judgmental chatter of the Inner Critic does. A strong Inner Critic is both a cause and an effect of low self-esteem.

What about student #2, the one who spent the evening telling friends how horrible the instructor was? Though perhaps less apparent, this student also demonstrates low self-esteem. The finger-pointing Inner Defender is merely the Inner Critic turned outward and is just as effective at getting the student off course. Here are some examples of destructive beliefs held by an Inner Defender:

People don't treat me right, so they're rotten.

People don't act the way I want them to, so they're awful.

People don't live up to my expectations, so they're the enemy.

People don't do what I want, so they're against me.

Life is full of problems, so it's terrible.

Life is unfair, so I can't stand it.

Life doesn't always go my way, so I can't be happy.

Life doesn't provide me with everything I want, so it's unbearable.

A person dominated by her Inner Defender discovers personal insults and slights in neutral events. A classmate says, "Something came up, and I can't meet you tonight." The Inner Defender responds, "Who do you think you are, anyway? I can find someone a lot better to study with than you!"

The activating event doesn't cause the angry response; rather the judgmental chatter of the other-damning Inner Defender does. A strong Inner Defender is both a cause and an effect of low self-esteem.

*Replacing a negative thought with a positive one changes more than just the passing thought—it changes the way you perceive and deal with the world.*

Dr. Clair Douglas

Only student #3 demonstrates high self-esteem. This student realizes he doesn't know why the instructor missed the meeting. He doesn't blame himself, the instructor, or a rotten world. He considers alternatives: Perhaps the instructor got sick or was involved in a traffic accident. Until he can find out what happened and decide what to do next, this student turns his attention to an action that will keep him on course to another goal. The Inner Guide is concerned with positive results, not judging self or others. A strong Inner Guide is both a cause and an effect of high self-esteem.

## Disputing irrational beliefs

How, then, can you raise your self-esteem?

First, you can become aware of the chatter of your Inner Critic and Inner Defender. Be especially alert when events in your life go wrong, when your desired outcomes and experiences are thwarted. That's when we are most likely to complain, blame, and excuse. That's when we substitute judgments of ourselves or others for the positive actions that would get us back on course.

*Does it help to change what you say to yourself? It most certainly does. . . . Tell yourself often enough that you'll succeed and you dramatically improve your chances of succeeding and of feeling good.*

Drs. Bernie Zilbergeld and Arnold A. Lazarus

Once you become familiar with your inner voices, you can begin a process of separating yourself from your Inner Critic and Inner Defender. To do this, practice disputing your irrational and self-sabotaging beliefs. Here are some effective ways to dispute:

- **Offer evidence that your judgments are incorrect:** *My instructor called me last week to see if I needed help with my project, so there's no rational reason to believe he won't help me now.*
- **Offer a positive explanation of the problem:** *Sure my instructor didn't show up, but he may have missed the appointment because of a last-minute crisis.*
- **Question the importance of the problem:** *Even if my instructor won't help me, I can still do well on this project, and if I don't, it won't be the end of the world.*
- **If you find that your judgments are true, instead of continuing to criticize yourself or someone else, offer a plan to improve the situation:** *If I'm honest, I have to admit that I haven't done well in this class so far, but from now on I'm going to attend every class, take good notes, read my assignments two or three times, and work with a study group before every test.*

*You mainly make yourself needlessly and neurotically miserable by strongly holding absolutist irrational Beliefs, especially by rigidly believing unconditional shoulds, oughts, and musts.*

Albert Ellis

According to psychologist Ellis, a key to correcting irrational thinking is changing a "must" into a preference. When we think "must," what follows in our thoughts is typically awful, terrible, and dreadful. For example, my Inner Defender's belief that an instructor "must" meet me for an appointment or he is an awful, terrible, dreadful person is irrational; I'd certainly "prefer" him to meet me for an appointment, but his not meeting me does not make him rotten—in fact, he may have a perfectly good reason for not meeting with me. As another example, my Inner Critic's belief that I "must" pass this course or I am an awful, terrible, dreadful person is irrational; I'd certainly "prefer" to pass this course, but not doing so does not make me worthless—in fact, not passing this course may lead me to something even better. Believing irrationally that I, another person, or the world "must" be a particular way, Ellis says, is a major cause of my distress and misery.

If all of the above ideas fail, you can always distract yourself from negative, judgmental thoughts. Simply tell yourself, "STOP!" and replace your blaming,

complaining, or excusing with something positive: Watch a funny movie, tell a joke, recall your goals and dreams, think about someone you love.

Wisely choose the thoughts that occupy your mind. Avoid letting automatic, negative thoughts undermine your self-esteem. Evict them and replace them, instead, with esteem-building thoughts.

## *Journal Entry 6*

In this activity, you will practice disputing the judgments of your Inner Critic and your Inner Defender. As you become more skilled at seeing yourself, other people, and the world more objectively and without distracting judgments, your self-esteem will thrive.

1. **Write a sentence expressing a recent problem or event that upset you.** Think of something troubling that happened in school, at work, or in your personal life. For example, *I got a 62 on my math test.*

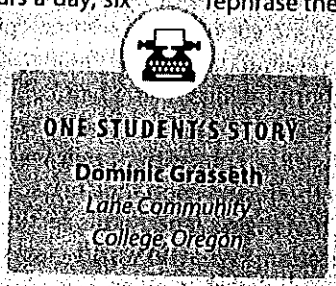
2. **Write a list of three or more criticisms your Inner Critic (IC) might level against you as a result of this situation. Have your Inner Guide (IG) dispute each one immediately.** Review the four methods of disputing described on page 43. You only need to use one of them for each criticism. For example,

   *IC:* You failed that math test because you're terrible in math.
   *IG:* It's true I failed the math test, but I'll study harder next time and do better. This was only the first test, and I now know what to expect next time.

3. **Write a list of three or more criticisms your Inner Defender (ID) might level against someone else or life as a result of this situation. Have your Inner Guide (IG) dispute each one immediately.** Again use one of the four methods for disputing. For example,

   *ID:* You failed that math test because you've got the worst math instructor on campus.
   *IG:* I have trouble understanding my math instructor, so I'm going to make an appointment to talk with him in private. John really liked him last semester, so I bet I'll like him, too, if I give him a chance.

4. **Write what you have learned or relearned about changing your inner conversation.** Your journal entry might begin, *In reading and writing about my inner conversations, I have discovered that. . . .* Wherever possible, offer personal experiences or examples to explain what you learned.




Enrolling in college at the age of twenty-eight was very intimidating to me. Having dropped out of high school at fifteen, I had a real problem with confidence. Even though I had a GED and was earning a decent living as a car salesman, I still doubted that I was smart enough to be successful in college. I finally took the leap and enrolled because I want a career where I don't have to work twelve hours a day, six days a week and never see my family.

However, by the second week of the semester, I found myself falling back into old habits. I was sitting in the back of the classroom, asking what homework was due, and talking through most of the class. Negative thoughts constantly ran through my mind: *The teachers won't like me. I can't compete with the eighteen-year-olds right out of high school. I don't even remember what a "verb" is. I can't do this.*

Then in my College Success class, we read chapter two of *On Course* about becoming a Creator and disputing "stinking thinking." I realized I had taken on the role of the Victim almost my whole life, and I was continuing to do it now. One day I was on my porch when I caught myself thinking my usual negative thoughts. It occurred to me that I was the only one holding me back, not the teachers, not the other students, not math, not English. If I wanted to be successful in college, I had to quit being scared. I had to change my thinking. So I made a deal with myself that any time I caught myself thinking negatively, I would rephrase the statement in a way that was more positive. I started to truly pay attention to the thoughts in my head and question the negative things I was telling myself. After that I began sitting up front in my classes and participating more. I've always been kind of scattered, so I started using a calendar and a dry erase board to keep track of what I had to do.

What amazes me is that I didn't really make that big a change, yet I finished the semester with a 4.0 average! All I did was realize that what I was saying to myself was my underlying problem. I am responsible for my thoughts, and the choice about whether or not to succeed is mine. These days when I have a ridiculous thought going through my mind and I change it, I smile. It's very empowering.

## Why *Learn Study Skills?*

If you want to be successful in the work world, obviously you need to master the skills of your profession. Likewise, if you want to be successful in college, you need to master the skills of learning. What follows is the first of six sections throughout the book in which we'll look at effective study skills and how you can apply them to achieve greater academic success.

But first, let's address *why* you should learn and use these study skills. After all, you might be thinking, *I'm in college so I must have already developed some effective strategies for studying. Why do I need to waste time learning more of them?* Well, you might be right. But, be alerted that college raises the academic bar quite a few notches, and you may not have all of the skills necessary to meet your instructors' expectations. Or even your own. And it's a

rare instructor, outside of a course like this one, who's going to take the time to teach you study skills when you're struggling. Then what? Psychologists who study student achievement have discovered that many students who struggle academically decide it's because they lack inborn ability. This belief leads to a sense of hopelessness: *If I wasn't born smart enough, there's nothing I can do about it.* Too often these students conclude they're not college material. Or they get discouraged about not doing as well in college as they had in high school. Then they stumble off course and quit.

By contrast, successful students typically attribute academic disappointments to their failure to use effective or appropriate strategies (rather than a lack of inborn intelligence). Their belief is, *I'm smart enough, so I must not be using the right approach. I need to become skilled at new study strategies so I can learn better.* They experiment with new approaches until they find what works for them, and soon they're back on course.

In each of the six study skills sections, you'll encounter practical answers to the question: "What do world-class learners do to get straight A's?" If you're willing to do what they do and you're willing to put in a reasonable and consistent effort, there's no reason you can't enjoy a successful journey to graduation. That's not saying you'll get straight A's or that your path will always be smooth. You'll probably hit a few bumps and take a few wrong turns. At times, your journey may seem like it will take forever. But, if you are a Creator, your chances of success are excellent!

One more thing before tackling our first study skill. When you see how I've presented each area of study skills—as a menu of strategies with only a brief explanation for each one, you may wonder about this format, especially if you have friends taking a similar course with a different book. Most likely their book will have long (maybe *very* long) chapters explaining the same study skills that you'll cover here in just a few pages. Actually, the first time I taught study skills many years ago, I used a book like that. One day we were going over note taking when a young man in my class said, "I guess note taking must be pretty complicated!" "Why do you say that?" I asked. "Well," he answered, "Look at how long this chapter is. If it takes that many pages to explain note taking, it must be like learning nuclear physics."

I had an "aha" that day: The way I was teaching study skills wasn't even close to the way I had learned to be an effective learner myself. In fact, as an undergraduate I never even read a book about study skills. At that time, my institution didn't offer a class like the one you're taking. Instead I learned my study skills "on the job." For example, one day I noticed a classmate's notes and they looked very different from mine. I asked about his notes and he offered a couple of sentences explaining how his system worked. That was it for instruction. His approach sounded appealing, so I tried it. Then, I adapted it to my own style, and tried it again. This new way helped me learn better and get better grades, so I kept doing it. No huge chapter to read. Just a quick explanation and lots of practice. After my student made his observation

about note taking, I tried the abbreviated approach you're about to experience. My students started learning to use study skills more effectively and in less time. And that's what you can look forward to here.

Here's how it works: First, read the menu of suggestions. Next, pick the one strategy *you* think will help you the most. Then, *use* it. Modify it and use it again. And again. All the while, notice if your outcomes improve. With a reading strategy, for example, notice if it helps you read with greater understanding. Notice if you start reading faster with the same or greater comprehension. If so, add that strategy to your reading toolbox. Then try another strategy. And another. That's all there is to it. It's *not* nuclear physics! So let's get started.

# Goal setting exercises

Team work

1. Divide students up into small groups (3-5).
2. Assign all groups a task (Assemble a puzzle, scavenger hunt, trivia questions, etc.)
3. Tell the students the end goal that needs to be reached.
4. Give the students 5 or so minutes to discuss how they are going to achieve the task.
5. Give the students 20 or so minutes to complete the task.
6. Bring the students back together and have a group discussion to see how each group completed the task and why they choose to do it the way they did.
7. Give the winning team a prize. ☺

# Setting Goals in College Courses

**COURSE**: Biology

**STEP 1:** Tentative Goal Statement
I want at least a B in Biology

**STEP 2:** List Obstacles

1. There is a ton of reading, and I usually put it off.
2. I have trouble following the lecture, and I struggle to take notes.
3. Class would be easier to skip because it's in the lecture hall and attendance isn't taken.
4. The book is very hard to read and understand.
5. The class is so big that I am easily distracted.
6. The subject matter is very difficult for me.

**STEP 3:** List of Resources

1.
2.
3.
4.
5.
6.

**STEP 4:**Revised Goal Statement
I'll try to earn a B in Biology.

**STEP 5:** Polished Goal Statement
I will achieve a B in Biology this term.

Source: Orientation to College Learning, Blerkom, 2010

# Setting Goals in College Courses

**COURSE**: Biology

**STEP 1:** Tentative Goal Statement
I want at least a B in Biology

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4. The book is very hard to read and understand.
5. The class is so big that I am easily distracted.
6. The subject matter is very difficult for me.

**STEP 3:** List of Resources

1. I will set up a schedule to read 15 pages each night.
2. I'll read the chapter before the lecture. I'll Rewrite my notes afterward.
3. I can't afford to miss class. I'll go from my 8:00 class directly to Biology at 9:00.
4. I'll highlight and take notes as I read.
5. I'll read Chapter 6 on Concentration early and sit up front.
6. I'll get a tutor.

**STEP 4:**Revised Goal Statement
I'll try to earn a B in Biology.

**STEP 5:** Polished Goal Statement
I will achieve a B in Biology this term.

Source: Orientation to College Learning, Blerkom, 2010

# STUDENT OPPORTUNITIES SEMINAR (SOS)

# GOAL SETTING

LEMOYNE-OWEN COLLEGE
DEPARTMENT OF CAREER SERVICES
MEMPHIS, TENNESSEE

# GOAL SETTING FORM

Purpose: To help students understand the importance of setting goals as a part of their personal and professional development. It will help them prioritize their time, discover their strengths and weaknesses, and evaluate their personality type.

# GOAL SETTING FORM

**Name** _____ **Age** _____ **(Optional)**

**Address** _____ **Major** _____

**Telephone #** _____ **Classification** _____

1. What are your short-term goals? _____
   (Within a year or less)

   _____

   _____

2. What are your long-term career goals within the next 5 years? _____

   _____

   _____

   Action Steps: _____

   _____

   _____

3. What is your long-term career goal within the next 10 years? _____

   _____

   _____

   Actions Steps: _____

   _____

   _____

4. What are the most important rewards you expect in your career? _____

   _____

   _____

**Fill in briefly below your goals for the next two years.**

**In column 1, number the goals that are most important to you. (1 is the most important)**
**In the other columns, state in sentence form what your goals are for each one.**

| Goal | Priority (1-13) | Six Months | One Year | Two Years |
|---|---|---|---|---|
| Personal | | | | |
| Family | | | | |
| Friends/ Relationships | | | | |
| Education | | | | |
| Financial | | | | |
| Work | | | | |
| Location/City | | | | |
| Lifestyle | | | | |
| Personal Time | | | | |
| Household Duties | | | | |
| Extracurricular Activities | | | | |
| Community Involvement | | | | |
| Spiritual Life | | | | |

| | | | | |
|---|---|---|---|---|
| | | | | |

**Estimate the total time you think you spend per week on each activity listed below. Then add the hours together. If your number is over 168 (the number of hours in a week), rethink your original estimates and recalculate the total so that it equals or is less than 168.**

| ACTIVITY | ESTIMATED TIME SPENT IN HOURS |
|---|---|
| Class | |
| Work | |
| Studying | |
| Sleeping | |
| Getting ready in the morning | |
| Eating | |
| Family time/child care | |
| Commuting/traveling | |
| Chores and personal business | |
| Friends and important relationships | |
| Telephone time | |
| Leisure/entertainment | |
| Spiritual life | |
| **Total** | |

**Example: 2 hours per class to study (i.e.) if you're taking 5 classes, it will be 10 hours of studying per week.**

**Example: 8 hours of sleep per day is assumed (i.e.) 8 hours for the whole week is 56 hours, so you only have 112 hours each week to manage all of your personal and school activities.**

**When your estimate is at or below 168, subtract that number (the total number of hours you estimate you spend on these activities) from 168. Whatever is left over is your estimate of hours that you spend in unscheduled activities. Below on the left is an example of assumed estimated sleep hours leaving you only 112 hours left for your other activities. Calculate on the below right all of your estimated hours including sleep hours from the above chart.**

**(Example)** 168
\- 56 of sleep hour
Minus total _____
Unscheduled time 112

**(Calculate)** 168
\-
Minus total _____
Unscheduled time _____

**Name your top 3 career choices, geographic locations where you would like to live, strongest skills, and areas of development.**

**Careers**

1. _____
2. _____
3. _____

**Locations**
(Cities/Countries)

1. _____
2. _____
3. _____

**Strongest Skills**
(Choose from list below)

1. _____
2. _____
3. _____

**Areas of Development**
(Choose from list below)

1. _____
2. _____
3. _____

**Examples Of Skills And Qualities (You can also state other skills and qualities not listed)**

Ability to work alone
Ability to work in teams
Adaptable
Ambitious
Analytical
Assertive
BI-lingual
Communication Skills
Computer Literate
Consistent
Consulting Skills
Creative
Critical Thinker
Dependable
Detailed Oriented
Directing Skills
Energetic
Enterprising
Enthusiastic
Honest
Hospitable
Imaginative
Inventive
Leadership Skills
Loyal
Managing Skills
Mentioning Skills
Organization Skills
Negotiating Skills
Planning Skills
Public Speaking
Quick Learner
Sales
Serving Skills
Sincere
Teaching Skills
Writing Skills

**Circle your best answer for each section. (Remember, you might fall into more than one category)**

Yes No I like working with objects more than ideas.
Yes No I can perform activities that require physical coordination.
Yes No I am interested in nature or adventure activities.
Yes No I am interested in military activities.
Yes No I can usually mend or repair things.
Yes No I am agreeable, honest, and quiet.
Yes No I am realistic, money-minded, and persevering.

(Sample Careers)
Air Traffic Controller, Painter, Plumber, Police Officer, Machinist, Nursery Worker, Jeweler, Fire Fighter, or Dressmaker.

Yes No I usually think through a problem before acting on it.
Yes No I like to find my own solution to problems.
Yes No I try to create ways of doing a job.
Yes No I can solve complex problems.
Yes No I am interested in research.
Yes No I am logical, careful, and investigative.
Yes No I am self-sufficient, experimental, and exact.

(Sample Careers)
Airplane Pilot, Biologist, Chemist, Computer Operator, Dentist, Engineer, Physician, Data Programmer, X-Ray Technician, or Research Analyst.

Yes No I like to create things that are different.
Yes No I prefer to express myself in writing or through art rather than through speaking.
Yes No I like privacy when I am creating.
Yes No I can design clothes, furniture, ceramics, or posters.
Yes No I have ability in music, drama, and dance.
Yes No I am demonstrative, impressionable, and spontaneous.
Yes No I am imaginative, visionary, and non-conforming.

(Sample Careers)
Actor/Actress, Advertising Executive, Architect, Apparel Designer, Interpreter, Journalist/Reporter, Photographer, Writer, or Public Relations.

Yes No I feel good about expressing myself verbally.
Yes No I like being asked to take a leadership role.
Yes No I can easily make new friends.
Yes No I am interested in religious activities.
Yes No I can lead a charity or benefit drive.
Yes No I am generous, hospitable, and unreserved.
Yes No I am tactful, sociable, and understanding.

(Sample Careers)
Hair Stylist, Counselor, Athletic Coach, Interviewer, Nurse, Minister, Politician, Social Worker, or teacher.

Yes No I enjoy talking more than listening when in a group of people.
Yes No I often find myself trying to change someone's point of view.
Yes No I can sell things.
Yes No I can operate my own business.
Yes No I am always ready to try something that hasn't been done.
Yes No I am a go-getter, commanding, and enthusiastic.
Yes No I am popular, self confident, and active.

(Sample Careers)
Attorney, Banker, Business Manager, Contractor, Radio/TV Announcer, Real Estate Agent, Salesperson, or warehouse manager.

Yes No I like to know exactly what is expected of me in a new situation.
Yes No I would like to be a part of a large well-established organization.
Yes No I would rather be given directions than to figure them out myself.
Yes No I can usually keep my cool in stressful situations.
Yes No I like a routine work setting.
Yes No I am responsible, organized, and productive.
Yes No I am obedient, reliable, and calm.

(Sample Careers)
Business Teacher, File Clerk, Key Punch Operator, Receptionist, or secretary.

**Choose the best answer that applies to you.**

_____ 1. I like
- a. traveling
- b. working nights
- c. working weekends
- d. working days

_____ 2. I want to work in a
- a. large firm
- b. small firm
- c. older establishment
- d. entrepreneurial situation

_____ 3. I prefer to work
- a. alone
- b. small groups
- c. with a lot of people

_____ 4. I'd rather be a
- a. leader
- b. follower
- c. team player

_____ 5. I like being
- a. confined
- b. mobile
- c. adventurous

_____ 6. I like
- a. being at home
- b. going out
- c. both a and b

_____ 7. I prefer to
- a. listen
- b. give advice
- c. talk

_____ 8. I am more a _____ learner.
- a. factual
- b. visual
- c. verbal

_____ 9. A high priority in life is to
   a. keep my commitments
   b. experience as much of life as possible
   c. Make a difference in the lives of others
   d. understand how things work

_____ 10. Often people think of me as
   a. dependable and loyal
   b. dynamic and creative
   c. caring and honest
   d. intelligent and inventive

_____ 11. I enjoy
   a. coordinating
   b. negotiating
   c. operating
   d. directing

_____ 12. I like
   a. serving
   b. handling
   c. comparing

_____ 13. I can
   a. coach
   b. persuade
   c. consult

_____ 14. I can
   a. instruct
   b. supervise
   c. mentor

_____ 15. I prefer working with my
   a. hands
   b. mind
   c. feet

_____ 16. I am better under
   a. stressful deadlines
   b. laid back environment

# What Do You Know or What Have You Heard?

**Goal:**

Participants will recognize the widespread use of stereotypes.

**Time:**

20–30 minutes.

**Materials:**

Large sheets of newsprint, tape, markers, and wall space or other surfaces to which newsprint may be taped.

**Procedure:**

Before the presentation, label the top of each sheet of newsprint with the name of a different type of person or group. Try to include a variety of dimensions of diversity. Examples may include Women, Men, Teenagers, African American Males, Asian Americans, Latino Americans, Catholics, Christians, Jews, Arabs, Moslems, Amish People, Wealthy People, Poor People, The Homeless, People on Welfare, People With a Physical Challenge, Californians, Southerners, People 75 Years and Older, People Who Live in the Country, People Who Live in the City, and others.

Fold each sheet and tape the sheets on the walls or other surfaces in a manner that does not reveal the label. Leave enough space between them so that small groups can form around each sheet.

You may choose to introduce this activity with a brief discussion about culture and its impact on our behavior. Be sure to point out that culture is something we begin learning as very young children, that the rules of our culture are often not written but are learned from those around us, and that as children we generally accept these rules without question.

Tell participants you want to engage them in an activity called "What Do You Know or What Have You Heard?" Begin unfolding the posted newsprint sheets so that the labels are revealed. Tell each participant to circulate around the room to each sheet of newsprint and, with a marker, write one thing that they either "know" or that they have heard about the people or group identified by the label. Emphasize that what they write can be something that they know *or* something they have heard.

Allow enough time for each participant to add a thought to each list. Then invite participants to take a few minutes to observe the completed lists.

**Discussion:**

Ask participants the following questions:

What do many of the comments we have written on the lists represent?

Are they all true?

Where did they come from? (Responses might include parents, friends, teachers, books, the media, and others.)

Lead a discussion about stereotypes and the fact that we become conditioned to think about stereotypes on an almost automatic basis when we see or hear about someone whose background is different from our own. We all use stereotypes at one point or another. The important thing is that we begin to become more conscious of the fact that we are often thinking "on automatic." We must stop to ask ourselves if what we are thinking is a fact or a stereotype.

## Circles of My Multicultural Self

This activity requires 20-30 minutes.

**Purpose:**

The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identity. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

**Preparation:**

Distribute copies of the Circles handout.

**Instructions:**

Ask participants to pair up with somebody they do not know very well. Invite them to introduce each other, then follow these steps:

1. Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, educator, Asian American, middle class, etc.

2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.

3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: "I am (a/an) _____ but I am NOT (a/an) _____." Provide your own example, such as "I am a Christian, but I am NOT a radical right Republican." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps, but remind them with 2 minutes remaining that they must fill in the stereotype sentence.

4. Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group.)

5. Advise participants that the next step will involve individuals standing up and reading their stereotype statement. You can either simply go around the room in some order or have people randomly stand up and read their statements. Make sure that participants are respectful and listening actively for this step, as individuals are making themselves vulnerable by participating. Start by reading your own statement. This part of the activity can be extremely powerful if you introduce it energetically. It may take a few moments to start the flow of sharing; so allow for silent moments.

6. Several questions can be used to process this activity:

    1. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
    2. Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
    3. How did it feel to be able to stand up and challenge your stereotype?
    4. (There is usually some laughter when somebody shares common stereotype such as "I may be Arab, but I am not a terrorist" or "I may be a teacher, but I do have a social life.") I heard several moments of laughter. What was that about?
    5. Where do stereotypes come from?
    6. How can we eliminate them?

**Facilitator Notes:**

The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges. Encourage participants to think about the stereotypes they apply to people and to make a conscious effort to think more deeply about them, eventually eliminating them.

As with most activities, it can be especially effective if you participate while you facilitate. If you are willing to share your own experiences, participants are more likely to feel open to share their own.

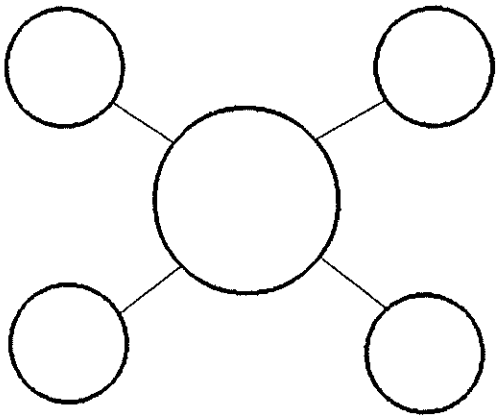
It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

After everyone has shared their stereotype challenge, announce that anyone who would like to share another one can do so. Model by sharing another one about yourself.

## Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.

2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.

3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an)_____.

(So if one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be:

I am a Christian, but I am NOT a radical right Republican.

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## "The world is too dangerous to live in - not because of the people who do evil, but because of the people who stand by and let them."

Albert Einstein

**Write the above quote on the board, and ask students to reflect on it.**

Do they agree?
How does it relate to the previous lesson?
Can you suggest some recent examples?

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Lesson Plans for Exploring Prejudice and Diversity Issues

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## Self Identity

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**Objective:** to help students explore their identities and to celebrate the diversity in your class. This activity is especially helpful in racially homogenous classes because it reinforces the many dimensions of diversity.
**Grade level:** All
**Materials:** brown paper bags, markers
**Time required:** 10 min. for viewing, 50 min. for sharing

1. **Who are you?** Ask students to bring in a brown paper bag. Instruct them to decorate the **outside** of the bag with pictures and materials that illustrate who they are. Use a combination of these prompts to get your students thinking: What is your family's heritage? What is your gender? What is your religion? What languages do you speak? How old are you? What are your hobbies? To which groups do you belong? What are your interests? What values are important to you? Ask students to put something **inside** the bag that represents who they are that is not obvious from looking at them.

2. **Display and Present** - When the students return the bags, exhibit them in the classroom. Ask students to walk around and see if they can match the bags with their classmates. Then have each student present their identity bags to the class.

3. **What did we learn?** Conclude the activity by noting how different each of the identity bags were. Ask students, In what ways are we unique? In what ways are we alike? Try to emphasize that there is more to diversity than meets the eye.*

**We all have families; we all have a cultural heritage; we all have different interests*

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# Seeing our Prejudices

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**Objective**: to confront our prejudices and to see people as individuals, not solely as members of a group
**Grade level:** High School
**Materials:** paper and pen
**Time Required:** Several classes

1. Ask your students to write a paper on one of their own prejudices. Their paper should describe what the prejudice is, what it is based on, and where and how they think they learned it.

2. When students turn in their papers, engage them in a discussion about the project. Was it difficult to come up with something? Why or why not? How did they feel writing about it? Why? What did they learn from the assignment? What other ways can we help others become aware of their prejudices?

3. Have students choose from one of the following two options and present their findings to the class:

a) conduct interviews with two members of a group against whom they have felt prejudiced and arrange for at least one of them to make a presentation to the class.

b) write a research paper on three members of this group who have contributed positively to society and make a presentation to the class about their contributions. Each of these options should include a component that:

1) has students address the ways in which these individuals support or refute the prejudice they have about the group.

2) describes in detail what they learned from this assignment.

*Some students may resist because they do not believe that they are prejudiced. Explain that prejudice is something that we have all learned. By becoming aware of our prejudices we begin to unlearn them.*


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Health Issues

ability are normal.

**If you aren't doing as well as you think you should be, seek help from teachers or other professionals to find out why.**

**Strategizing Your Class Schedule** (If Your Program Allows)

The following section will not be helpful to students taking mandatory, pre-set curricula (where the school decides for all students in a particular field of study which classes they will take, during which semester and at what class times). This is often the case in professional programs (like nursing, as opposed to liberal arts programs where you don't have to "declare" a major until your sophomore or junior year). Some programs of study offer choices in what classes you take and when. Some do not. You may need to ask some careful questions to determine if you have any flexibility in when you take required and other classes. Even if your school pre-registers students and sets individual class schedules by computer, there may be a great deal of maneuvering room left to you.

**Use the add-drop period to add and drop classes to your advantage.**

The add-drop period is a period of time at the first part of a semester or quarter when students can add classes or drop classes without any financial consequence (some schools may have a different name for this period of time). It is during this period that the school allows students to fine-tune their schedules or make any changes that need to be made because of changes in their situations. It is always easy to drop a class, harder to add.

**Sign up for one more class than you intend to take in a semester.**

Register for one or two more classes than you'll want to follow through with. Then when you go to classes the first week, you'll be given the details of the teachers' expectations for the courses (how many tests you'll have to take, how many papers you have to write, how much reading you'll have, how personable and likely to be a good teacher the teacher seems). You can't usually tell what a course will require until you sit down in it the first day and hear the teacher tell you the details. Then, when you have all the details, drop the most problematic one. (Don't tell your school this is what you're up to. Your gain is their extra paperwork.)

**Research your instructors. Ask anyone you can whenever you get a chance.**

**Get all the information you can from other students about their experiences with the teachers you might have** (currently or later).

Find out from former students what to expect from the instructors you have. Get copies of papers written for his class to see what type of effort gets what grade.

**Find out from former students what teachers to avoid** if at all possible: which ones are boring, unpredictable, overly demanding of their students, etc. Also find out which seem to actually foster the most learning (sometimes an overly demanding or boring teacher can actually teach a great deal). Balance the potential for benefit with an estimate about how demanding or difficult a teacher might be.

**Strategize your first semester so you start light, scholastically**

**Your first semester at a new school will be the toughest semester in many ways.** You need to work out and test new study schedules, new study routines, and new study strategies. You need to find your way around campus. You may also be getting used to a new living arrangement or a new roommate. You may be in a new city. Lots of new things to deal with. Don't let anyone tell you that you should start by getting all the tough classes out of the way the first semester or quarter.

**Strategize each semester thereafter so you have a "balanced diet"**

**It isn't true that you should get all the tough classes out of the way first.** Breaking your back and your spirit with a monster load is the road to burnout. Also, don't leave all the tough classes till the last semester. Don't let anyone tell you that you should get the tough classes out of the way first.

**Schedule yourself for optimum time use: try not to have chunks of unusable on-campus time in your schedule**

Try to avoid a schedule with big spaces of unusable time between classes. If you can't ask for a particular schedule at your registration, use add-drop to try to add classes or drop classes to pack your schedule together so you waste as little time on campus as possible. Study time at the library is great to have (if you're a library type), and so is some social time for friends. But don't leave yourself chunks of time that are useless if you can help it.

## Teacher's Guide

# Lesson 2—Explore
# A Drink Is a Drink, but People Are Different

## At a Glance

### Overview

Students investigate what is meant by a *drink* in reference to an alcoholic beverage. Demonstrations using food coloring and water illustrate that various types of alcoholic drinks contain the same amount of alcohol although the total volume of liquid is different. Simulated alcoholic drinks are then diluted into a mixture of oil and water that represents the fat- and water-containing portions of the body. This demonstrates how alcohol is distributed within the body.

***Figure 2.1.*** *Different people respond differently to drinking alcohol.*

### Major Concepts

The concentration of alcohol in beer is lower than that in wine or hard liquor. However, the total amount of alcohol in a typical serving of beer (12 ounces), wine (5 ounces), and hard liquor (1.5 ounces) is the same. Because alcohol is *miscible,* or able to mix, with water, it distributes throughout the water-containing portions of the body. The brain has a high water content, and alcohol exerts many of its effects there.

### Objectives

After completing this lesson, students will

- be able to explain that *concentration* is a measure of the amount of a substance in comparison with the total amount of the solution;
- understand that various alcoholic drinks contain the same amount of alcohol even though the serving size may be different;
- explain that alcohol is miscible with water but not with fat;
- be able to describe that alcohol distributes throughout the water-containing portions of the body;
- recognize that body size and type influence an individual's response to alcohol; and
- recognize the brain as an important site of alcohol's actions.

### Teacher Background

Consult the following sections in Information about Alcohol:

***5 Alcohol: Pharmacokinetics***

***6 Alcohol: Biological Effects***

## In Advance

### Web-Based Activities

| Activity | Web Version? |
|---|---|
| 1 | No |
| 2 | No |

### Photocopies

**Activity 1** Master 2.1, *What Is a Drink?* (Make one copy per student and prepare a transparency.)

**Activity 2** Master 2.2, *Tracing Alcohol's Path through the Body* (Prepare a transparency.)

### Materials

**Activity 1**

For the class:
4 identical 1-gallon containers, such as clear plastic milk bottles[a, b]
1 measuring cup, marked in ounces
1 clear shot glass, or other clear cup that holds 1.5 ounces
1 clear wine glass, or other clear cup that holds 5 ounces
1 clear beer mug, or other clear cup that holds 12 ounces
water
red food coloring (0.3-ounce bottle)[c]
1 stirring rod
1 piece of white poster board to use as a backdrop for the demonstration

**Activity 2**

For the class:
2 clear containers (drinking glasses) that hold at least 8 ounces of liquid[d, e]
2 containers that hold at least 2 ounces of liquid
2 ounces of rubbing alcohol (isopropyl alcohol)
water
mineral oil (8 ounces)[f]
red food coloring (0.3-ounce bottle)[c]

[a] Large beakers (2,000 mL) or clear, 2-liter soda bottles may be good choices if larger containers are not available.

[b] Ideally, all of the containers will be transparent to help the class see the color intensities of the simulated alcoholic beverages.

[c] Other colors of food coloring may be used. Be sure to select a color that will show up well in the demonstration. Yellow may not be a good choice.

[d] The 8-ounce containers should be tall and slender (such as a drinking glass) as opposed to short and stout. This helps students visualize the water and oil phases.

[e] If you are doing this demonstration in front of a large class, you may wish to adapt it for your situation. If you use the volumes of water, mineral oil, and food-coloring solution listed, you may wish to walk around the room with the containers so that students can see them well. Alternatively, you may scale up the volumes of each liquid and use larger containers. Visually, this may be more effective, but it necessitates additional materials.

[f] If you are doing the demonstration for multiple classes, you can separate the mineral oil from the water and reuse it, but that requires additional preparation time.

## Preparation

### Activity 1

Fill four 1-gallon containers about three-quarters full of water. Prepare diluted red-food-

coloring solution by adding 1 teaspoon of the food coloring to one of the gallon containers that has been filled about three-quarters full with water. Mix.

Prepare the simulated shot of hard liquor by adding 1.5 ounces of the diluted red-food-coloring solution to the shot glass or small cup (1.5 ounces total).

Prepare the simulated glass of wine by adding 1.5 ounces of the diluted red-food-coloring solution to the wine glass or a medium cup containing 3.5 ounces of water (5 ounces total).

Prepare the simulated mug of beer by adding 1.5 ounces of the diluted red-food-coloring solution to the beer mug or large cup containing 10.5 ounces of water (12 ounces total).

**Teacher note**
Practice this demonstration before attempting it in front of a class to ensure that the differences in color are obvious. Notice that each of the three simulated beverages contains the same amount of food coloring ("alcohol"). The "shot" should be noticeably darker than the "wine," which should be noticeably darker than the "beer." If the three drinks do not have noticeably different color intensities, then you may have to change the amount of food coloring that you add when you make the diluted food-coloring solution.

**Activity 2**
**Teacher note**
To reduce the amount of materials needed, this activity is described as a teacher demonstration. You can perform the dilutions yourself or have student volunteers assist. If you prefer, you can divide the class into small groups and have them each perform the activity.

Place 2 ounces of rubbing alcohol into a container and add three drops of red food coloring. Mix to give the solution a uniform color. Divide the red rubbing-alcohol solution equally between the two smaller containers.

To simulate different body types, pour 6 ounces of water into one drinking glass (or other transparent container), and pour 4 ounces of water into the other drinking glass.

Slowly and carefully pour 2 ounces of mineral oil down the side of the drinking glass that contains 6 ounces of water. Being less dense than water, the mineral oil will form a layer on top of the water.

Slowly and carefully pour 4 ounces of mineral oil down the side of the drinking glass that contains 4 ounces of water.

**Teacher note**
Save some diluted food coloring and the beer mug (or a clear glass) to use during Lesson 4.

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## Procedure

**Teacher note**
You may notice that this lesson uses units of ounces and gallons instead of metric units. This is because alcoholic beverages in the United States are typically described using ounces and

this system is more familiar to students.

**Activity 1: *What Is a Drink?***

1. **Introduce the activity by asking students to name different kinds of alcoholic beverages. List the different beverages on the board.**

   Students will name a variety of alcoholic beverages, including specific varieties of beers, wines, and hard liquors.

2. **On the board, write the three categories of alcoholic beverages: beer, wine, and hard liquor. Invite students to suggest into which category each beverage should be placed.**

   Students likely will have heard the term hard liquor, but they may not understand what it means. At this stage, simply tell students that it refers to the way the alcoholic beverages are produced.

3. **Invite students to consider the differences among the alcoholic beverages they named. Why can alcoholic beverages be placed in different categories? Are they all the same in terms of amount of alcohol? Do they cause different effects?**

   Allow students to express their views. Some students will have misconceptions about the different types of alcoholic beverages. For example, some students will say that the effects of alcohol depend only on the amount, or total volume, of a drink (of any type) that a person consumes. Other students will volunteer that hard liquor contains more alcohol per unit of volume than does beer or wine. Students will revisit this question after the demonstration.

4. **Explain to the class that you are going to conduct a demonstration to investigate the amount of alcohol in the three different types of drinks.**

5. **Place the three simulated alcoholic beverages—the beer, wine, and hard liquor—on the table in front of the class. Explain that the liquid is actually water with red food coloring. The red food coloring represents the alcohol in each drink. Ask students to share their observations about the three drinks.**

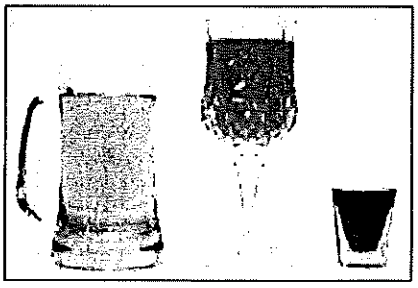


*Figure 2.2. All three of these drinks contain the same amount of alcohol.*

   Students will mention that the beverages have different volumes of liquid, and that the red color varies in shade among the different drinks. The liquid in the shot glass has the deepest red color, and the liquid in the beer glass has the lightest red color. Do not explain at this point that each drink has the same amount of "alcohol."

6. **Place the three 1-gallon containers, each about three-quarters full of**

**water, in view of the class. Explain that each container represents the water in a human body. Point out that the three containers hold equal amounts of water. Ask students to predict what will happen if you pour the "drinks" into the containers. Will the three containers look different from each other after you add the different "drinks" to them, or will they look the same?**

7. **Pour the simulated shot of hard liquor into the first gallon container and mix to allow the food coloring to quickly distribute throughout the water. Ask the class to observe what is happening.**

8. **Pour the simulated glass of wine into the second gallon container and mix to allow the food coloring to quickly distribute throughout the water.**

9. **Pour the simulated mug of beer into the third gallon container and mix.**

10. **Invite students to share their observations of the colors in the three containers. Do the different containers look the same or do they look different from each other? Which contains the most alcohol?**

NSES

**Content Standard A:** Think critically and logically to make the relationships between evidence and explanations.

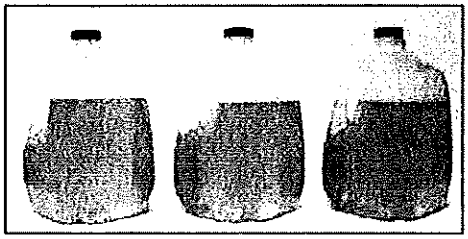
**Content Standard B:** A substance has characteristic properties, such as density, a boiling point, and solubility, all of which are independent of the amount of the sample.

Because each glass contains 1.5 ounces of the diluted red-food-coloring solution, the shade of red in each should be about the same. (Since the simulated drinks have different volumes, the final volumes in the gallon containers will be slightly different.) If the gallon containers are not clear enough for the class to see the colors of the solutions, then pour equal quantities of the solutions into separate clear beakers or drinking glasses, so that students can accurately compare the tints of the three solutions.

Before proceeding, make sure that the class understands that the red food coloring represents alcohol in the drink and that its spread throughout the water simulates the distribution of alcohol throughout a person's bloodstream.

11. **Ask the class to consider which container has the most alcohol in it. Introduce the term *concentration* to students. *Concentration* is a measure of the amount of a substance in comparison to the total amount of solution. (In this discussion, we will restrict the definition of concentration to liquids.) Which container has the highest concentration of alcohol?**

Since the color intensity is an indicator of concentration, students should report that the containers have equal concentrations of food coloring (alcohol).



12. **Ask students to consider the three types of**

**drinks poured into the containers. If the concentration of food coloring (alcohol) in each large container is the same, what can they say about the amount of alcohol that was added to each container?**

*Figure 2.3. Each type of alcoholic drink produces the same alcohol concentration in the blood.*

Students should respond that if the final concentrations are equal, then the total amount of alcohol added to each container is the same because the volumes in the containers are about the same.

13. **Ask the class which alcoholic beverage, the beer, the wine, or the hard liquor, has the lowest *concentration* of alcohol. Which has the highest?**

Without using actual alcohol concentrations, make sure that the class understands that beer has the lowest concentration, wine an intermediate concentration, and hard liquor the highest.

14. **(Optional) If students have difficulty understanding the concept of concentrations in different volumes of liquid, you may wish to demonstrate the mixing of the simulated alcoholic beverages. Add 1.5 ounces of the diluted red food coloring solution to a beer mug, a wine glass, and a shot glass. Then add water to the beer mug (10.5 ounces) and wine glass (3.5 ounces) to show the typical servings. These will be identical to the simulated drinks that you used for the first demonstration.**

Having students see that the different glasses contain the same amount of "alcohol" even though the final volume of liquid is different should help eliminate confusion.

15. **Ask the class to think about how the same amount of alcohol affects different people, for example, a small person and a large person. Guide the discussion with questions like the following:**
    - **Would the concentration of alcohol in the blood of each person be the same?**
    - **Which person would have a higher concentration of alcohol in the blood?**
    - **Why does the same amount of alcohol have a greater effect on a smaller person than a larger one?**

**Assessment:** Listening to students' responses to these questions will help you assess their understanding of concentration.

**Content Standard A:** Use mathematics in all aspects of scientific inquiry.

Alcohol distributes throughout a person's bloodstream. A smaller person has a lesser volume of blood compared with a larger one. This means that a given amount of alcohol will lead to a greater blood alcohol concentration in the smaller person than the larger one.

16. **Pass out a copy of Master 2.1, *What Is a Drink?*, to each student. Explain that the table on their handout lists the serving size and percentage of**

**alcohol for each type of drink. Instruct students to calculate the amount of alcohol in each of the three types of alcoholic beverage and to write their answers in the appropriate spaces on the handout.**

17. **After students complete Master 2.1, ask them to draw conclusions about the amount of alcohol in an alcoholic beverage.**

| Type of drink | Volume of serving (in ounces) | Concentration of alcohol expressed as a percent | Concentration of alcohol expressed as a percent in decimal form | Total amount of alcohol (in ounces) |
|---|---|---|---|---|
| Beer | 12 | 5 | 0.05 | 0.6 |
| Wine | 5 | 12 | 0.12 | 0.6 |
| Hard liquor | 1.5 | 40 | 0.40 | 0.6 |

Answers to questions on Master 2.1, *What Is a Drink?*, follow:

Students should recognize that typical servings of beer, wine, and hard liquor contain about the same amounts of alcohol. It is not the type of drink but rather the amount of alcohol consumed that determines the extent to which an individual is affected by drinking.

***Question 1. Which contains more alcohol, a 12-ounce bottle of beer that is 5 percent alcohol or 1 ounce of whiskey that is 50 percent alcohol? Show your calculations.***

The serving of beer contains more alcohol than does the serving of whiskey.

Beer: 12 ounces x 0.05 (that is, 5% alcohol) = 0.6 ounce alcohol
Whiskey: 1 ounce x 0.50 (that is, 50% alcohol) = 0.5 ounce alcohol

***Question 2. Based on your calculations, is it safer for a person to drink beer than it is to drink whiskey?***

The higher alcohol content of the beer in Question 1 demonstrates that it is not safer to drink beer than it is to drink hard liquor. Rather, the alcohol content and volume consumed determine the effects of the alcoholic beverage on an individual.

Working through this question enables students to respond correctly to Statement 4 on Master 1.1, *Alcohol: Is This Right?*: "Drinking beer is safer than drinking wine or hard liquor such as vodka or whiskey."

**Assessment:**
To evaluate the students' understanding of concentration, assign a few problems to solve, such as, How many 12-ounce beers containing 5

**Teacher note**
Students may raise questions about a "shot," or 1.5 ounces, being the typical serving size for hard liquor. Students are likely to have seen mixed drinks containing hard liquor that are much larger than

1.5 ounces. Remind students that these drinks often have other liquids, such as water, juice, or soft drinks, mixed in with the alcohol. You may remind students that a 12-ounce beer contains the same number of ounces of alcohol (0.6 ounces; see the table above), and the rest is primarily water.

percent alcohol does it take to equal the amount of alcohol contained in a 30-ounce bottle of wine that contains 12 percent alcohol? (Answer: Six bottles of beer.)

**Teacher note**
In the classroom, you may encounter questions about how the percentage of alcohol in a drink relates to the concept of proof. In the United States, *proof* is a measure equivalent to twice the percentage of alcohol by volume; that is, an 80-proof liquor is 40 percent alcohol by volume.

18. **Ask students to summarize what they have learned from the activity by asking them to identify the factors that determine the amount of alcohol contained in an alcoholic beverage.**

    Students should respond that the percentage of alcohol in the drink and the serving size determine the amount of alcohol contained in an alcoholic beverage.

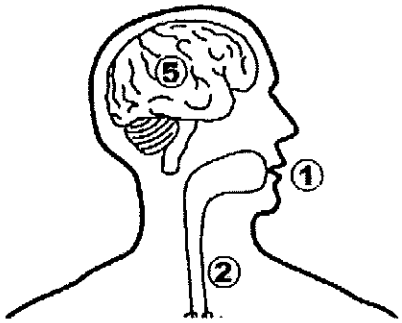
**Activity 2:** ***Where Does Alcohol Go in the Body?***

1. **Introduce this part of the lesson by asking, "What happens to the alcohol after a person takes a drink? Where does it go?" As students name parts of the body, ask them to put their responses in the proper sequence, tracing the path that alcohol takes as it passes through the body.**

   You may want to prompt students by saying that alcohol enters through the mouth. Then ask, "Where does alcohol go next?"

2. **To help students visualize how alcohol is distributed throughout the body, display the transparency of Master 2.2,** ***Tracing Alcohol's Path through the Body.***

   Alcohol is normally taken into the body through the mouth. After it is swallowed, it passes down the throat (esophagus). Help the students appreciate that when alcohol is consumed, it is first absorbed by the stomach and small intestine, then incorporated into the bloodstream. Students may continue by saying that alcohol goes to the liver, where it is metabolized (or broken down). After alcohol is metabolized, it passes through the kidneys, which process it for excretion in the urine. Be sure that students trace the path as depicted in Figure 2.4 below.




1. Alcohol enters the mouth.
2. Alcohol travels down the throat to the stomach.
3. Alcohol is absorbed into the

blood by the stomach and small intestine.

4. Alcohol travels through the blood to the water-containing organs of the body.
5. Alcohol affects many brain functions.
6. Alcohol is metabolized in the liver.
7. Alcohol is excreted from the body after processing by the kidneys.

*Figure 2.4. Tracing alcohol's path through the body.*

3. **Now that students have traced the path of alcohol as it moves through the body, ask them to consider whether the alcohol distributes evenly through the body or whether it stays in only certain types of body tissues. Explain to the class that you will conduct a demonstration to investigate this question.**

4. **Place the two containers with different ratios of oil and water in full view of the class. As with the previous demonstration, explain that each container represents a human body. Inform students that each container has oil and water in it. Ask what differences they observe in the two containers. Which layer is the oil? Which layer is the water?**

   Students should note that the liquids form two layers and that the layers differ in size. The total volume of liquid (oil + water) is the same in each container. The oil is the top layer, and the water is the bottom layer.

**Tip from the field test:** Students can relate the two containers to people with different body types—one a lean athlete with a lower amount of body fat and the other a couch potato with a higher amount of body fat. However, be sure to reinforce the idea that you are comparing two people of the same weight.

5. **Ask the class why the water and oil form two separate layers. Explain that water is *immiscible*, or does not mix, with oil. If a liquid mixes with another liquid, it is**

**Content Standard A:** Think critically and logically to make the relationships between evidence and explanations.

**Content Standard B:** A substance has characteristic properties, such as density, a boiling point, and solubility, all of which are independent of the amount of the sample.

**Assessment:** To reinforce the concept of miscibility, provide the students with a short list of everyday liquids and ask them which liquids will mix with which other liquids.

***miscible* with the other liquid.**

Other examples of immiscible liquids that students may think of include oil spills in the ocean where the oil floats on the surface and oil-and-vinegar salad dressings that separate into layers when the bottle is not shaken. An example of miscible liquids that students would be familiar with would be lemon juice and water (lemonade).

6. **Ask the class to predict what will happen if you pour alcohol into the containers. List the predictions on the board.**

   Again, responses will vary. Some will respond that alcohol will mix evenly throughout the solutions, while others will predict that alcohol will mix with either the oil or the water.

7. **Quickly pour 1 ounce of the red-colored alcohol solution into one of the containers. Use a stirring rod to gently mix the solution. Ask students what happened to the alcohol.**

   The alcohol mixes with the lower water layer. Bubbles will appear in the oil layer as the alcohol passes through it. Some red color might be seen in the bubbles, but it should be obvious that the alcohol is preferentially mixing with the water layer.

*Figure 2.5. Bottles containing oil and water can simulate people with different body types.*

8. **Pour the second 1 ounce of red-colored alcohol solution into the second container. Gently mix with the stirring rod. Again, ask students what happened to the alcohol.**

   As with the first container, students should notice that the alcohol mixes with the water but not the oil.

9. **Ask the class to compare the two containers. Are there differences that they can see? Is alcohol miscible with oil or water?**

   Students should note that the red color is more concentrated in the glass containing the smaller amount of water (4 ounces) and more mineral oil than in the glass containing more water (6 ounces) and less mineral oil. As before, the total amount of liquid in each container is equal. Alcohol is miscible with water and not with oil.

10. **Ask the class to relate their observations to people who drink alcoholic beverages.**

- **Can you tell how alcohol will affect a person by his or her appearance alone?**

  It is not possible to tell just by appearance how people will be affected by alcohol. As you recall from the demonstrations, alcohol mixes with water and not with oil; this is true in the body as well. Two people of the same size may have different amounts of body fat. The leaner person's body contains more water than the body of the person

with the higher body-fat level. Therefore, the concentration of alcohol (in the water-containing portions of the body) would be higher in the person with more body fat (same amount of alcohol in a lower total volume). This means that the higher-body-fat person would be more affected by a given dose of alcohol than a lean person of the same size. Because females, on average, have more body fat than males, they tend to feel the effects of alcohol more readily than do men. In summary, because body-fat content cannot be determined by appearance alone, it is not possible to predict the effects of alcohol on an individual solely by visual examination.

- **If two individuals have the same amount of body fat but one individual is larger than the other, who would be more affected by drinking a beer?**

  A number of factors, including body size, account for human variation in response to alcohol. A larger body size means a greater blood volume for alcohol distribution as compared with a smaller body size with an equal body fat content. Thus, in general, a larger person will be less influenced by a given alcohol dose than a smaller person will.

- **Because the brain is sensitive to the effects of alcohol, what can you conclude about the composition of the brain?**

  Since the brain is affected by alcohol, it must contain a significant amount of water into which the alcohol can mix.

**Teacher note**
These questions may bring up some sensitive issues for students. The effects of alcohol on the body are more complex than body size and amount of body fat. Although females are usually smaller than males and have higher levels of body fat, a comparison strictly on the basis of gender is not accurate. Other factors also influence how alcohol affects a person. For example, females, in general, are more sensitive to the effects of alcohol than males are because of differences in distribution.

## Lesson 2 Organizer

**Activity 1:** ***What Is a Drink?***

| What the Teacher Does | Procedure Reference |
|---|---|
| Ask the class to name different kinds of alcoholic beverages and list them on the board. | Step 1 |
| Have the class categorize each beverage as beer, wine, or hard liquor. | Step 2 |
| Invite students to consider differences between the different types of drinks. | Step 3 |
| Show the class three simulated alcoholic beverages and ask the students to share their observations about them. | Steps 4 and 5 |
| Show the class three containers of water that each represent a human body.<br>• Ask the class to predict what will happen when the simulated drinks are poured into the containers. | Step 6 |

| | |
|---|---|
| Pour each of the simulated drinks into a separate container and ask the class,<br>• Do they look the same or different from each other?<br>• Which container has the most "alcohol" in it? | Steps 7–10 |
| Introduce the concept of concentration and ask the class,<br>• Which container has the highest concentration of alcohol?<br>• How do the amounts of alcohol added to each container compare?<br>• Which simulated drink has the highest (and lowest) alcohol concentration? | Steps 11–14 |
| Have the class consider how the same amount of alcohol affects a smaller person compared with a larger person.<br>• Would the concentration of alcohol in the blood be the same for each person?<br>• Which person would have the higher concentration of alcohol in their blood?<br>• Why does the same amount of alcohol have a greater effect on the smaller person? | Step 15 |
| Have the students calculate the amount of alcohol in each type of drink using Master 2.1, *What Is a Drink?* Ask them to draw conclusions about how different drinks compare with each other. | Steps 16 and 17 M T |
| Ask the class to identify factors that determine the amount of alcohol in an alcoholic beverage. | Step 18 |

**Activity 2: *Where Does Alcohol Go in the Body?***

| What the Teacher Does | Procedure Reference |
|---|---|
| Discuss where alcohol goes once it enters the body.<br>• Help students visualize the pathway of alcohol through the body using Master 2.2, *Tracing Alcohol's Path through the Body.*<br>• Ask students if alcohol distributes evenly throughout the different body tissues. | Steps 1–3 T |
| Show the class two containers with mixtures of oil and water.<br>• Explain that each container represents a human body.<br>• Discuss the concept of miscible liquids. | Steps 4 and 5 |
| Ask the class to predict what will happen when a simulated alcoholic drink is poured into each container. | Step 6 |
| Pour the simulated drinks into each container. Ask the class,<br>• Are there differences between the two containers?<br>• Is alcohol miscible with oil or water? | Steps 7–9 |
| Have the class relate their observations to people drinking alcohol.<br>• Can appearance alone tell you how alcohol will affect a person?<br>• Why do people show variation in response to the same amount of alcohol?<br>• Since the brain is sensitive to the effects of alcohol, what can you conclude about its composition? | Step 10 |

M = Involves copying a master.

= Involves using a transparency.

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**"Drug Abuse Brochure"**

**Estimated Time of Completion:** Two 50-minute periods

I. Summary
II. Objectives
III. Materials Needed
IV. Procedure
V. Classroom Assessment
VI. Extensions and Adaptations
VII. Online Resources
VIII. Relevant National Standards

**I. Summary:**

For grades 7-12. Students will be given a list of Drug Information Web sites and a blank "Drug Abuse Crossword". They are to complete the crossword by finding the answers within the various websites. The information they glean from the Web search will be used to plan an informational brochure to be distributed to all students in school.

**II. Objectives:**

- To understand facts about drugs and use those facts to impact the entire school population

**III. Materials Needed:**

- Brochure samples
- Computers with Internet access
- Drug Information Web sites list
- "Drug Abuse Crossword"
- Crossword Answer Key
- Desktop publishing software or paper, pens, magic markers

**IV. Procedure:**

**Day One**

1. Begin the lesson by distributing a variety of brochures to students. They can be brochures on travel, information, local services, etc. Ask students which brochures they're most likely to read. Why? Which brochures will you remember or hang onto? Why? Discuss layout, graphics, photos, and written content.

2. From the discussion, form a list of the elements that make a brochure effective, including:

    - Easy-to-read layout
    - Written content appropriate for the target reader
    - Interesting and relevant graphics/photos

3. Explain to students that they will be creating a brochure about drug abuse, aimed at their fellow students. The brochure's information will come from research they gather from the Web as they find the answers to a crossword puzzle.

4. Give each student copies of the "Drug Abuse Crossword" and the Drug Information Web sites list (or the URL where both are located and can be printed out).

5. Explain that while they're completing the crossword, they should take notes on any information they would like to include in their brochure.

**Day Two**

1. Break students into groups to work on the brochure. You can assign topics of drug categories to each group, or let each group decide which general information on drug abuse is most important for the brochure (this second option will likely work better in smaller classes).

2. Students can use either a desktop publishing program, or design their brochures using pen and ink.

3. Encourage the class to make sure their brochures include:

    - A catchy title and/or slogan
    - Eye-grabbing graphics
    - Humor, analogies, or case studies
    - An easy-to-read layout

4. Have the brochures copied and have students distribute them throughout the school using various means, such as:

    - Making available in school nurse and counselor offices
    - Posting on common bulletin boards
    - Handing out at the cafeteria or school assembly
    - Slipping under car windshields in the student parking lot

**V. Classroom Assessment:**

Score student work as a combination of group and individual assessment, according to the following **100 point** scale:

- Completed crossword puzzle: **20 points**
- Information in brochure was accurate and complete: **30 points**
- Layout and written content in brochure was clear and creative: **20 points**
- Graphics for brochure were clear and creative: **10 points**
- Shared group responsibilities: **20 points**

**VI. Extensions and Adaptations:**

- Students might also plan an assembly with a speaker who is knowledgeable and interesting to teens. As students enter the gymnasium, students would distribute their brochures.
- Bundle the brochures with school district newsletters or mailings.
- Distribute the brochures in the community, such as at the library, recreation center, doctors' offices, health club, etc.
- A further extension would be for them to generate their brochures on-line (on the school's Web site, if available).

**VII. Online Resources:**

- Sites on the Drug Information Web sites list

**VIII. Relevant National Standards:**

These are established by McREL at http://www.mcrel.org/standards-benchmarks/docs/contents.html:

**Health**

- Knows the availability and effective use of health services, products, and information
- Knows how to maintain and promote personal health
- Understands aspects of substance use and abuse

**Language Arts**

- Gathers and uses information for research purposes

**Visual Arts**

- Understands and applies media, techniques, and processes related to the visual arts
- Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

**Life Skills**

- Working With Others: Contributes to the overall effort of a group

**About the Author:**
**Judy Terando** has taught Physical Education and Health since 1965, focusing on bringing technology into the classroom and spurring student creativity. She currently teaches high school in La Salle, IL.

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# College students' sleep habits harmful to health, study finds

**By: Payal Teli**

**Posted: 9/25/02**

Brian Nelson only sleeps two hours each night. That's all he can afford this semester since he's taking 24 credits.

Nelson, a junior triple major in finance, information studies and entrepreneurship and emerging enterprises, plus a minor in pre-law, hasn't been getting enough sleep since his freshman year of high school.

"You gotta get work done," he said.

And he is not alone. Sleep deprivation among college students is widespread and can have serious effects on their mental, emotional and physical health.

According to a 1997 study by the National Institutes of Health, adolescents from ages 15 to 25 are at high risk for excessive tiredness because of shifts in sleep cycles and poor "sleep hygiene," or the processes and behaviors that encourage sleep.

The consequences of neglecting sleep can have side effects such as sleepiness, mental fatigue, mood swings and, more seriously, accidents on the road, said Dr. Tracy Kuo, a clinical psychologist and behavioral sleep medicine technician at the Stanford Sleep Disorders Clinic. The most dangerous side effect of sleep deprivation is when someone falls asleep and hasn't realized it. When driving a car at 60 mph, nodding off for 3 seconds can be fatal, she added.

"It has been proven that a sleepy driver is just as dangerous as a drunk driver," said Kuo, who has done studies on insomnia and obstructive sleep apnea.

But convincing students to get enough sleep is a difficult task because they feel overwhelmed with homework.

"I have too much work and not enough time," said Michelle Feldman, a sophomore television, radio and film major, adding that the combination of class, reading and studying for tests becomes time-consuming to the point where she stays awake until about 4 a.m. to complete all her work.

Grace Gardner, a junior, had the same problem during her first two years at college. She went to bed at about 5 a.m. and woke up at 7 a.m. Now, the fine arts major forces herself to be in bed by 1:30 a.m.

"After a while, you start to realize that you're not superhuman," Gardner said.

Whether taking on too much work or just having too much work, students are up much later than they should be, sometimes with the help of caffeine, which can affect the sleep cycle significantly.

Since Feldman has to film and edit during the day, the rest of her homework — usually reading — is done at night. To keep herself from constantly nodding off, she drinks large amounts of coffee, which becomes a problem when she finally goes to bed.

"I lay in bed and my heart is racing for an hour because of all that caffeine," she said.

Before she started drinking coffee, her roommate had to wake her up when she fell asleep.

"She once stuck a blow-dryer in my face to wake me up because I dozed off while reading," said Feldman, laughing.

Inadequate sleep not only causes problems with mental and physical health, but also disrupts our circadian rhythm, the biological process that regulates our sleep and awake cycles.

Studies on adolescents have found that circadian rhythms shift after puberty, and pre-teens and teenagers start sleeping later at night. However, because high schools start class around 7:30 a.m., students come in tired because their sleep pattern was interrupted.

Enter college, where the liberty of choosing what time to start class pushes bedtime later into the night because of the option to sleep late the next morning. Add caffeine to a busy schedule and you have a recipe for a terrible night's sleep.

And the alcohol doesn't help either.

"It's a double-edged sword," Kuo said.

It's relaxing and lowers inhibitions, but the process of digesting it disturbs the body, especially during sleep. Students may sleep in fragments, rather than continuously, and have throbbing hangovers in the morning.

Crashing on the weekends doesn't help, either, because it contributes to the vicious cycle of irregular sleep. While it's possible to make up for lost sleep, sleeping irregularly throws off the body's circadian rhythm.

The American Academy of Sleep Medicine recommends using the bed only for sleep and sex — watching TV or reading while lying in bed are not advised. But such practices can be habit-forming and hard to break.

Atikay Henry, a senior sociology and nursing major, falls asleep to the sound of the television because she needs background noise. It's a habit that Henry began in her early teens. If a television isn't available, she'll use a radio. And when she started college, she added chocolate to her nighttime ritual.

"For some reason, if I don't have something with chocolate in it, it'll take me longer to sleep," she said.

Rather than build good sleep habits early in life, college students won't address the lack of energy and sleepiness until it becomes a serious problem — grades begin to drop or they suffer from mental or physical fatigue.

Oddly enough, no one knows why we need to sleep. For a process that is so important for our health and well-being, sleep remains an inexplicable phenomenon. Some researchers, however, have theories.

One is that sleep is restorative, allowing the brain, organs and body tissue to rest and make necessary repairs. Others suggest that sleep is part of the evolutionary process and once it becomes dark, the body protects itself from harm by entering a state of rest. Or, since sleeping conserves energy and burns fewer calories, less time can be spent on hunting and gathering.

Those who aren't sleep-deprived might suffer instead from a disorder that directly interferes with sleep. Disorders range from insomnia, which is the most common complaint in one-third of adults, to the more rare Kleine-Levin Syndrome, in which a person sleeps excessively. Sleep apnea is one of the more serious ones, in which breathing is impaired during sleep.

There isn't a magic number for an adequate amount of sleep, although doctors have advised 7.5 to eight hours a night. But as long as sleep is refreshing and you're alert throughout the day, Kuo said, then you have a healthy sleeping habit.

But the dangers of sleep deprivation don't bother Nelson. For him, earning degrees in three majors is well worth the loss of sleep.

"You have to be willing to sacrifice," he said, shrugging.

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**Teacher's Guide**

## Lesson 5—Elaborate
## Alcohol and Driving: When to Say No

**At a Glance**

### Overview

Students investigate how drinking alcoholic beverages affects the blood alcohol concentration (BAC). They then explore how gender, body weight, metabolism, and drinking patterns change BAC. Finally, students watch driving simulations in a Web-based activity and consider how mental and physical functions are impaired by drinking alcohol.

***Figure 5.1.*** *Police administer sobriety tests to help keep drivers under the influence of alcohol off the road.*

### Major Concepts

Alcohol impairs the functions of the mind and body. These impairments depend on the amount of alcohol in the blood, as measured by the blood alcohol concentration. Factors that influence the BAC include the number of drinks and the time period over which they are consumed, as well as the drinker's gender and body weight. The body breaks down, or metabolizes, alcohol at a relatively constant rate, regardless of the rate at which it is consumed.

### Objectives

After completing this lesson, students will

- be able to explain how the number of drinks, the pattern of drinking, the individual's gender, and the individual's body weight influence the BAC;
- understand that metabolism breaks down alcohol at a constant rate, regardless of the rate at which it is consumed; and
- be able to correlate different blood alcohol concentrations with impairments in body function.

### Teacher Background

Consult the following sections in Information about Alcohol:

*5 Alcohol: Pharmacokinetics*

*5.1 Absorption and distribution of alcohol in the body*

*5.2 Measurement of blood alcohol concentration (BAC)*

*5.3 Factors affecting alcohol absorption and elimination*

*5.4 Alcohol metabolism*

*6 Alcohol: Biological Effects*

*6.1 Alcohol and the brain*
*6.2 Alcohol and body systems*
*10.2 Drinking and driving*

## In Advance

### Web-Based Activities

| Activity | Web Version? |
|---|---|
| 1 | No |
| 2 | Yes |

### Photocopies

**Activity 1** Master 5.1, *Blood Alcohol Concentration Tables* (Make 1 copy per student and prepare an overhead transparency.)
Master 5.2, *Drinking Patterns for Party Guests* (Make 1 copy per student team.)
Master 5.3, *Blood Alcohol Concentration Graph Template* (Make 1 copy per student team and prepare an overhead transparency.)

**Activity 2** Master 5.4, *Progressive Effects of Alcohol* (Make 1 copy per student team and prepare an overhead transparency.)

### Materials

**Activity 1** colored pencils

**Activity 2** computers with Internet access and sound card

### Preparation

Gather supplies needed for the activities.
Arrange for access to computers.
Test the Internet connection and set up the appropriate bookmark to *http://science.education.nih.gov/supplements/alcohol/student.*
Students will need copies of Master 5.1, *Blood Alcohol Concentration Tables*, and Master 5.4, *Progressive Effects of Alcohol*, during Lesson 6.

## Procedure

**Activity 1: *Patterns of Drinking***

1. **Introduce the activity by creating a scenario for students. If two individuals attend a party and drink the same amount of alcohol, will they be affected in the same way? Ask students to share the reasons for their responses.**

   Students will respond that not all people react the same way to drinking the same amount of alcohol. Continue the discussion by asking the class to name factors that

influence the extent to which a person is affected by drinking an alcoholic beverage. Accept all reasonable responses and list them on the board. Make sure that drinking pattern (whether the alcohol is consumed all at once or spread out over a long period of time) is mentioned.

2. **Inform students that they will investigate how drinking affects people differently. First, they need to recall some information from previous lessons. Review with the students what happens to alcohol after it has been consumed and what factors help determine an individual's response to alcohol.**

As they learned in Lesson 2, students should mention that the alcohol is carried throughout the body and is quickly absorbed from the stomach and small intestine into the bloodstream. If necessary, remind the class that alcohol distributes throughout the water-containing parts of the body and that the brain is especially sensitive to its effects. Students should recall from Lesson 3 that the amount of alcohol consumed, the time after consumption, and the genetic background of the individual are important factors in determining an individual's response to drinking alcohol.

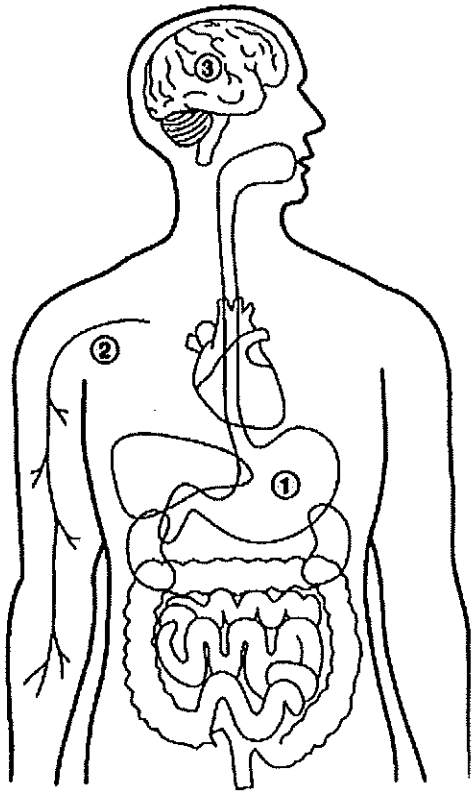



*Figure 5.2. Once consumed, alcohol is absorbed through the stomach (1) and small intestine and enters the bloodstream (2), which distributes the alcohol to other parts of the body, including the brain (3).*

**Assessment:**
The discussion in Steps 1 and 2 provides an opportunity to evaluate what students recall from earlier lessons in the module. For example, do they recall that a 12-ounce beer contains the same amount of alcohol as 5 ounces of wine and 1.5 ounces of hard liquor? Do they understand that alcohol is absorbed into the bloodstream and is distributed throughout the body? Can students explain that an individual's response to alcohol depends on factors such as the amount of alcohol consumed, the time after consumption, and individual genetic variation?

3. **Give each student a copy of Master 5.1, *Blood Alcohol Concentration***

***Tables.*** **Explain that the concentration of alcohol in the blood is expressed as weight of alcohol in a specific volume of blood. In the United States, the measure is *grams of alcohol per 100 milliliters of blood*, and it is reported as a *percent*. For example, 0.05 grams of alcohol in 100 milliliters of blood corresponds to a blood alcohol concentration (BAC) of 0.05 percent. Help students understand how to read the BAC tables by providing an example using the transparency of Master 5.1, such as what would the BAC be for a 120-pound female who consumes two alcoholic drinks in an hour?**

If students look at the column for 120 pounds (third column from the left in the table for women at the top of Master 5.1) and read down to the row for 2 drinks, the BAC would be 0.08 percent.

**Blood Alcohol Concentration Table: For Women**

| | Body weight in pounds | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Drinks per hour** | 100 | 120 | 140 | 160 | 180 | 200 | 220 | 240 |
| 1 | 0.05 | 0.04 | 0.03 | 0.03 | 0.03 | 0.02 | 0.02 | 0.02 |
| 2 | 0.09 | 0.08 | 0.07 | 0.06 | 0.05 | 0.05 | 0.04 | 0.04 |
| 3 | 0.14 | 0.11 | 0.10 | 0.09 | 0.08 | 0.07 | 0.06 | 0.06 |

4. **Ask the class what happens to a person's BAC after it reaches the value listed in the table. After you establish that the BAC gradually declines, ask the class why this occurs.**

   Make sure the discussion brings out the fact that the BAC declines slowly as the body breaks down the alcohol.

5. **After you are sure that the students understand how to read the tables in Master 5.1, divide the class into teams of three students. Continue to set the stage for the activity by explaining that students will be analyzing BACs for fictitious individuals who attend a party where alcoholic beverages are being served. The task for the students is to determine each individual's BAC and decide whether the individual can legally drive home.**

6. **Ask the class how they will determine whether the individuals are sober enough to drive a car legally.**

   Students may respond that the BAC measurement is used to determine whether a person is driving while intoxicated. Students also may respond that certain behavioral changes, such as stumbling, loss of coordination, and so forth, would indicate when a person should not drive.

7. **Pass out to each student team a copy of Master 5.2, *Drinking Patterns for Party Guests*. Explain that the master consists of three pages with data for two different party guests on each page. Each team member should take**

**one page and analyze the data for those two individuals. Explain that they are to use the Blood Alcohol Concentration Tables (Master 5.1) to determine the BAC for each hour that the guest attends the party.**

It is a good idea to work through the following example to acquaint the students with the process.

A. During the first hour of the party, a 120-pound female drinks 2 drinks. She has not had any alcohol to drink before the party started, so her BAC at the start of the hour is 0.00.

B. From the table on Master 5.1, 2 drinks would give her a BAC of 0.08.

**Content Standard A:** Mathematics is important in all aspects of scientific inquiry.

C. Adding 0.08 to 0.00 equals 0.08, which would be recorded in the fifth row of the chart [BAC (start + table)].

D. Next, subtract 0.02 from 0.08 to account for the body breaking down some of the alcohol.

E. This means that at the end of the hour the BAC is 0.06. Record this value both as the BAC at the end of hour 1 and also as the BAC at the start of hour 2.

F. The female drinks 1 drink during the second hour. Again referring to the BAC table, this means that 0.04 is added to her existing 0.06 BAC, yielding 0.10.

G. Subtracting 0.02 for breakdown during the second hour leaves her with a BAC of 0.08. This process is repeated to obtain the BACs for the next two hours.

**This guest is a 120-pound female:**

| **Hour** | 1 | 2 |
|---|---|---|
| **Number of drinks** | 2 | 1 |
| **BAC at start of hour** | *A.* 0.00 | *E.* 0.06 |
| **BAC from table** | *B.* 0.08 | 0.04 |
| **BAC (start + table)** | *C.* 0.08 | *F.* 0.10 |
| **Alcohol processed** | *D.* –0.02 | –0.02 |
| **BAC at end of hour** | *E.* 0.06 | *G.* 0.08 |

8. **While the students are calculating their party guest's BACs, pass out to each team a copy of Master 5.3, *Blood Alcohol Concentration Graph Template*. Ask students to graph their results for each individual for the four-hour duration of the party on the same graph. Students can use a different colored pencil for each individual's data. Each team member should graph the data that he or she analyzed.**

**Teacher note**

For this activity, students should assume that the legal BAC limit is 0.08 percent. We selected

this value because many states have set this as the legal standard. However, if the legal BAC limit in your state is different (0.10 percent, for example), you may use this value instead. This may change the conclusions made for the different individuals portrayed in the activity.

9. **After the teams have finished analyzing and graphing their data, ask them to share their results with the class. Display a transparency of Master 5.3, *Blood Alcohol Concentration Graph Template,* and have different students plot the data for the six different party guests.**

NS ES

**Content Standard A:** Communicate scientific procedures and explanations.

The completed charts and graphs for the six party guests are shown below.

**Guest 1 is a 120-pound female:**

| **Hour** | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Number of drinks** | 2 | 1 | 1 | 0 |
| **BAC at start of hour** | 0.00 | 0.06 | 0.08 | 0.10 |
| **BAC from table** | 0.08 | 0.04 | 0.04 | 0.00 |
| **BAC (start + table)** | 0.08 | 0.10 | 0.12 | 0.10 |
| **Alcohol broken down** | – 0.02 | – 0.02 | – 0.02 | – 0.02 |
| **BAC at end of hour** | 0.06 | 0.08 | 0.10 | 0.08 |

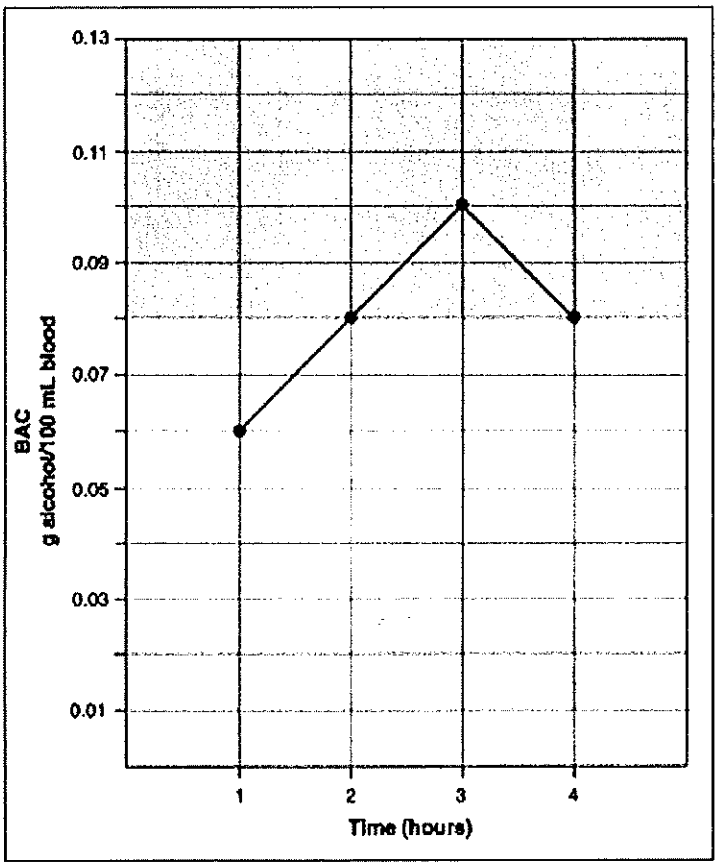



*Figure 5.3. BAC over time for Guest 1.*

**Guest 2 is a 180-pound male:**

| **Hour** | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Number of drinks** | 2 | 2 | 1 | 0 |
| **BAC at start of hour** | 0.00 | 0.02 | 0.04 | 0.04 |
| **BAC from table** | 0.04 | 0.04 | 0.02 | 0.00 |
| **BAC (start + table)** | 0.04 | 0.06 | 0.06 | 0.04 |
| **Alcohol broken down** | – 0.02 | – 0.02 | – 0.02 | – 0.02 |
| **BAC at end of hour** | 0.02 | 0.04 | 0.04 | 0.02 |

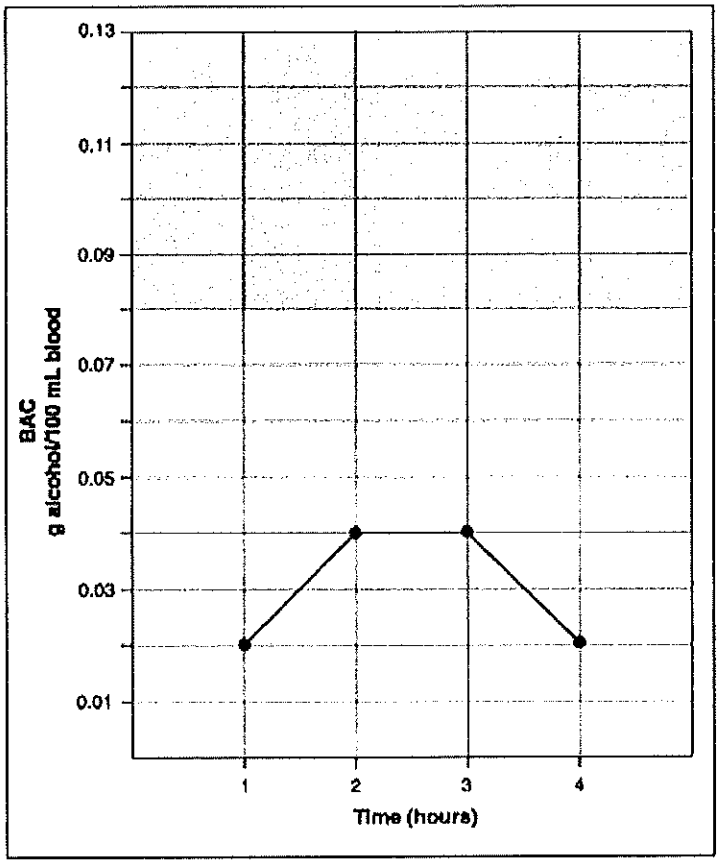



*Figure 5.4. BAC over time for Guest 2.*

**Guest 3 is a 160-pound female:**

| **Hour** | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Number of drinks** | 3 | 2 | 0 | 0 |
| **BAC at start of hour** | 0.00 | 0.07 | 0.11 | 0.09 |
| **BAC from table** | 0.09 | 0.06 | 0.00 | 0.00 |
| **BAC (start + table)** | 0.09 | 0.13 | 0.11 | 0.09 |
| **Alcohol broken down** | – 0.02 | – 0.02 | – 0.02 | – 0.02 |
| **BAC at end of hour** | 0.07 | 0.11 | 0.09 | 0.07 |

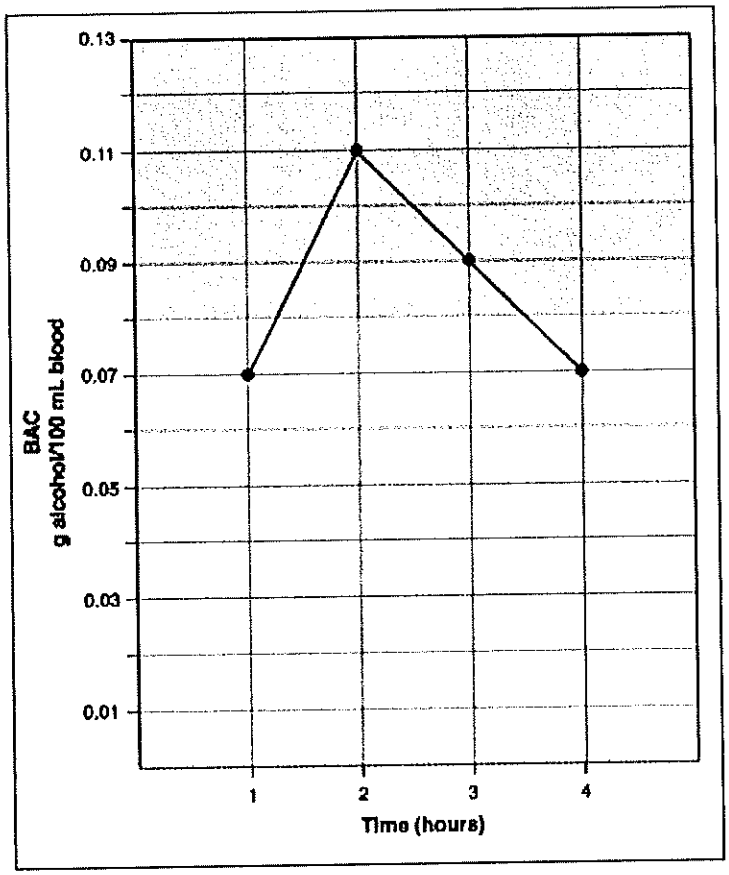



*Figure 5.5. BAC over time for Guest 3.*

**Guest 4 is a 160-pound male:**

| **Hour** | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Number of drinks** | 0 | 0 | 3 | 2 |
| **BAC at start of hour** | 0.00 | 0.00 | 0.00 | 0.05 |
| **BAC from table** | 0.00 | 0.00 | 0.07 | 0.05 |
| **BAC (start + table)** | 0.00 | 0.00 | 0.07 | 0.10 |
| **Alcohol broken down** | 0.00 | 0.00 | –0.02 | –0.02 |
| **BAC at end of hour** | 0.00 | 0.00 | 0.05 | 0.08 |

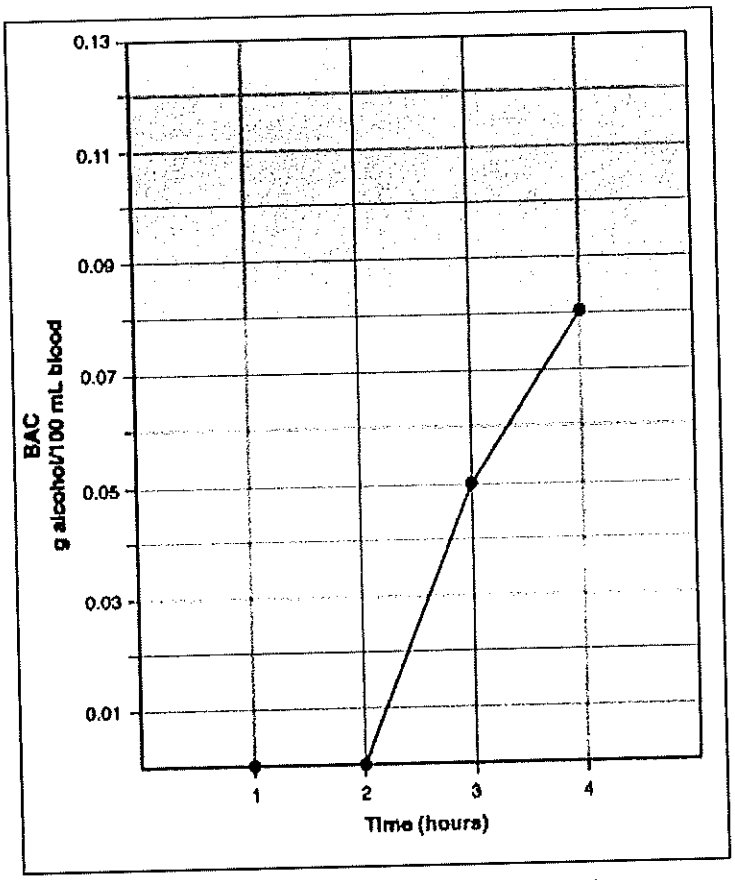



*Figure 5.6. BAC over time for Guest 4.*

**Guest 5 is a 140-pound male:**

| **Hour** | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Number of drinks** | 3 | 2 | 1 | 0 |
| **BAC at start of hour** | 0.00 | 0.06 | 0.09 | 0.10 |
| **BAC from table** | 0.08 | 0.05 | 0.03 | 0.00 |
| **BAC (start + table)** | 0.08 | 0.11 | 0.12 | 0.10 |
| **Alcohol broken down** | – 0.02 | – 0.02 | – 0.02 | – 0.02 |
| **BAC at end of hour** | 0.06 | 0.09 | 0.10 | 0.08 |

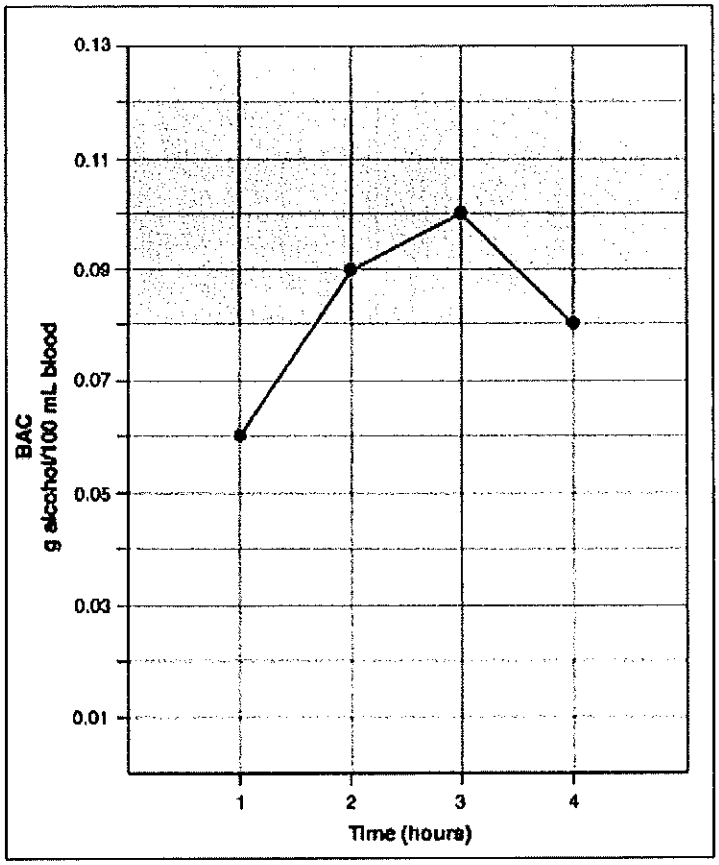



*Figure 5.7. BAC over time for Guest 5.*

**Guest 6 is a 220-pound male:**

| **Hour** | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Number of drinks** | 3 | 2 | 1 | 0 |
| **BAC at start of hour** | 0.00 | 0.03 | 0.04 | 0.04 |
| **BAC from table** | 0.05 | 0.03 | 0.02 | 0.00 |
| **BAC (start + table)** | 0.05 | 0.06 | 0.06 | 0.04 |
| **Alcohol broken down** | – 0.02 | – 0.02 | – 0.02 | – 0.02 |
| **BAC at end of hour** | 0.03 | 0.04 | 0.04 | 0.02 |

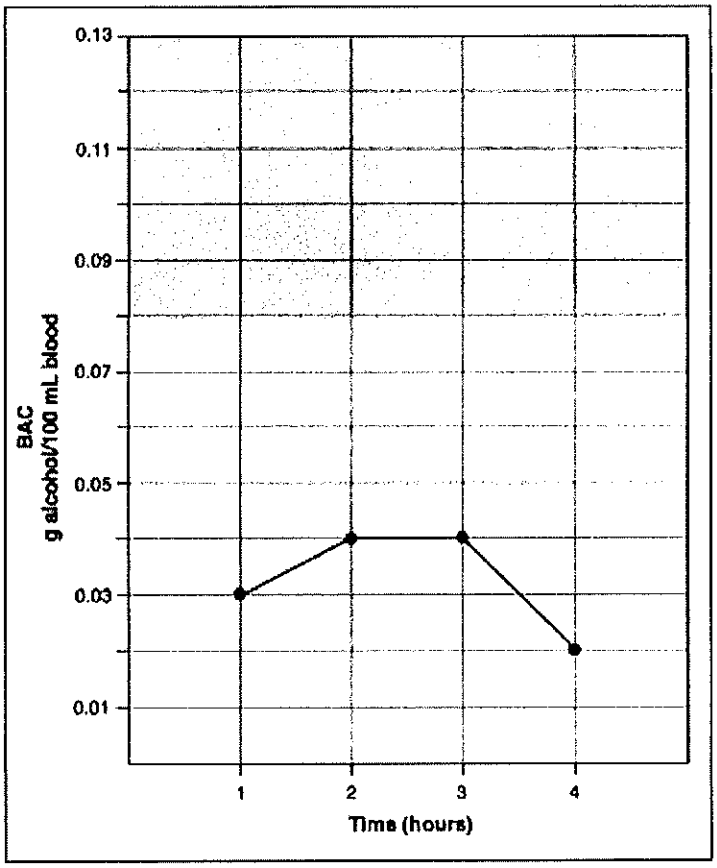



*Figure 5.8. BAC over time for Guest 6.*

10. **Conclude the activity by asking students to respond to the following questions.**

- **Which individuals could drive home legally?**

  If the legal BAC limit in the state is 0.08 percent, Guests 2, 3, and 6 would be below the legal limit for intoxication and able to drive home legally. Note that if an individual's BAC is right at the legal limit (BAC = 0.08 in this case), it is *not* legal for that individual to drive a car.

  Although these individuals could *legally* drive, they might not be *safe* drivers. In the following activity, students will learn more about how even low BACs can impair judgment, coordination, and reflexes.

- **What factors described in this activity affected the party guests' BAC levels?**

  Students should recognize that number of drinks, pattern of drinking, gender, and body weight all influence a person's BAC.

- **Why, on average, is a larger person affected less by a given amount of alcohol than a smaller person?**

A larger person has more body water for the alcohol to be distributed in. This means that a given amount of alcohol will reach a lower BAC in a large person than a smaller person.

- **Why, on average, are females more affected by drinking the same amount of alcohol as males?**

  Females tend to be affected more by a given amount of alcohol than males for two reasons. First, they tend to be smaller than their male counterparts and second, they tend to have more body fat than males do, which has the effect of reducing the amount of body water in which to distribute the alcohol.

- **How does the pattern of drinking relate to an individual's BAC?**

  A person's BAC is affected mainly by how much alcohol he or she drinks and over what period of time the drinking occurs. Alcohol metabolism occurs at a constant rate. If the rate of alcohol consumption is faster than the body's metabolism rate, then the BAC will increase.

- **Are there differences in how fast alcohol breaks down in the body among different individuals?**

  Students should notice that in this activity, the BAC always decreases by approximately 0.02 percent per hour for all individuals. In reality, metabolism rates can vary somewhat among individuals. The important point here is that when a person drinks alcohol, it is broken down at a constant rate, regardless of how quickly or slowly the person drinks.

- **Do you think that each of the individuals whose behavior was modeled in this activity would have reached the same conclusions as you did about who should drive from the party?**

  The guests attending the party in this activity would not have access to information about their BACs. Therefore, it is likely that some of them would have judged themselves fit to drive, even though their BAC exceeded the legal limit.

- **Are there any factors not taken into account during this activity that could influence an individual's BAC?**

  Student responses will vary. Accept all reasonable responses and list them on the board. Direct their attention to factors such as the amount and type of food in the stomach, body type (amount of body fat), and genetic factors.

11. **Ask students to keep their copies of Masters 5.1 and 5.2 for use in the next activity.**

**Optional Activity**

1. **Give students an opportunity to ask their own questions**

**about how an individual's BAC is affected by drinking alcohol. For convenience, students can work in their same teams to decide on a question they want to investigate. Remind students to ask a question that can be answered given the information found in Masters 5.1 and 5.2. Some questions that students may investigate include the following:**

**Content Standard A:** Identify questions that can be answered through scientific investigation.

**Content Standard A:** Design and conduct a scientific investigation.

- **Can a person who weighs 200 pounds drink twice as much as a person who weighs 100 pounds and have the same BAC?**
- **If a person has a BAC of 0.08 and stops drinking, how long will that person have to wait before their BAC drops to zero?**
- **Consider someone attending a party that lasts for 4 hours. The person consumes 4 drinks during the party. How will their BAC at the end of the party vary if they drink all 4 four drinks during the first hour, drink 1 drink each hour, or drink all 4 drinks during the last hour?**

**Assessment:** This part of the activity enables you to assess students' abilities to identify questions that can be answered through scientific investigation. It also provides assessment opportunities relating to methods of analysis and drawing of conclusions.

Asking an appropriate question might be difficult for some students. Explain that they should try to keep all variables constant, except for the one that they are investigating. Circulate around the room and ask them to explain how they are answering their question. If they have difficulty making proper comparisons, guide them with questions that will help them refine their question or the way they are conducting their analysis.

2. **After teams finish analyzing their question, ask them to present their results to the class. Encourage each member of the class to participate in the presentation by discussing a specific aspect of the work, such as framing the question, performing the calculations, or stating the conclusions. Ask other members of the class if they agree or disagree with the conclusions.**

Activity 2: *Alcohol and Driving Behavior*

This activity requires the use of computers with access to the Internet and a sound card. If this is not possible, give each student team a copy of Master 5.4, *Progressive Effects of Alcohol*, and proceed with this activity starting with Step 8.

1. **Introduce the activity by explaining to the class that they will watch two brief driving simulations. The simulations show the view as the driver would see things.**
2. **Divide the class into teams of two to three students who will work at one computer. Log onto the Web site *http://science.education.nih.gov/supplements/alcohol/student* and click on**

**"Lesson 5—Alcohol and Driving: When to Say No."**

**Teacher note**
This activity is designed for students to work at a computer in small teams. This approach stimulates interaction and discussion among students. You may, however, need to modify the size of the groups depending on the number of computers available. For alternate strategies, see ***Using the Web Site***.

3. **Instruct students to watch Simulation A and Simulation B and to record the differences they observe between the two drivers.**

   Students will not know at the beginning which simulation represents which driver. However, they should record their observations about each simulation. Students may need to watch each simulation a few times.

4. **After students have viewed the simulations and recorded their observations, discuss their findings and record their observations on the board. The major differences are listed below:**

**Content Standard A:** Think critically and logically to make the relationships between evidence and explanations.

| Simulation A (intoxicated) | Simulation B (sober) |
|---|---|
| Staggers while walking to car | Walks in a straight line to car |
| Has blurred vision | Has clear vision |
| Does not look both ways before crossing the street | Looks both ways before crossing the street |
| Does not fasten seat belt | Does fasten seat belt |
| Has trouble putting key in ignition | Puts key in ignition easily |
| Exceeds speed limit | Does not exceed speed limit |
| Does not always stay in correct lane | Stays in correct lane |
| Drives using one hand | Drives using both hands |
| Runs through stop signs | Stops smoothly at stop signs |
| Does not stop for pedestrian | Stops to allow pedestrian to cross street |
| Does not use turn signals | Does use turn signals |
| Hits the trash can in driveway | Parks car without hitting trash can |

   Students may notice other minor differences, but the ones listed above are the primary ones.

5. **One simulation portrays a sober driver and the other portrays an intoxicated driver. Ask students which simulation shows the intoxicated**

**individual.**

Students will respond correctly that Simulation A shows the intoxicated driver.

6. **Ask students what they think the BAC of the driver in Simulation A was. Display a transparency of Master 5.4, *Progressive Effects of Alcohol*. This chart depicts the escalating impairments that happen as increasing amounts of alcohol are consumed. Explain that impairments associated with low BACs still apply at higher BACs.**

7. **Ask students to provide reasons for their BAC estimates.**

   Students should estimate a BAC for the intoxicated driver based on information in Master 5.4 and on what they observed in the simulation. Because students know that the driver is intoxicated, they will estimate BACs of 0.08 and higher. Students might say that the BAC could be as high as 0.21 to 0.30 because the person staggered when walking. If the BAC is in this range, in addition to the more severe impairments of reaction time and lack of balance, the driver would also display impaired alertness, judgment, depth perception, reasoning skills, and coordination. Each of these impairments would make this person a hazardous driver.

8. **Ask students to get out their copies of Master 5.2, *Drinking Patterns for Party Guests*, from Activity 1 in this lesson. Ask them to examine the data for each of the party guests they evaluated. Using Master 5.4, *Progressive Effects of Alcohol*, instruct the class to estimate how each individual's BAC would affect his or her ability to drive a car. Revisit the question of whether or not each individual should drive home. Students can write their responses on the back of Master 5.2.**

   Students should compare the BAC of each individual with the table. They should list activities that are impaired in individuals who have a BAC in that range.

   You will notice that the chart on Master 5.4 is depicted as a continuum and that there are no distinct cut-off points between impairments at adjacent BAC ranges. This is intended to convey the idea that impairments exist in varying degrees as opposed to simply being present or absent. This depiction is also consistent with human variation; that is, two people may be affected slightly differently from each other at a given BAC.

9. **Give students the opportunity to share with the class their conclusions about each of the party guests and the impairments that would affect their driving.**

   Guest 1 has a BAC of 0.08 at the end of the party. Students may respond that she should exhibit impairments in alertness, judgment, depth perception, and visual tracking. Most will agree that she should not be behind the wheel.

   Guest 2 has a BAC of 0.04 at the end of the party. Students may respond that even though he has a BAC below the legal

**Assessment:**
If you wish to use question 9 as a more formal opportunity to evaluate students'

limit for driving, he is still affected by the alcohol. He may be less alert and less coordinated and make poorer judgments than if he hadn't drunk any alcohol.

Similar types of observations can be made for the other four party guests. Some students may conclude that it may not be a good idea for any of the party guests to drive a car.

understanding, ask them to write their answers to this question. You may then review the responses from each student. Asking students to write their answers before sharing them with the class allows them to organize their thoughts and reflect on what they have learned.

10. **Ask students to consider the question, Does a BAC below the legal limit mean that it is *safe* for an individual to drive a car?**

Even though some individuals have BACs that are below the legal limit for driving, it may not be safe for them to operate a car. This is an important point for students to understand. A BAC below the legal limit does not mean that a person's mental and physical skills are not impaired. In fact, there is no one particular BAC where hazardous driving begins. Even one drink can cause impairment. This helps explain why different states and different countries set different legal limits for drinking and driving.

**Lesson 5 Organizer**

**Activity 1: *Patterns of Drinking***

| What the Teacher Does | Procedure Reference |
|---|---|
| Ask the class if two people attend a party and drink the same amount of alcohol, will they be affected in the same way? | Step 1 |
| Ask students to recall information they learned in previous lessons.<br>• What factors influence how different people respond to alcohol?<br>• Where does alcohol go in the body?<br>• Where is alcohol broken down? | Step 2 |
| Help the class understand how to use Master 5.1, *Blood Alcohol Concentration Tables.*<br>• Make sure that the students understand how metabolism reduces BACs. | Steps 3 and 4 **M** **T** |
| Divide the class into teams and make sure they know how to<br>• determine BAC levels for fictitious individuals attending a party.<br>• determine if those individuals can legally drive a car. | Steps 5 and 6 |
| Pass out to each team a copy of Master 5.2, *Drinking Patterns for Party Guests.* | Step 7 **M** |
| Have students graph the BACs over time for each guest using Master 5.3, *Blood Alcohol Concentration Graph Template.* | Step 8 **M** |

| | |
|---|---|
| Have student teams share their results with the class using a transparency of Master 5.3, *Blood Alcohol Concentration Graph Template.* | Step 9 |
| Summarize results from the activity. Ask the class,<br>• Which individuals could drive home legally?<br>• What factors affected the party guests' BAC levels?<br>• Why is a larger person affected less by a given amount of alcohol than a smaller person?<br>• Why are females more affected by drinking the same amount of alcohol as males?<br>• How does the pattern of drinking relate to an individual's BAC?<br>• Are there differences in how fast alcohol breaks down in the body among different individuals?<br>• Do you think that the individuals whose behavior was modeled in this activity would have reached the same conclusions as you did about who should drive from the party?<br>• Are there factors not taken into account during this activity that could influence an individual's BAC? | Step 10 |
| Instruct students to keep their copies of Masters 5.1 and 5.2 for use in the next activity. | Step 11 |

**Activity 2:** ***Alcohol and Driving Behavior***

| What the Teacher Does | Procedure Reference |
|---|---|
| Explain to the class that they will watch two short driving simulations. | Step 1 |
| Divide the class into student teams and have them log onto the Web site. Have the students click on "Lesson 5—Alcohol and Driving: When to Say No." | Step 2 |
| Instruct students to watch each simulation and record their observations. | Step 3 |
| Reconvene the class, discuss the students' findings, and record their observations on the board. | Step 4 |
| Ask the students which simulation portrayed the intoxicated driver. | Step 5 |
| Display a transparency of Master 5.4, *Progressive Effects of Alcohol,* give each team a copy, and ask the class to estimate the BAC of the intoxicated driver. | Steps 6 and 7 |
| Have students retrieve their results from Activity 1 and ask them to consider how alcohol impaired each of the party guests. | Step 8 |
| Have students share their conclusions with the class. | Step 9 |
| Discuss whether a BAC below the legal limit means that it is safe for an individual to drive a car. | Step 10 |

T = Involves using a transparency.

***Your abuser may have ways of tracking your activities on your home computer that are difficult to prevent. If you are concerned about the safety of using your home computer, try to use a computer at a public library, a school, an Internet café, or at the home of a trusted friend.***

# Internet & Email Safety

The Internet is a great source of information, and email can be an excellent way to communicate with family and friends. Be aware that someone who has access to your computer may be able to see what sites you have visited, or read your email messages.

There are steps you can take to make it more difficult for someone to track your activities. If your abuser knows his or her way around computers, it might be better for you to use a computer outside the home – at a library, school, Internet café or a friend's house.

## INTERNET SAFETY

***1. Computers record everything you do. It is IMPOSSIBLE to clear your tracks completely.*** Your computer stores hundreds of bits of information about everything you do with your computer, including information about which web sites you've visited, your passwords, and what your emails say. Your abuser can readily track the web sites you visit or read your email messages.

***2. If you suspect your activities are being monitored, they probably are.*** Abusive people are often controlling and want to know your every move. You don't need to be a computer programmer or have special skills to monitor someone's computer activities – anyone can do it and there are many ways to monitor your activities – even without having direct access to your computer.

***3. Email is not a safe or confidential way to communicate.*** Sending email is like sending a postcard through the mail. Anyone along the path can read what it says. If you need to talk to someone about the danger or abuse in your life, if possible, please ***call a hotline*** instead.

***4. If you must use email to discuss your situation.*** We suggest you use an account that your abuser doesn't know about. Set up a new account with a free email service like hotmail, yahoo, or gmail. ***DO NOT*** use a name or password that contains any identifying information (no names, nicknames, initials, birthdates, zip codes, etc.) Instead use a name and password that contains a random mix of letters, ***CAPITAL*** letters and numbers (for example, HJ3v67Tn) – Make sure you can remember the user name and password! If you must write it down somewhere, put it in a place your abuser is unlikely to find it. If the computer asks if you would like it to save your password or login information, ***tell it NO***.

***5. If you must use a computer that your abuser knows about,*** we suggest "safer" Internet surfing. For example, if you are planning to flee to California, don't look just at California web pages for jobs, apartments, bus tickets, etc. Look for the same information in at least a half dozen other states too.

## HOW AN ABUSER CAN TRACK YOUR ACTIVITIES

### Email

If an abuser has access to your email account, he or she may be able to read your incoming and outgoing mail. Even if you believe your account is secure, make sure you choose a password he or she will not be able to guess.

If an abuser sends you threatening or harassing email messages, you can print and save them as evidence of this abuse. These messages may also constitute a federal offense. For more information on this issue, contact your local United States Attorney's Office.

## ERASING YOUR TRACKS

### History/cache file

If an abuser knows how to read your computer's history of cache file (automatically saved web pages and graphics), he or she may be able to see information you have viewed on the Internet.

You can clear your history or empty your cache file in your browser's settings*

### Netscape:

Pull down Edit menu, select Preferences. Click on Navigator or choose "Clear History." Click on Advanced then select Cache. Click on "Clear Disk Cache."

### Internet Explorer:

Pull down Tools menu, select Internet Options. On General page under Temporary Internet Files, Click on Delete Files. If asked, check the box to delete all offline content. Still within the Temporary Internet Files section, click on Setting (This step may make it harder to navigate pages where you would like your information to be remembered, but these remaining cookies do show web site pages you have visited. Therefore, use your own judgment as to whether or not to take this next step). Click on "View Files," manually highlight all the files (cookies) shown, then hit Delete. Close that window, then on General page under History section, click on "Clear History."

### AOL:

Pull down Members menu, select Preferences. Click on WWW icon. Then select Advanced. Purge Cache. Additionally, you need to make sure that the "Use Inline Autocomplete" box is NOT checked. This function will complete partial web addresses while typing location in the address bar at the top of the browser.

If you are using Internet Explorer, this box can be found on the MS Internet Explorer Page by clicking on "Tools" at the top of the screen, then "Internet Options" and then the "Advanced" tab. About halfway down, there is a "Use Inline Autocomplete" box that can be checked or unchecked by clicking on it. Uncheck the box to disable the feature that automatically completes an Internet address when you start typing in the Internet address box.

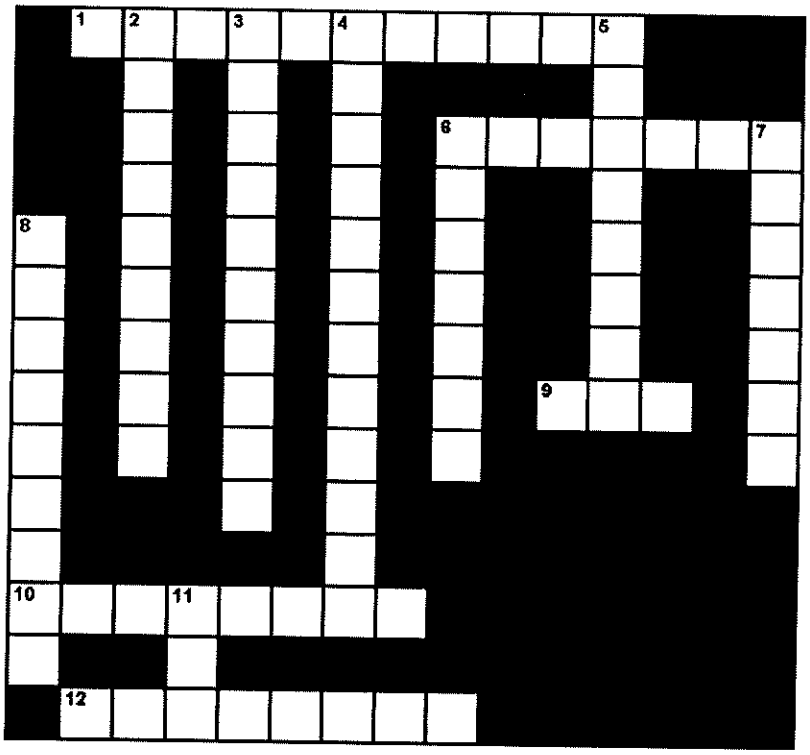
**This information may not completely hide your tracks. Many browser types have features that display recently visited sites. The safest way to find information on the Internet would be at a local library, a friend's house, or at work.*

For help call the National Domestic Violence Hotline: ***1-800-799-SAFE (7233); TTY 1-800-787-3224***

## CAUTION! YOUR ABUSER CAN TRACK YOUR ONLINE ACTIONS

***If you are currently being stalked or abused, we recommend that you use a computer that your abuser does not know about – at a public library, a trusted friend's home, an Internet café or at a community technology center.***

# DRUG ABUSE CROSSWORD



## Across

**1.** The 3 major categories of inhalants are volatile solvents, nitrates, and _____.
**6.** This narcotic is often found in cough syrups or combined with Tylenol as a pain reliever.
**9.** This hallocinogen is often found on small paper squares or in powder and/or laced in sugar cubes.
**10.** A narcotic injected and frequently used following surgery or with patients in a great deal of pain.
**12.** The chemical within the brain that is responsible for pleasurable sensations.

## Down

**2.** Originated from a Greek word meaning "numbness" and is a general category of drug.
**3.** Another name for marijuana.
**4.** PCP falls into this drug category.
**5.** Medical uses for this drug are for surgery or injury recover, or possibly growth stimulation.
**6.** One of the most powerful stimulants known to humans.
**7.** This club drug is nicknamed STP for "serenity, tranquility, and peace."
**8.** Hallucinogens containing psilocybin.
**11.** This drug's proper name is phencyclidine.

View Answers

## DRUG INFORMATION WEB SITES

***Remember: these sites are just a STARTING POINT for your research:***

- National Institude on Drug Abuse
  http://www.nida.nih.gov
  http://www.clubdrugs.org
  http://www.steroidabuse.org

- Partnership For A Drug Free America
  http://www.drugfreeamerica.org

- National Clearinghouse of Alcohol and Drug Information
  http://www.health.org

- American Council for Drug Education
  http://www.acde.org

- PBS **In the Mix** - "Drug Abuse: Altered States"
  http://www.pbs.org/mix/drugabuse_index.html

- PBS "Close To Home: Moyers On Addiction"
  http://www.pbs.org/wnet/closetohome/home.html

UNIVERSITY OF OREGON

WORKSHOPS
NUTRITION
PEER PROGRAM
INFORMATION RESOURCES
CALENDAR
QUESTIONS

## 10 Healthy Eating Tips for the Busy College Student

*The average college student is often pressed for time, under a lot of stress and eating on the go. You may find it difficult to avoid bad habits like skipping meals or frequenting fast food restaurants. But eating a healthy diet can help you feel better, cope with stress and perform better in the classroom and on the athletic field. It really isn't that hard to get started.*

1 Eat a good breakfast. Studies show that skipping breakfast detracts from scholastic achievement. When there isn't time to sit down and enjoy your morning meal, grab a bagel, piece of fruit, and some juice. Most of these items can be easily stored in your dorm room.

2 If you must eat fast foods, choose wisely. Choose pizza with half the cheese, a regular size roast beef sandwich, baked potato, or green salad with reduced calorie dressing. Limit high fat offering like french fries, fried chicken or fish sandwiches and watch out for salad dressing.

3 Keep healthful snacks on hand so if hunger strikes during a late night study session, you won't be tempted by vending machine candy, chips, or ice cream. Possibilities include fresh or dried fruit, pretzels, unbuttered popcorn, rice cakes or whole wheat cracker. If you have a refrigerator, consider raw vegetables with low-fat yogurt or cottage cheese dip.

4 Eat plenty of foods that are rich in calcium. People in their early twenties need to be build up stores of calcium in their bodies to prevent osteoporosis in later life. If you don't like milk, try to include ample amounts of low-fat yogurt, low-fat cheese, and green leafy vegetables in your diet.

5 If you need to lose weight, do it sensibly. Starvation and/or diets that offer a quick fix usually backfire and are harmful. There is not truth to the theories that suggest eating foods in any particular combination will promote weight loss. The only safe way to lose weight, feel good while doing it, and keep it off is to eat a balanced diet.

Sugar provides calories in your diet but few other nutrients and it contributes significantly to tooth decay. Use it sparingly and consider sweetening coffee, tea, cereal and fruit with diet sweeteners instead.

6 The dining hall salad bar can be either an asset or a detriment to you diet depending on how you choose from it. Of course, leafy greens, raw vegetable and fresh fruit are beneficial. But if you choose lot of creamy dressing, bacon bit, and mayonnaise based salads, the calories and fat may equal or even exceed those of a burger and fries.

8 If you drink alcohol, keep in mind that it supplies calories but no nutritional value. A light beer, a glass of wine, or an ounce of liquor each has about 100 calories. There are also many health problems associated with drinking alcohol.

9 Drink lots of water. Your body needs at least eight glasses a day, and if you exercise vigorously, you may need more. To remind yourself, carry a water bottle along to class and keep it handy during late night study sessions.

10 Remember, food is a lot more than nourishment for our bodies. Enjoy and savor it.

# Your mom and dad are right: Good health = better grades

Clean, stress-free living pays off for college students, a University of Minnesota study finds.

By JOSEPHINE MARCOTTY, Star Tribune

Last update: October 20, 2008 - 8:56 AM

Quit smoking. Turn off the computer. Go to bed. ¶ It could improve your grades. Of course, parents have always known that. Now, in the first study of its kind, researchers at the University of Minnesota have proved it. They matched grade point averages with the typical health problems such as smoking, drinking and stress reported by nearly 10,000 Minnesota college students. They found a clear connection between student health and academic success.

"Health is important," even for young adults who seem to be in the prime of their lives, said Dr. Ed Ehlinger, director of Boynton Health Services at the University of Minnesota and a lead author of the study. Both parents and college administrators "need to make sure that students have access to health care."

What affects grades the most? Stress (lots of it), excessive screen time, binge drinking and gambling.

Students who reported eight or more emotional stresses -- anything from failing a class to credit card debt to a conflict with parents -- had an average GPA of 2.72. Those who said they had no significant stress reported an average GPA of 3.3.

"Stress is one of the biggest factors," said Marcus De La Garza, a senior from Duluth. A year ago, just before finals, he had to go home to take care of family members with serious health problems, and it showed in his grades, he said.

"I was out of the game," he said Friday. "Now I'm bouncing back." His GPA is up to 3.5.

The ability to handle stress was equally important, the survey found. Those who said they could effectively manage it performed much better than those who said they couldn't. That's an important finding, because it can persuade colleges to provide students with the resources they need to learn how to manage stress, Ehlinger said.

Earlier surveys showed that students who spend a lot of time on the computer, watching TV or playing video games were more likely to engage in other unhealthful habits such as eating fast food, Ehlinger said. Now it's clear that these activities cut significantly into their grades as well. Four or more hours of screen time a day resulted in an average GPA of 3.04 or less. Less than an hour a day bumped it up to 3.3 or better.

The same pattern held with binge drinking. Teetotalers reported an average GPA of 3.31, compared with 2.99 for students who drank excessively at least once in the previous two weeks.

Ben Flatum, a university senior from Stillwater, just completed what he called "the year of being healthy." He stopped the regular partying, started eating better and began training for a race in Chicago that he ran last week.

"My time and energy has been exponentially better," he said. His weight is down 25 pounds, and his GPA is up to 3.3 from the 2.5 he had as a partying freshman.

There were some surprises, especially in how resilient young adults can be, Ehlinger said. Students who said they had been sexually or physically abused at some point in their lives had no significant differences in their GPA compared with other students. It shows, he said, that with time, young adults can overcome such trauma, at least as far as their grades are concerned. Those who reported being sexually assaulted or abused in the previous 12 months reported lower grades.

Working to earn money had no effect on grades, another surprise, Ehlinger said. That was true regardless of whether students spent one or 40 hours a week at work.

"There must be something else going on that is protective of folks that are working," Ehlinger said. "It might be a matter of time management."

But Mom and Dad probably knew that, too.

Josephine Marcotty • 612-673-7394

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# College Student Sleep Patterns Could Be Detrimental

ScienceDaily (May 13, 2008) — A Central Michigan University study has determined that many college students have sleep patterns that could have detrimental effects on their daily performance.

As a graduate student, CMU alumna LeAnne Forquer, now a psychology faculty member at Delta State University in Cleveland, Miss., had her own trouble sleeping, prompting her to conduct a study to determine if other students experienced the same problems. Along with CMU psychology professor Carl Johnson, Forquer surveyed more than 300 college students, freshmen through graduate students, many of whom admitted that it took longer than 30 minutes for them to fall asleep and/or they woke more than once a night for at least five nights a week.

The study, which was published in the Journal of American College Health, concluded that one third of the sample took more than 30 minutes to fall asleep and 43 percent woke more than once a night. The students in the sample also had later bedtimes and wake times on weekends compared to weekdays, disrupting the circadian rhythm, a person's 24-hour day-night cycle that influences quantity and quality of sleep. Stability of the circadian rhythm ensures better sleep, therefore, bed and wake times should be the same every day of the week, including weekends.

"What I found most interesting about the study was the large numbers of students who were having the same problems as me, such as taking a long time to fall asleep and waking numerous times throughout the night," Forquer said. "I had felt for so many years that I was the only one."

College students are among the most sleep-deprived age group in the U.S. Sleep deprivation can have detrimental effects on daily performance, including academics and driving, and has also been linked to depressed mood and behavioral problems.

A similar study by Forquer and Johnson, published in "Sleep and Hypnosis," found that the use of continuous white noise may help college students get better sleep. The study found that white noise was effective for college students with self-reported sleep problems to decrease difficulty in falling asleep and night wakings.

"These issues are extremely important because not getting enough sleep is associated with impaired attention, school performance, and also can lead to driving accidents as people fall asleep behind the wheel of their car," said Forquer. "Helping students sleep better will hopefully carry over to help them in some of these areas as well."

Forquer would like to see sleep issues included in courses aimed at helping students transition into college life in order to help them understand the consequences of staying up too late and not getting enough sleep. She also uses her research to introduce these topics in her introductory psychology course at Delta State.

*Adapted from materials provided by Central Michigan University, via Newswise.*

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◉ APA

○ MLA

Central Michigan University (2008, May 13). College Student Sleep Patterns Could Be Detrimental. *ScienceDaily*. Retrieved June 9, 2009, from http://www.sciencedaily.com /releases/2008/05/080512145824.htm

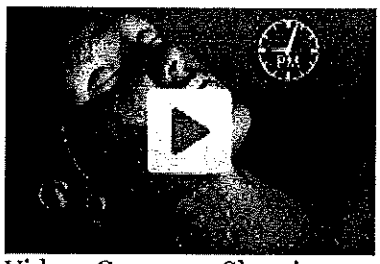
Tuesday, June 9, 2009

# College Kids and Sleep: 4 Tips

## It's best for your grades to be a morning person, if you can

*By January W. Payne*
Posted June 9, 2008

Here's some unfortunate news for teenagers about to head off to college: New research being presented today at the annual meeting of the Associated Professional Sleep Societies says that a morning person is apt to get better grades than a late riser. Researchers surveyed 824 college students enrolled in psychology classes about their sleep habits and daily functioning. Result: The better performers were *not* the ones who stayed up until the wee hours and slept till afternoon.



Video: Common Sleeping Problems

So what to do if you hate waking up in the morning? Use the summer to develop good sleep habits, and then minimize the damage come fall.

**Be consistent.** "The most important thing is try to maintain a consistent wake and bedtime in the summer," suggests Daniel Taylor, assistant professor at the University of North Texas and one of the study's authors. He'd advise going to bed most nights between 11 p.m. and midnight. If you do start turning in and getting up later once you're at school, continue to be as regular as possible, says Ana Allen Gomes, a professor at the University of Aveiro in Portugal, who has researched college students' sleeping patterns.

**Become a morning person.** At least two to three weeks before the semester starts, start training yourself. "The best way to do it is to wake yourself up successively earlier every few days, and get out in the sunlight ," says Taylor. The sunlight helps reset your internal clock.

**Schedule classes with care.** "A lot of kids turn into evening types when they go to college," Taylor says. So don't pick 8 a.m. classes just because you're used to waking up early for high school.

**Compensate.** If you're just not able to become an early riser, and do end up with early classes, plan some study time in the afternoon, when you're less likely to be tired, Gomes suggests. And avoid studying all night so that you're not exhausted in the morning.

**Tags:** colleges | students | sleep

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# Alcohol: The Whole Truth

www.utexas.edu/student/utlc

### Alcohol Weakens Cognitive Abilities

- Inhibits the ability to access information stored in long-term memory.
- Reduces attention span up to 48 hours following consumption.
- Negatively impacts areas of the brain that control memory, coordination, and judgment for up to 72 hours following consumption of even small amounts.
- Inhibits REM sleep and the ability to get adequate amounts of sleep.
- Long-term heavy drinking (i.e. more than one year) can result in the death of brain cells and damage to connections between nerve cells.

### Alcohol Impairs Academic Performance

- The National Institute on Alcohol Abuse and Alcoholism Task Force reports that approximately 25% of college students experience academic difficulties—lower grades, poor performance on exams, failure to attend class—as a result of drinking.
- One national study of nearly 94,000 students found that A students consume on average 3.3 drinks per week, while D or F students consume on average 9.0 drinks per week.
- A national study conducted by the Harvard School of Public Health demonstrated that drinking caused 29.5% of students to miss class and 21.6% to fall behind in their studies.
- Other studies suggest a close correlation between drinking and dropping out of school.

### Other Potential Negative Effects of Alcohol Consumption

| effect | approximate # of college students annually |
|---|---|
| accidental death | 1,400 |
| accidental injury | 500,000 |
| assault | 600,000 |
| sexual abuse or date rape | 70,000 |
| drunk driving | 2.1 million |

**It's expensive, too.** The average college student spends $900 annually on alcohol. Guess what the average cost for books is? Half that amount—about $450.

### BUT wait . . . there's some good news!

- **Moderate** drinkers have a 20 to 40% lower risk of dying from coronary heart disease and a significantly reduced risk of stroke.
- Alcohol consumed in moderate quantities apparently protects the heart in two ways: it boosts the level of "good" HDL cholesterol, and it reduces the risk of blood clots, which can trigger a heart attack

**What's a moderate drinker?**

**Men = 2 drinks/day**

**Women = 1 drink/day**

# Don't Be Fooled by the Myths and Half Truths!!!

## Women Can Hold Their Liquor as Well as Men

- Women have less water weight in their bodies than men, even when they're exactly the same weight.
- They also metabolize alcohol less efficiently than men.
- The result: women get drunk more readily than men.

## A Drink Before Bed Will Help You Sleep

- The sedative qualities of alcohol **will** probably help you fall asleep faster.
- **BUT** on the other hand, your sleep will be much more fitful during the second half of the night.
- You'll tend to wake repeatedly during the night, or very early in the morning.
- The result: you'll probably be more tired when you get up than you would have been without a drink.

## If You Don't Feel Tipsy, It's Safe to Drive

- The threshold for drunk driving in Texas is a blood-alcohol level of 0.08%. That means about two drinks for the average man and about one drink for the average woman.
- Studies show that college students are notoriously bad at determining their level of intoxication, so don't trust your instincts.
- If you have to drive, do not exceed the moderate-drinking limit i.e. one for women, two for men. Be sure to wait at least one hour, preferably longer, before getting behind the wheel.
- Cabs aren't very expensive, especially if you share one with friends. Programming a cab company's phone number into your cell phone is a good idea.

## If You're Going to Party, Party Responsibly!

- Before leaving for an event where you'll be drinking alcohol, decide how many drinks you'll have, and stick to your decision.
- Dilute the alcohol. Mix white wine with sparking water or lemon-lime soda, or ask the bartender to make your vodka and tonic with only a half-jigger of vodka. Always try to drink at least one large glass of water for each alcoholic beverage.
- Take your alcohol with food. You won't drink as much, and it will take you longer to absorb the alcohol, especially after eating something high in fat.
- Space your drinks prudently. You might have a diluted mixed drink with your hors d'oeuvres then switch to soft drinks or sparkling water until dinner. Nurse a single glass of wine with your meal, supplementing it with water if you're thirsty.
- Sip your drinks slowly.

# Sleep and Your Brain

www.utexas.edu/student/utlc

**Most college students pull all-nighters more than two times a month. They also get less sleep than they need approximately 1 out of every 3 nights. What are the effects of sleep deprivation on your brain, and on your ability to perform well in your classes?**

As you might expect, the effects are serious. But it's difficult for most people to understand how serious. Here's part of the problem: 24 hours of sleep deprivation significantly affects fatigue and confusion. But—and this is the confusing part—it has little effect on mood states.

So if you stay up all night, scientific evidence demonstrates that you'll be physically and mentally exhausted, and unable to perform your best academically. But at the same time you might *feel* alright, which could lead you to think that all-nighters are perfectly acceptable.

Be careful about making this kind of assumption! Studies show that college students consistently overrate their ability to concentrate and perform academically when lacking sleep. Most students simply aren't aware of the degree to which sleep deprivation impairs their ability to complete cognitive tasks successfully.

**DID YOU KNOW?**

**Studies have shown that after 19 consecutive hours or more without sleep, performance on tests is equivalent to that at a blood alcohol concentration of 0.1%.**

**In other words, if you pull an all-nighter, your cognition is no better than if you were legally drunk!**

**So what can you do about it? Think about trying some or all of the following strategies for a good night's sleep.**

**1.** Go to bed and get up at the same time every day, including weekends. A regular routine keeps you in step with your biological rhythms and helps you make it through an entire day without needing a nap.

**(over)**

2. Exercise regularly, especially if you can fit in a workout late in the afternoon. Most people find exercising close to bedtime makes sleep more difficult.

3. Avoid stimulants. Using alcohol, caffeine, and cigarettes are likely to result in sleeplessness.

4. We all have the ability to fall asleep; it's hardwired into our brains. But trying to **force** ourselves to sleep often has the opposite effect. So if you can't sleep, try to alter your location: get out of bed, and find something soothing or boring to do.

5. Avoid naps whenever possible. They make it harder to fall asleep at night.

6. Try to find a quiet place to sleep. Noisy environments disturb even the soundest sleepers. Wear ear plugs if you have to.

7. Try to reserve your bedroom for sleeping only. If possible, watch TV, eat, study, etc. somewhere else. Otherwise, you'll associate your sleeping place with stimulating activities.

8. Practice some sort of relaxation technique; examples include meditation, biofeedback, and deep breathing. Another good technique is alternately tensing and relaxing your muscles for several minutes.

## Understanding Body Clocks

Your body clock is a tiny cluster of nerve cells in the center of your brain; it relies on sunlight to keep you synchronized with planetary time. The quality of your sleep depends on how well your body clock is synchronized. For example, if you go to bed every night at 11 pm and get up every morning at 7 am, you'll probably find yourself becoming sleepy and waking close to those times automatically, even if you don't set an alarm clock.

This happens because our bodies have the ability to keep their own time. In fact, we have two major internal timing systems. The first is set by the light-and-dark cycle of the day. When you eyes sense the sun, for example, they tell your brain it's time to wake up. The second system regulates your body temperature; it naturally rises during the day and drops during the night. This temperature clock is reset through the routine of waking, sleeping, and possibly eating. Because we do these activities on day-to-night cycle, the two biological clocks typically run in synch.

If your body clock is out of synch, it's very hard to feel rested, no matter how much you sleep. The good news is that it's possible to reset your body clock. Try getting up at the same time every day for a week, no matter what time you go to bed. Chances are you'll soon find getting up easier. And the longer you get up at the same time, the better your body clock will work.

**Quicklinks for Academic Success**

**Tutoring Services on campus**

**Academic Success Presentations**

**Meet an Academic Coach**

**Study Smarter**

**Academic Integrity**

**Success Related Links**

**Academic Standing**

**University Exploratory Studies Program**

**Academic Learning Services Classes**

**University Counseling and Psychological Services**

**Parents and Families**

**Services for Students with Disabilities**

**Transitional Learning Communities**

Did you find what you were looking for?
(•) Yes ( ) No

I was expecting to find:

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[x] Search this site only.

# Wellness

**Wellness** is a framework that can be used in many ways to help us organize, understand, and balance our own human growth and development. Everything we do, every decision we make, every thought we think, and every attitude and belief we hold fits into this framework made up of six basic concepts.

**Social Wellness** involves developing friendships, healthy sexual behaviors, the ability to interact comfortably with others and generally works for harmony in personal and community environments.

**Intellectual Wellness** is the strong desire to learn from challenges and experiences. It encourages ongoing intellectual growth, and creative yet stimulating mental activities which provide the foundation to discover, process, and evaluate information.

**Spiritual Wellness** is the willingness to seek meaning and purpose in human existence; being open to diverse multi-cultural beliefs and backgrounds. Being spiritually sound enables one to seek out the perfect harmony between that, which lies within one's own spirit as well as with outside forces that coexist.

**Emotional Wellness** is having the ability to acknowledge and accept a wide range of feelings in oneself as well as in others. It is being able to freely express and manage one's own feelings to develop positive self-esteem in order to arrive at personal decisions based upon the integration of one's attitudes and behaviors.

**Physical Wellness** encourages regular physical activities, proper nutrition and health care, such as exercise or sports, and personal hygiene. This type of physical activity discourages dependence on tobacco, alcohol and other drugs (prescription or street).

**Occupational Wellness** focuses on the integration of various components of the wellness framework into planning for a healthy future, such as career, family and future wellness. It develops the understanding that decisions and values may change as new information arid experiences are attained.

**Wellness is...**

- a direction in which by its nature, moves us toward a more proactive, responsible and healthier existence.
- the integration of the body, mind, and spirit.
- the loving acceptance of ourselves today and the exciting free search for who we choose to become tomorrow.
- choice living; a compilation of the daily decisions we make that lead us to that person we choose to become.

Incorporating Wellness into My Life - Action Plan

**Awareness**: Where am I unbalanced?

**Knowledge**: What options do I have?

**Decision Making**: What options should I consider?

**Planning**: What is the most realistic plan?

**Action**: When, where, and how can I take action?

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**Please contact us with your comments, questions and feedback**
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# The Victims of Sexual Assault

## *RAINN Helping Victims of Sexual Assault Online*

The Rape, Abuse & Incest National Network (RAINN) is the nation's largest anti-sexual assault organization. Since 1994 RAINN has provided help to over 1.2 million people through the National Sexual Assault Hotline (800.656.HOPE). Help is now also available through the National Sexual Assault *Online* Hotline at www.rainn.org.

Every 2 minutes another American is sexually assaulted. Almost half of these victims are under 18, and 80% are under 30. According to Scott Berkowitz, president & founder of RAINN, "The National Sexual Assault *Online* Hotline provides the services these young victims need, using the technology they embrace. The *Online* Hotline provides a safe way to begin recovery by using extensive security measures to guarantee that the visitor remains completely anonymous."

*"The Online Hotline offers a lifeline to victims trapped in a situation where the Internet may be their only safe and secure link to the outside world and to getting help."*

***— Christina Ricci, RAINN's National Spokesperson***

The secure web-based hotline provides a safe, secure anonymous place for victims to get help online. Using an instant-messaging style format, the National Sexual Assault *Online* Hotline allows sexual assault victims to communicate directly with trained crisis support volunteers.

For more information, visit RAINN's website at
**http://www.rainn.org/get-information**

### Women

- One out of every six American women have been the victims of an attempted or completed rape in their lifetime (14.8% completed rape; 2.8% attempted rape). This is according to the *Prevalence, Incidence and Consequences of Violence Against Women Survey,* National Institute of Justice and Centers for Disease Control and Prevention, 1998. **http://www.ncjrs.gov/pdffiles1/nij/183781.pdf**
- A total of 17.7 million women have been victims of these crimes.
- In 2003, nine out of every ten rape victims were female according to the *2003 National Crime Victimization Survey* **http://www.ojp.gov/bjs/pub/pdf/cv03.pdf**
- While about 80% of all victims are white, minorities are somewhat more likely to be attacked.
- Lifetime rate of rape/attempted rape for women, according to the *Prevalence, Incidence and Consequences of Violence Against Women Survey*: **http://www.ncjrs.gov/pdffiles1/nij/183781.pdf**

- All: 17.6%
- White: 17.7%
- Black: 18.8%
- Asian/Pacific Islander: 6.8%
- American Indian/Alaskan: 34.1%
- Mixed Race: 24.4%

### Men

- About three percent of American men – a total of 2.78 million men – have experienced an attempted or completed rape in their lifetime according to the 1998 *Prevalence, Incidence and Consequences of Violence Against Women* study.
- In 2003, one in every ten rape victims were male, according to the *2003 National Crime Victimization Study* http://www.ojp.gov/bjs/pub/pdf/cv03.pdf

### Children

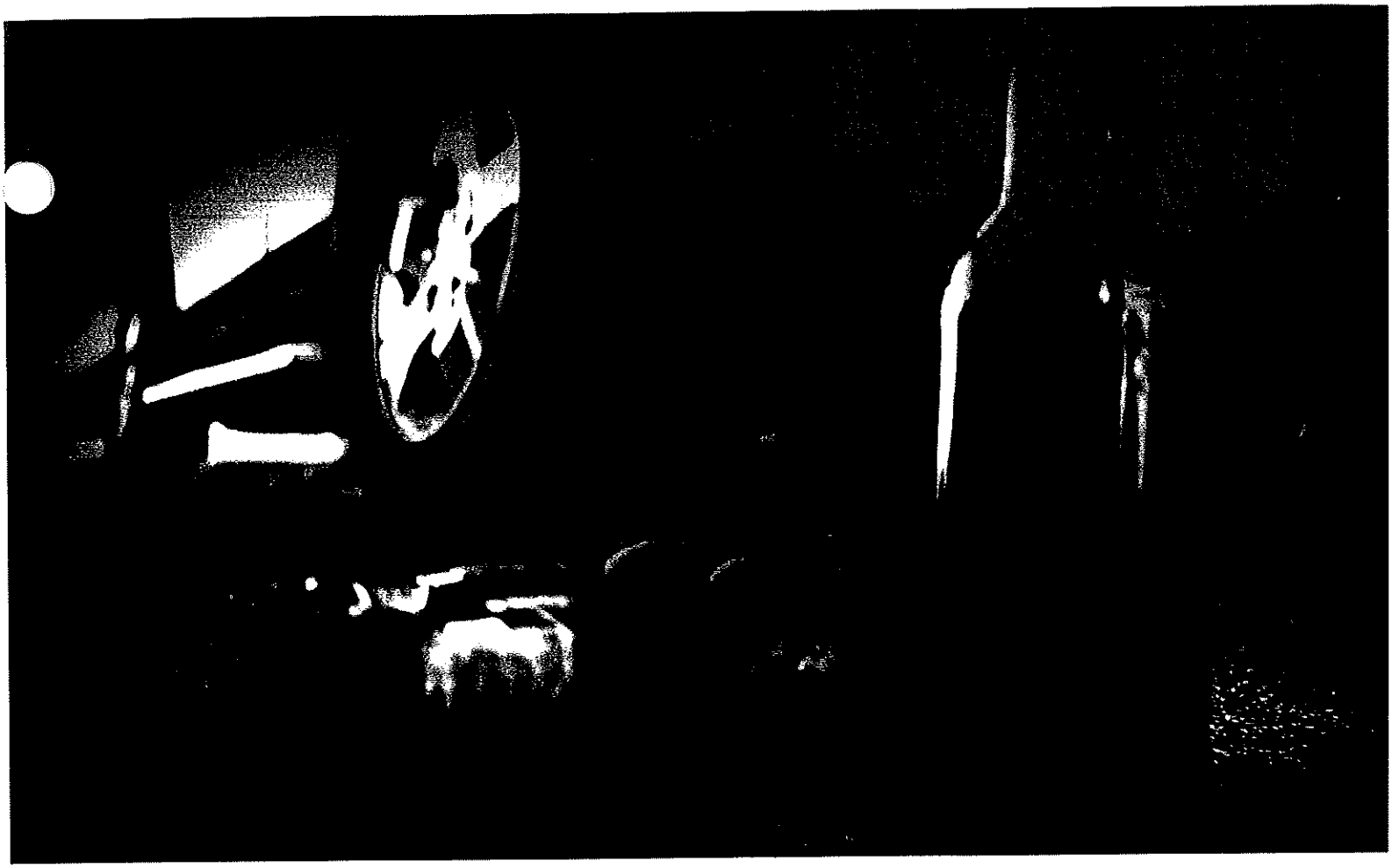
- 15% of victims are under age 12
- 29% are age 12-17
- 44% are under age 18
- 80% are under age 30

The statistics are according to the *1997 Sex Offense and Offenders Study*, Bureau of Justice Statistics, U.S. Department of Justice and 1999 National Crime Victimization Study.

- Seven percent of girls in grades five to eight and twelve percent of girls in grades nine through twelve said they had been sexually abused, according to the 1998 *Commonwealth Fund Survey of the Health of Adolescent Girls.*
- Three percent of boys in grades five through eight and five percent of boys in grades nine through twelve said they had been sexually abused according to the *1998 Commonwealth Fund Survey of the Health of Adolescent Boys.*
- 93% of juvenile sexual assault victims knew their attacker; 34.2% were family members and 58.7% were acquaintances. Only seven percent of the perpetrators were strangers to the victim, according to the *2000 Sexual Assault of Young Children as Reported to Law Enforcement.* This study is available at the Bureau of Justice Statistics website at **http://www.ojp.usdoj.gov/bjs/abstract/saycrle.htm**
- In 1995, local child protective service agencies identified 126,000 children who were victims of either substantiated or indicated sexual abuse; of these, 75% were girls. Nearly 30% of child victims were between the ages of 4 and 7. This is according to the 1995 Child Maltreatment study, U.S. Department of Health and Human Services, Administration for Children and Families.
- 12-34 are the highest risk years. Risk peaks in the late teens: girls 16 to 19 are four times more likely than the general population to be victims of rape, attempted rape or sexual assault. This is according to the *2000 National Crime Victimization Study.*

### Race

Among people 12 and older, about 83.5% of the U.S. population is white, and 82.5% of rape victims are white; 13.3% of victims are black, compared to 12.3% of the population; and 4.2% of both victims and the population are of other races, according to the *2000 National Crime Victimization Study.*



# DON'T DRINK & DRIVE

Alcohol, metal and speed are deadly companions. In their wake, many a time they bring unnecessary grief, unending pain, and utter despair. Such is the story of Reggie and Jacqui (www.helpjacqui.com), two strangers entwined in the steely embrace of a car wreck.

The Oldsmobile's passenger door did not budge. John McIntosh and Brian Fitzpatrick, both experienced paramedics, watched how Jacqui, injured and strapped to her seat belt, intensely burned for about 45 seconds. Neither McIntosh nor Fitzpatrick thought that 20-year-old Jacqui would survive. It took eight minutes from the moment they initially saw the fire, until it was quenched.

Alcohol impaired and unaware of the situation Reggie walked around aimlessly decrying the damage to his GMC Yukon. Reggie was a promising high school football player. Jacqui had recently arrived from Colombia and was learning English. They had never crossed paths before.

Over 60 percent of Jacqui's body was ravaged by the flames and burnt, her face destroyed, her eyesight impaired and her hands mangled. Only Jacqui's feet and ankles remained unscathed. Two other passengers were killed. The boyfriend of one of the deceased girls and another passenger survived. Reggie was unhurt. Two years after the accident he was convicted of intoxication manslaughter. He served a seven-year sentence in prison, was fined $20,000, and was released on June 24, 2008.

Jacqui has endured over 50 surgeries in four years, lent her story to the State of Texas "Don't Drink and Drive" awareness campaign, been a guest on "Oprah," and appeared on the Discovery Channel on a program about face transplants. Her indomitable character and "can do" attitude makes her a living example about human resilience and hope for a better tomorrow.

## DETOURING YOUR GOALS

One sure way to lose sight of your goals is to begin abusing drugs. It is impossible to focus on your goals when drugs pull your attention elswhere. In Bexar County. In the last decade, an estimated 14 percent of the county's jail population has severe mental illness, and 75 percent have co-occurring substance abuse problems.

Some people tend to characterize persons who take drugs as morally weak or as having criminal tendencies. These stereotypes not only disturb but hurt those with drug-related problems, their families, their communities, and the health care professionals who work with them. In reality drug abuse and addiction comprise a public health problem that affects many people and has wide-ranging social consequences.

Addiction begins with drug abuse when an individual makes a conscious choice to use "chemical enhancers" or drugs. Addiction is not just "a lot of drug use." Recent scientific research provides overwhelming evidence that not only do drugs interfere with normal brain functioning, creating powerful feelings of pleasure, but they also have long-term effects on brain metabolism and activity. There is a point when changes occurring in the brain turn drug abuse into addiction, a chronic, relapsing illness. Drug addicts suffer from compulsive drug craving and treatment becomes necessary. Treatment must be tailored to individual needs so patients can learn to control their condition and live relatively normal lives.

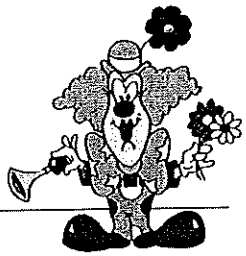
Treatment is a desired option because it can have a profound effect not only on drug abusers, but on society as a whole by significantly improving social and psychological functioning, decreasing related criminality and violence, and reducing the spread of AIDS. It can also dramatically reduce the costs to society of drug abuse.

Understanding drug abuse helps to understand how to prevent use, overcome misconceptions and replace erroneous preconceptions with scientific knowledge. This is perhaps the best hope for bridging the gap between public perception of drug abuse and addiction, and scientific facts.

**http://www.drugabuse.gov/drugpages.html**

# Ten Ways to Stay Mentally and Physically Healthy

Academic Success Center
Iowa State University



1. Do things that bring you a sense of fulfillment, purpose and well-being—that validate your worth. See your life as your own creation, and strive to make it a positive one.

2. Pay close attention to yourself. Tune in to your mental, emotional and physical needs and take care of them. Plan time for developing your mind, heart and body.

3. Let go of negative emotions—resentment, fear, anger and envy. Express your feelings appropriately: don't hide of hold on to them. Forgive yourself.

4. Hold positive images and goals in your mind, pictures of what you truly want in life. When fearful images arise, re-focus on those images that evoke feelings of purpose and well-being.

5. Learn to like yourself and everyone else. It saves a lot of time and energy.

6. Create fun, caring, and honest relationships with others in your life; make them stable and secure. Try to heal old wounds in past relationships, whether with friends, lovers, or parents.

7. Make a positive contribution to your community, through some form of work or service that you value or enjoy.

8. Make a commitment to health and well-being, and develop a belief in the possibility of total health. Draw on the support of experts to create your own wellness program of diet and exercise without being enslaved to it.

9. Accept yourself and everything in your life as an opportunity for growth and learning. Be grateful. When you screw up, forgive yourself, learn what you can from the experience, and then move on.

10. KEEP A SENSE OF HUMOR!

NEWSHOUR EXTRA

A NewsHour with Jim Lehrer special for students

# The Flip Side of Club Drugs
(9-12 grade)

## Overview
Students will discuss the cultural influences on use of club drugs, identify specific club drug characteristics and ways they are used, evaluate drug information sources for reliability, and increase community awareness of issues surrounding club drugs.

## Estimated Time
Two 90-minute class sessions

Correlation to National Health Education Standards (NHES) and Performance Indicators (PI)

## Materials
Internet Access
Printer
Paper and pen

## Preparation
Before the day of the lesson, ask students to identify music or movies that address club drugs and/or sexual assault.
*CAUTION: Language and content of some songs may be offensive and inappropriate in the school setting therefore, review the lyrics for relevance and appropriateness prior to class.*
Or, research your own songs and lyrics to discuss in class. Within some songs that may be deemed offensive, there are particular lines or relevant themes that can be used independently in class for discussion.

## Class Period I
### Discussion: (15 minutes) (NHES 4: PI 1 & 2)
1. Ask students to relate the lyrics, messages, and/or theme of songs or movies to the class or have the students play a part of the song to the class (if appropriate). Facilitate a discussion on the lyrics, their meaning, their influence on individuals' behaviors, the perception of the singer(s) and/or band(s), frequency and popularity of the songs and groups.

Discussion questions may include: How popular is this song? How do you know it is popular? (i.e., song charts, frequency of playing it within a peer group, awards). What do you picture when you hear the song? Are there any restrictions by parents or others on your listening to this music? What is the message? Why do you like or dislike this song? Are there subtle messages beneath the obvious? Do they influence behavior?

2. Have students list what they believe to be true about club drugs from these lyrics. What drugs are considered "club drugs"? How much are they used? What are the effects? Can they relate any instances of their use in real life?

**Research: (35 minutes) (NHES 3: PI 3)**

1. Direct students to the NewsHour story at: http://www.pbs.org/newshour/bb/youth/july-dec01/ecstasy.html Ask students to compare their earlier perceptions as listed with the information provided in the article, noting the facts next to the perceptions. Discuss their findings, being sure to identify the emotional and physical sensitivity responses.

2. Continue the discussion by examining why they are also called date-rape drugs? Have students identify what lyrics in the songs are in conflict, if any, with current social mores and values in your community? Why or why not? Go beyond drug use to sexuality. What gender roles are involved? Define sexualization (using control and influence to manipulate others, including rape, incest, harassment, flirting). What attitudes contribute to this problem. Do parents, teachers, law enforcement personnel, doctors, and others in the community know about these drugs?

3. Return to the Internet to read the story about Samantha at: http://www.pbs.org/newshour/extra/features/jan-june00/ghb.html
Extend the discussion to community organizations that become involved in the issue of drug use (law enforcement, legal system, rape crisis centers, pregnancy assistance, hospitals, parents, prevention organizations, etc.) How does the community respond to the use of these drugs?

**Extended Learning (45 minutes) (NHES 2: PI 2)**

Students may be assigned the following tasks to complete outside of class.

1. Divide students into small groups of three or four. Help students identify persons to interview or survey regarding club

drug effects, use in the community, and consequences. Assign each group a community organization or population group (parents, teachers, students, social service organization, law enforcement).
2. Have students prepare a list of interview or survey questions regarding club drugs, an organizations' role, group or individual perspectives on the issue. Examples of questions to include: What do you know about club drugs? How serious is the problem in our community? What do you see as the real issue? What is your organizations involvement in this issue? What recommendations do you have? What should someone do who is faced with this situation?
*The instructor may help students identify an appropriate contact person prior to this assignment.
*For students for whom interviewing and/or surveying community members may be inadvisable, ask them to continue their research at additional Web sites. As they find sites, have them determine the reliability and validity of information by noting the Web site sponsor, date information was updated, and other aspects of determining reliable sources.

Additional sites include:
a. www.clubdrugs.org
b. www.health.org (National Clearinghouse for Alcohol and Drug Information)
c. http://www.nlm.nig.gov/medline_plus/clubdrugs.html
d. http://www.nida.nih.gov/drugpages/clubdrugs.html
e. http://www.theantidrug.com
f. http://www.jointogether.org/sa/issues/hot_issues

**Class Period II. Evaluation and Application of Learning Discussion ( 15 minutes)**
Discuss additional information gathered from the community or Web sites. Did all of the sources of information support each other, or were there differences in the information given? If differences existed, how would you decide which is most correct? How aware of club drugs were members of the community? Summarize all of the information gathered, identifying the most important points.

**Community Education Activity (55 minutes)**
**(NHES 7: PI 5 & 6)**
Using the information learned and/or survey responses, have the class prepare a news article for the school paper, community newspaper or a presentation to the school board, PTA or other

community group to educate the general public or what needs to be done to make the community a safer, more healthful place. Evaluate the news articles for the following:

*factual information
*clarity of writing
*appropriate approach for the audience
*solutions provided

**Conclusion: (10 minutes) (NHES 3: PI 6)**
Ask the class to reflect on club drug use in their community and/or personal life in writing or in class discussion. How would they prevent club drug use and sexual abuse and what they can do if they suspect a friend has been drugged or sexually abused. Refer back to the PBS articles, additional research and interviews with professional organization personnel.

**Correlation to National Health Education Standards (NHES) and Performance Indicators (PI)**
NHES #2. Students will demonstrate the ability to access valid health information and health promoting products and services by researching club drugs online and interviewing or surveying community members.
PI #2. Students will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
NHES #3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by identifying the risks associated with club drugs and the situations in which they may be used.
PI #3. Students will analyze the short-term and long-term consequences of safe, and risky or harmful behaviors.
PI #6. Students will demonstrate ways to avoid and reduce threatening situations.
NHES #4. Students will analyze the influence of culture, media, technology and other factors on health by identifying and discussing the attitudes and behaviors promoted through popular song lyrics relative to club drugs and their effects.
PI #1. Students will analyze how cultural diversity enriches and challenges health behaviors.
PI #2. Students will evaluate the effect of media and other factors on personal, family, and community health.
NHES #7. Students will demonstrate the ability to advocate for personal, family, and community health by preparing and presenting a discussion to community members on reducing club drug prevalence.

PI #5. Students will demonstrate the ability to work cooperatively when advocating for health communities.
PI #6. Students will demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

*Author Mary Ransom, Ph.D. is a private consultant in health education and research from Williamsburg, Kansas. Previously she served as a health promotion director for community organizations, with an emphasis in adolescent pregnancy prevention. She has taught health education classes at the university level, and taught home economics, health and physical education for twelve years in public schools in Kansas.*

*To find out more about opportunities to contribute to this site, contact Leah Clapman at lclapman@newshour.org*

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**MetLife Foundation**

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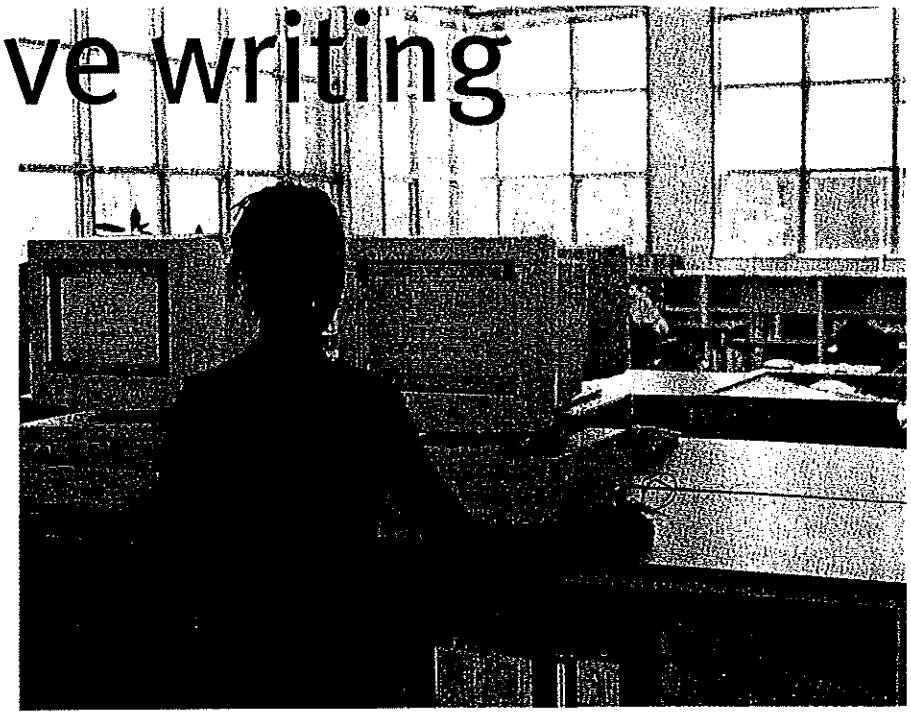
The following will mostly be found in the **Reference Section** of the OTC Library but some are online databases from the library website, library.otcweb.edu. and some ask you to look at both the print copy and the online database and compare. Each student should pick one topic. Photocopy or print out one page from each assignment. Write a one or two paragraph summary from the entry. Be ready to share with the class. Also cite information enough to be put in MLA or APA format. We will talk about how to cite in class.

- Sample Assignments:
  - Name one print encyclopedia and one online encyclopedia available through the OTC Library. Find a topic and compare entries on the same subject from each.
  - **Discovering Authors Database** – How many "hits" do you find when you look up African American Women Writers? Pick an author to write a paragraph on and cite.
  - Find **MacMillan's World Religions.** What was Abraham's Twice Told Tales? Photocopy one page of this information. Find **The Scribner Encyclopedia of American Lives 2003-05.** How many volumes are in this set? Write on a person you're interested in.
  - Find the **African American Encyclopedia.** Photocopy one page of the Little Rock Crisis. When did this happen and for what reason?
  - Find the **Reference Library of Hispanic America.** Find something about the music of Los Lobos.
  - Find the **CQ Researcher.** Find any of the following topics, photocopy one page, write a one paragraph summary and be ready to share this with your class. Be sure you get the date of the issue for each topic.
    - Regulating Credit Cards
    - Internet Accuracy
    - The National Debt
    - Declining Birthrates
    - Immigration Debate
    - Buying Green
    - Gender Pay Gap
  - Go to the **Ferguson's Career Guidance Center Database** online. Type in a career, example Academic Librarian. Print out the quick facts about it and write a summary of the career you choose.
  - Find the **2009 World Almanac.** What was the U S Population of Arkansas by state and also for Hot Spring County? What year was this?
  - Find the Encyclopedia of Careers and Vocational Guidelines. Find a career that you're interested in. Look at Ferguson's Career Center online (one of OTC's databases that we subscribe to) and find the same career. Compare what you find in each in a one or two paragraph summary.
  - Go to **Encyclopedia Britannica Database** online. Go to Video Collection. Choose a Timeline period that you're interested in and write a summary of it and print out one page.
  - Find the **Resume Almanac.** Make a photocopy of how to respond to a classified advertisement. Complete it for yourself.

- Find **Women in World History** in the Reference section. Who was Sophia Loren or find someone you're interested in to write on.
- Find **Facts About the Presidents.** In addition to the paragraph, find a little know fact about the president you are writing about.
- Go to **Health Reference Center Database** online. Type in Irritable Bowel Syndrome or choose a disease you're interested in and write a summary.
- Find **Robert's Rules of Order.** What are rules of order? Give a definition and explanation in one paragraph.
- Find **Every Tenant's Legal Guide.** Tell about kinds of discrimination prohibited by Federal Laws.
- Find the **Encyclopedia of Gun Control and Gun Rights**. Who was James Brady?
- Find **Great Composers.** Photocopy one page of a composer you are interested in. Write a one paragraph summary of this composer from this book.
- Go to **Ebsco Host Database** online. Type in stress and college freshmen. Choose an article and print it out the citation in MLA format and another in APA format.
- Find the 20 volume set of the **Oxford English Dictionary**. Find a word and give the 1st pronunciation and definition. How many definitions are there (number)? What is the origin of the word if available. ***Everyone should do this one***!
- Find something on **Niloak Pottery**.
- Find something on **Camark Pottery** in the Reference section.
- Go to Issues and Controversies database online. Type in stem cell research. Write a summary. Does this database offer citation information? Print out if available.
- Find **Masterplots**. Photocopy one section on the *Iliad* and the *Odyssey*. Summarize the critical analysis in your own words in one or two paragraphs.
- Find **World Poets**. Locate Emily Dickinson and photocopy one page about her. Write a one paragraph summary from this entry.
- Find **British Writers.** Look up Chaucer and photocopy and do a summary.

- Find **American Writers**. Look up Steinbeck and photocopy and do a summary.
- Find the **International Wildlife Encyclopedia**. Find the entry on poisonous butterflies and moths.

# Three phases of effective writing



**Writing is a way to learn. Professional writers report that one of the joys of their craft is the opportunity to explore new fields. They constantly learn new subjects by researching and writing about them. They know that you can literally write your way into a subject.**

Through writing, you can get a much clearer picture of what you know, what you don't know, and where to look for the missing pieces. Through writing, you can turn raw data into useful insight.

This chapter outlines a three-phase process for writing any paper or speech:

1. Getting ready to write
2. Writing a first draft
3. Revising your draft

Even though the following articles lay out a step-by-step process, remember that writing is highly personal. You might go through the steps in a different order or find yourself working on several at once.

## PHASE 1 Getting ready to write

### Schedule and list writing tasks

You can divide the ultimate goal—a finished paper—into smaller steps that you can tackle right away. Estimate how long it will take to complete each step. Start with the date your paper is due and work backward to the present. Say that the due date is December 1 and you have about three months to write the paper. Schedule November 20 as your targeted completion date, plan what you want to get done by November 1, then list what you want to get done by October 1.

### Generate ideas for a topic

**Brainstorm with a group.** There's no need to create in isolation. Forget the myth of the lonely, frustrated artist hashing out his ideas alone in a dimly lit Paris café. You can harness the energy and the natural creative power of a group to assist you. For ideas about ways to brainstorm, see Chapter Seven: Thinking.

**Speak it.** To get ideas flowing, start talking. Admit your confusion or lack of a clear idea. Then just speak. By putting your thoughts into words, you'll start thinking more clearly. Novelist E. M. Forster said, " 'Speak before you think' is creation's motto."[6]

**Use free writing.** Free writing, a technique championed by writing teacher Peter Elbow, sends a depth probe into your creative mind.[7] This is one way to bypass your internal censors, those little voices in your head that constantly say, "That sentence wasn't very good. Why don't you stop this before you get hurt?"

There's only one rule in free writing: Write without stopping. Set a time limit—say, 10 minutes—and keep your pencil in motion or your fingers dancing across t keyboard the whole time.

Give yourself permission to keep writing. Ignore the urge to stop and rewrite, even if you think what you've written isn't very good. There's no need to worry about spelling, punctuation, or grammar. It's OK if you stray from the initial subject. Just keep writing and let the ideas flow. Experiment with free writing as soon as your instructor assigns a paper.

## journal entry 25

### Discovery Statement

This Journal Entry is for people who avoid writing. As with any anxiety, you can approach writing anxiety by accepting it fully. Realize that it's OK to feel anxious about writing. Others have shared this feeling, and many people have worked with it successfully.

Begin by telling the truth. Describe exactly what happens when you start to write. What thoughts or images run through your mind? Do you feel any tension or discomfort in your body? Where? Let the thoughts and images come to the surface without resistance. Complete the following statement.

When I begin to write, I discover that I . . .

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## Refine initial ideas

**Select a topic and working title.** It's easy to put off writing if you have a hard time choosing a topic. However, it is almost impossible to make a wrong choice at this stage. Just choose any subject. You can choose again later.

Using your instructor's guidelines for the paper or speech, write down a list of topics that interest you. Write as many of these as you can think of in two minutes. Then choose one. If you can't decide, use scissors to cut your list into single items, put them in a box, and pull one out. To avoid getting stuck on this step, set a precise timeline: "I will choose a topic by 4 p.m. on Wednesday."

The most common pitfall is selecting a topic that's to broad. "Harriet Tubman" is not a useful topic for your American history paper. Instead, consider "Harriet Tubman's activities as a Union spy during the Civil War." Your topic statement can function as a working title.

**Write a thesis statement.** Clarify what you want to say by summarizing it in one concise sentence. This sentence, called a thesis statement, refines your working title. It also helps in making a preliminary outline.

You might write a thesis statement such as "Harriet Tubman's activities with the Underground Railroad led to a relationship with the Union army during the Civil War." A statement that's clear and to the point can make your paper easier to write. Remember, you can always rewrite your thesis statement as you learn more about your topic.

A thesis statement is different from a topic statement. Like newspaper headlines, a thesis statement makes an assertion or describes an action. It is expressed in a complete sentence, including a verb. "Diversity" is a topic. "Cultural diversity is valuable" is a thesis statement.

## Consider your purpose

Effective writing flows from a purpose. Discuss the purpose of your assignment with your instructor. Also think about how you'd like your reader or listener to respond after considering your ideas. Do you want him to think

differently, to feel differently, or to take a certain action?

Your writing strategy is greatly affected by how you answer these questions. If you want someone to think differently, make your writing clear and logical. Support your assertions with evidence. If you want someone to feel differently, consider crafting a story. Write about a character your audience can empathize with, and tell how he resolves a problem that they can relate to. And if your purpose is to move the reader into action, explain exactly what steps to take and offer solid benefits for doing so.

To clarify your purpose, state it in one sentence. For example, "The purpose of this paper is to define the term *success* in such a clear and convincing way that I win a scholarship from Houghton Mifflin."

## Do initial research

At this stage, the objective of your research is not to uncover specific facts about your topic. That comes later. First, you want to gain an overview of the subject. Discover the structure of your topic—its major divisions and branches. Say that you want to persuade the reader to vote for a certain candidate. You must first learn enough about this person to summarize his background and state his stands on key issues.

## Outline

An outline is a kind of map. When you follow a map, you avoid getting lost. Likewise, an outline keeps you from wandering off the topic.

To start an outline, gather a stack of 3 × 5 cards and brainstorm ideas you want to include in your paper. Write one phrase or sentence per card.

Then experiment with the cards. Group them into separate stacks, each stack representing one major category. After that, arrange the stacks in order. Finally, arrange the cards within each stack in a logical order. Rearrange them until you discover an organization that you like.

If you write on a computer, consider using outlining software. These programs allow you to record and rearrange ideas on the screen, much like the way you'd create and shuffle 3 × 5 cards.

After you write the first draft of your outline, test it. Make sure that each word relates directly to your statement of purpose.

## Do in-depth research

You can find information about research skills in Chapter Four: Reading and in Chapter Five: Notes. Following are added suggestions.

**Use 3 × 5 cards.** If 3 × 5 cards haven't found their way into your life by now, joy awaits you. These cards work wonders when conducting research. Just write down one idea per card. This makes it easy to organize—and reorganize—your ideas.

Organizing research cards as you create them saves time. Use rubber bands to keep source cards separate from information cards and to maintain general categories.

You can also save time in two other ways. First, copy all of the information correctly. Always include the source code and page number on information cards. Second, write legibly, using the same format for all of your cards.

In addition to source cards and information cards, generate idea cards. If you have a thought while you are researching, write it down on a card. Label these cards clearly as your own ideas.

An alternative to 3 × 5 cards is a computer outlining or database program. Some word processing packages also include features that can be used for note taking.

**Sense the time to begin writing.** A common mistake that beginning writers make is to hold their noses, close their eyes, and jump into the writing process with both feet first—and few facts. Avoid this temptation by gathering more information than you think you can use.

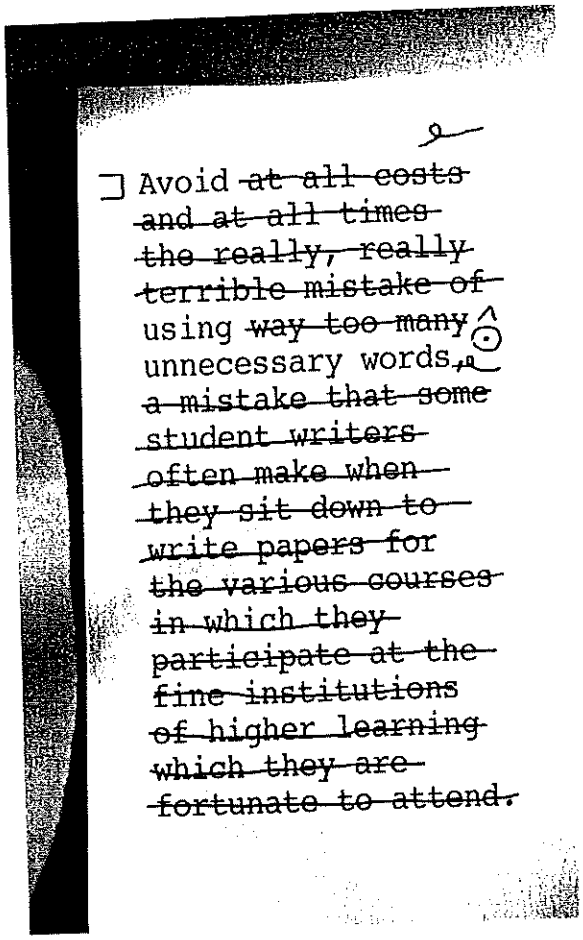
You can begin writing even before your research is complete. The act of writing creates ideas and reveals areas where more research is needed.

Finding a natural place to begin is one signal to start writing. This is not to say that the skies will suddenly open up and your completed paper, flanked by trumpeting angels, will appear before your eyes. You might instead get a strong sense of how to write just one small section of your paper or speech. When this happens, write.

## PHASE 3: Writing a first draft

**If you've planned your writing project and completed your research, you've already done much of the hard work. Now you can relax into writing your first draft.**

To create your draft, gather your notes and arrange them to follow your outline. Then write about the ideas in your notes. Write in paragraphs, one idea per paragraph. If you have organized your notes logically, related facts will appear close to each other. As you




complete this task, keep the following suggestions in mind.

**Remember that the first draft is not for keeps.** You can save quality for later, when you revise. Your goal at this point is simply to generate lots of material.

Don't worry about grammar, punctuation, or spelling as you write your first draft. Write as if you were explaining the subject to a friend. Let the words flow. The very act of writing will release creative energy. It's perfectly all right to crank out a draft that you heavily rewrite or even throw away. The purpose of a first draft is merely to have something to work with—period. For most of us, that's a heck of a lot better than facing a blank page. You will revise this rough draft several times, so don't be concerned if it seems rough or choppy.

**Write freely.** Many writers prefer to get their first draft down quickly. Their advice is just to keep writing, much as in free writing. You can pause occasionally to glance at your notes and outline. The idea is to avoid stopping to edit your work. You can save that for the next step.

Another option is to write a first draft without referring to your notes and outline. If you've immersed yourself in the topic, chances are that much of the information is already bubbling up near the surface of your mind anyway. Later, when you edit, you can go back to your notes and correct any errors.

Keep in mind that you don't have to follow your outline from beginning to end. Some professional writers prefer to write the last chapter of a novel or the last scene of a play first. With the ending firmly in mind, they can then guide the reader through all of the incidents that lead up to it. You might feel more comfortable with certain aspects of your topic than with others. Dive in where you feel most comfortable.

**Be yourself.** Let go of the urge to sound "official" or "scholarly," and write in a natural voice instead. Address your thoughts not to the teacher but to an intelligent student or someone you care about. Visualize this person and choose the three or four most important things you'd say to him about the topic. This helps you avoid the temptation to write merely to impress.

The flip side of this point is that we can't really write the way we speak. The spoken word is accompanied by facial expressions and gestures, as well as changes in voice tone, pitch, and volume. Slang expressions used in everyday speech are not appropriate in academic writing. Compensate for elements peculiar to the spoken language by being clear and concise in your writing and by providi smooth, logical transitions from subject to subject.

**Let your inner writer take over.** There might be times when ideas come to you spontaneously—when thoughts flow from your head to your hand without conscious effort. This is a "natural high," similar to states that accomplished athletes, musicians, and artists have described. Writer Natalie Goldberg says that during such moments you are in touch with your "inner writer."[8] Such "peak experiences" can yield moments of pure joy. Often, those moments come just after a period of feeling stuck. Welcome getting stuck. A breakthrough is not far behind.

**Ease into it.** Some people find that it works well to forget the word *writing*. Instead, they ease into the task with activities that help generate ideas. You can free-associate, cluster, meditate, daydream, doodle, draw diagrams, visualize the event you want to describe, talk into a voice recorder—anything that gets you started.

**Make writing a habit.** The word *inspiration* is not in the working vocabulary for many professional writers. Instead of waiting for inspiration to strike, they simply make a habit of writing at a certain time each day. Y can use the same strategy. Schedule a block of time t write your first draft. The very act of writing can breed inspiration.

**Respect your deep mind.** Part of the process of writing takes place outside our awareness. There's nothing mysterious about this. Many people report that ideas come to them while they're doing something totally unrelated to writing. Often this happens after they've been grappling with a question and have reached a point where they feel stuck. It's like the composer who said, "There I was, sitting and eating a sandwich, and all of a sudden this darn tune pops into my head." You can trust your deep mind. It's writing while you eat, sleep, and brush your teeth.

**Get physical.** Writing is physical, like jogging or playing tennis. You can move your body in ways that are in tune with the flow of your ideas. While working on the first draft, take breaks. Go for a walk. Speak or sing your ideas out loud. From time to time, practice relaxation techniques and breathe deeply.

**Use affirmations and visualizations.** Write with the idea that the finished paper or speech is inside you, waiting to be released. Affirmations and visualizations can help you with this. Imagine what your finished paper will look like. Construct a detailed mental picture of the title page and major sections of the paper. See a clean, typed copy, and speculate how it will feel to hold the paper and flip through the pages. Visualize the reaction of audience members after you've given your speech.

Then support your writing by sprinkling your self-talk with statements that affirm your abilities. For example: "I express myself clearly and persuasively." "I am using an effective process to write my paper." "I will be pleased with the results."

**Hide it in your drawer for a while.** Schedule time for rewrites before you begin, and schedule at least one day between revisions so that you can let the material sit. On Tuesday night, you might think your writing sings the song of beautiful language. On Wednesday, you will see that those same words, such as the phrase "sings the song of beautiful language," belong in the trash basket.

Ideally, a student will revise a paper two or three times, make a clean copy of those revisions, then let the last revised draft sit for at least three or four days. The brain needs that much time to disengage itself from the project. Obvious grammatical mistakes, awkward constructions, and lapses in logic are hidden from us when we are in the middle of the creative process. Give yourself time to step back, and then go over the paper one last time before starting the third phase of the writing process.

**One definition of a writer is simply anyone who rewrites. Some people who write for a living will rewrite a piece seven, eight, or even more times. Ernest Hemingway rewrote the last page of *A Farewell to Arms* 39 times before he was satisfied with it. When asked what the most difficult part of this process was, he simply said, "Getting the words right."[9]**

People who rewrite care. They care about the reader. They care about precise language and careful thinking. And they care about themselves. They know that the act of rewriting teaches them more about the topic than almost any other step in the process.

There's a difference in pace between writing a first draft and revising it. Keep in mind the saying "Write in haste, revise at leisure." When you edit and revise, slow down and take a microscope to your work. One guideline is to allow 50 percent of writing time for planning, research, and writing the first draft. Then give the remaining 50 percent to revising.

An effective way to revise your paper is to read it out loud. The eyes tend to fill in the blanks in our own writing. The combination of voice and ears forces us to pay attention to the details.

Another technique is to have a friend look over your paper. This is never a substitute for your own review, but a friend can often see mistakes you miss. Remember, when other people criticize or review your work, they're not attacking you. They're just commenting on your paper. With a little practice, you can actually learn to welcome feedback.

Reading aloud and having a friend comment on your paper are techniques that can help you in each step of rewriting explained below.

## Cut

Writer Theodore Cheney suggests that an efficient way to begin revising is to cut the passages that don't contribute to your purpose.[10] It might not pay to polish individual words, phrases, and sentences right now—especially if you end up deleting them later. To save time, focus instead on deciding which words you want to keep and which ones you want to let go.

Look for excess baggage. Avoid at all costs and at all times the really, really terrible mistake of using way

too many unnecessary words, a mistake that some student writers often make when they sit down to write papers for the various courses in which they participate at the fine institutions of higher learning that they are fortunate enough to attend. (Example: The previous sentence could be edited to "Avoid unnecessary words.")

Approach your rough draft as if it were a chunk of granite from which you will chisel the final product. In the end, much of your first draft will be lying on the floor. What is left will be the clean, clear, polished product. Sometimes the revisions are painful. Sooner or later, every writer invents a phrase that is truly clever but makes no contribution to the purpose of the paper. Grit your teeth and let it go.

*Note:* For maximum efficiency, make the larger cuts first—sections, chapters, pages. Then go for the smaller cuts—paragraphs, sentences, phrases, words.

Keep in mind that cutting a passage means just for now, for this paper, for this assignment. You might want to keep a file of deleted writings to save for future use.

## Paste

In deleting passages, you've probably removed some of the original transitions and connecting ideas from your draft. The next task is to rearrange what's left of your paper or speech so that it flows logically. Look for consistency within paragraphs and for transitions from paragraph to paragraph and section to section.

If your draft doesn't hang together, reorder your ideas. Imagine yourself with scissors and glue, cutting the paper into scraps—one scrap for each point. Then paste these points down in a new, more logical order.

## Fix

Now it's time to look at individual words and phrases.

In general, rely on nouns and verbs. Using too many adjectives and adverbs weakens your message and adds unnecessary bulk to your writing. Write about the details and be specific. Also, use the active rather than the passive voice.

Instead of writing in the passive voice:
*A project was initiated.*

You can use the active voice:
*The research team began a project.*

Instead of writing verbosely:
*After making a timely arrival and perspicaciously observing the unfolding events, I emerged totally and gloriously victorious.*

You can write to the point, as Julius Caesar did:
*I came, I saw, I conquered.*

Instead of writing vaguely:
*The speaker made effective use of the television medium, asking in no uncertain terms that we change our belief systems.*

You can write specifically:
*The reformed criminal stared straight into the television camera and shouted, "Take a good look at what you're doing! Will it get you what you really want?"*

Also, define any terms that the reader might not know, putting them in plain English whenever you can.

## Prepare

In a sense, any paper is a sales effort. If you hand in a paper with wrinkled jeans, its hair tangled and unwashed and its shoes untied, your instructor is less likely to buy it. To avoid this situation, format your paper following accepted standards for margin widths, endnotes, title pages, and other details.

Ask your instructor for specific instructions on how to cite the sources used in writing your paper. You can find useful guidelines in the *MLA Handbook for Writers of Research Papers*, a book from the Modern Language Association. Also visit the MLA Website at **http://www.mla.org/style_faq**.

If you "cut and paste" material from a Web page directly into your paper, be sure to place that material in quotation marks and cite the source. And before referencing an e-mail message, verify the sender's identity. Remember that anyone sending e-mail can pretend to be someone else.

Use quality paper for your final version. For an even more professional appearance, bind your paper with a paper or plastic cover.

## Proof

As you ease down the homestretch, read your revised paper one more time. This time, go for the big picture and look for:

A clear thesis statement.

Sentences that introduce your topic, guide the reader through the major sections of your paper, and summarize your conclusions.

Details—such as quotations, examples, and statistics—that support your conclusions.

Lean sentences that have been purged of needless words.

Plenty of action verbs and concrete, specific nouns.

Finally, look over your paper with an eye for spelling and grammar mistakes.

When you're through proofreading, take a minute to savor the result. You've just witnessed something of a miracle—the mind attaining clarity and resolution. That's the aha! in writing.

# mastering technology

## WRITE E-MAIL THAT GETS RESULTS

**Target content to readers.** Be conscious of the amount of e-mail that busy people receive. Send e-mail messages only to the people who need them, and only when necessary.

**Write an informative subject line.** Rather than writing a generic description, include a capsule summary of your message. "Biology 100 Report due next Tuesday" packs more information than "Report." If your message is urgent, include that word in the subject line as well.

**Think short.** Keep your subject line short, your paragraphs short, and your message as a whole short.

**Put the point first.** To make sure your point gets across, put it at the top of the first paragraph. If your message will take up more than one screen's worth of text, break it up into short sections and add a heading for each section. Then pack those headings with the main points.

**Review your message.** Every message you send says something about your attention to detail. Put your best electronic foot forward. If you plan to send a long message, draft it in a word processing program first so that you can take advantage of spelling checkers and other editing devices. Remember the techniques for effective letter writing and apply them to your e-mails. Follow the rules for proper spelling, capitalization, punctuation, and word choice. The tone of e-mails to instructors or coworkers should be more professional than the instant messaging you may do with friends.

**Reply promptly and consciously.** Provide context. If you're responding to a question from a previous e-mail, include that question in your response.

**Use "reply-all" carefully.** Use this feature only when everyone who received a message truly needs to know your response. People will appreciate your help in keeping their incoming messages to a minimum.

**Protect your privacy.** Treat all online communication as public communication. Include only content that you're willing to circulate widely, and share personal data with caution.

# THE NEW STUDENT

ANNOTATED INSTRUCTOR'S EDITION

# *Academic integrity:* Avoid plagiarism

*Higher education also offers you the chance to learn how to learn. In fact, that's the subject of this book. Employers value the person who is a "quick study" when it comes to learning a new job. That makes your ability to learn a marketable skill.*

Using another person's words or pictures without giving proper credit is called *plagiarism.* Plagiarism amounts to stealing someone else's work and claiming it as your own—the equivalent of cheating on a test.

Higher education consists of a community of scholars who trust each other to speak and write with integrity. Plagiarism undermines this trust. The consequences of plagiarism can range from a failing grade to expulsion from school.

To avoid plagiarism, cite a source for each phrase, sequence of ideas, or visual image created by another person. Clearly distinguish your own ideas from the ideas of others. There are several ways to ensure that you do this consistently.

**Identify direct quotes.** If you use a direct quote from another writer or speaker, put that person's words in quotation marks. If you do research online, you might find yourself copying sentences or paragraphs from a Web page and pasting them directly into your notes. *This is the same as taking direct quotes from your source.* To avoid plagiarism, identify such passages in an obvious way. Besides enclosing them in quotation marks, you could format them in a different font or color.

**Paraphrase carefully.** Instead of using a direct quote, you might choose to paraphrase an author's words. Paraphrasing means restating the original passage in different words, usually making it shorter and simpler. Students who copy a passage word for word and then just rearrange or delete a few phrases are running a serious risk of plagiarism. Consider this paragraph:

Following is an improper paraphrase of that passage:

*With higher education comes the chance to learn how to learn. Employers value the person who is a "quick study" when it comes to learning a new job. Your ability to learn is a marketable skill.*

A better paraphrase of the same passage would be:

*The author notes that when we learn how to learn, we gain a skill that is valued by employers.*

Cite a source for paraphrases, just as you do for direct quotes.

When you use the same sequence of ideas as one of your sources—even if you have not paraphrased or directly quoted—cite that source.

**Note details about each source.** For books, these details include the author, title, publisher, publication date, and page number. For articles from print sources, record the title and the name of the magazine as well. If you found the article in an academic or technical journal, also record the volume and number of the publication. A librarian can help identify these details.

If your source is a Web page, record as many identifying details as you can find—author, title, sponsoring organization, URL, publication date, and revision date. In addition, list the date that you accessed the page.

**Cite your sources as endnotes or footnotes to your paper.** Ask your instructor for examples of the format to use.

**Submit only your own work.** Turning in materials that have been written or revised by someone else puts your education at risk.

*Note:* Out of a concern for avoiding plagiarism, some students go overboard in crediting their sources. You do not need to credit wording that's wholly your own. Nor do you need to credit general ideas, such as the suggestion that people use a to-do list to plan their time. When you use your own words to describe such an idea, there's no need to credit a source. But if you borrow someone else's words or images to explain the idea, do give credit. ✖

# TAKING NOTES
# WHILE READING

Taking notes while reading requires the same skills that apply to class notes: observing, recording, and reviewing. Use these skills to take notes for review and for research.

## REVIEW NOTES

These will look like the notes you take in class. Take review notes when you want more detailed notes than writing in the margin of your text allows. You might want to single out a particularly difficult section of a text and make separate notes. You can't underline or make notes in library books, so these sources will require separate notes, too.

Use a variety of formats. Mind maps and concept maps are useful for review, especially for summaries of overlapping lecture and textbook materials. You can also outline or take notes in paragraph form. Another option is the Cornell method. Use the left-hand column for key words and questions, just as you do in your class notes.

When you read mathematic, scientific, or other technical materials, copy important formulas or equations. Recreate important diagrams and draw your own visual representations of concepts. Also write down data that might appear on an exam.

## RESEARCH NOTES

Take research notes when preparing to write a paper or deliver a speech.

One traditional tool for research notes is the mighty index card. Create two kinds of cards: source cards and information cards.

**Source cards.** These cards identify where you found the information contained in your paper or speech. For example, a source card for a book will show the author, title, date and place of publication, and publisher. Ask your instructor what information to include for each type of source.

When you write source cards, give each source a code—the initials of the author, a number, or a combination of numbers and letters.

A key advantage of using source cards is that you create your bibliography as you do the research. When you are done, simply alphabetize the cards by author and—voilà!—instant bibliography.

**Information cards.** Write the actual research notes on information cards. At the top of each information card, write the code for the source of the information. For printed sources, also include the page numbers your notes are based on. When recording your own ideas, simply note the source as "me."

Write only one piece of information on each information card—a single quotation, fact, or concept. You can then sort the cards in various ways to construct an outline of your paper or speech.

**Avoid plagiarism.** When people take words or images from a source and present them as their own, they are committing plagiarism. Even when plagiarism is accidental, the consequences can be harsh.

**Consider a computer.** Another option is to take research notes using a computer. This offers the same flexibility as index cards when it comes to sorting and organizing ideas. However, be especially careful to prevent plagiarism. If you copy text or images from a Web site, separate these notes from your own ideas. Use a different font for copied material or enclose it in quotation marks.

## THINK ABOUT NOTES

Whenever you take notes, use your own words as much as possible. When you do so, you are thinking about what you are reading. If you do quote your source word for word, put that material within quotation marks.

Close the book after reading an assignment and quickly jot down a summary of the material. This writing can be loose, without any structure or format. The important thing is to do it right away, while the material is still fresh in your mind. Restating concepts in this way helps you remember them.

## SPECIAL CASES

The style of your notes can vary according to the nature of the material. If you are assigned a short story or poem, read the entire work once without taking any notes. On your first reading, simply enjoy the piece. When you finish, write down your immediate impressions. Then go over the piece and make brief notes on characters, images, symbols, settings, plot, point of view, or other aspects of the work.

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NOTES THAT ROCK

# MINE YOUR NOTES FOR MORE VALUE

The purpose of taking notes is to consult them later. To some students, that means scanning them once or twice before a test. By that time, however, the notes may raise more questions than they answer.

As an alternative, add value to your notes by updating, condensing, reorganizing, reviewing, and refining them.

The key is to see your notes as living documents—words and images that gain clarity as your understanding of a subject deepens. Create notes that you will understand for weeks, months, or years to come.

## REVISE YOUR NOTES

Take your first pass through your notes as soon after each class as possible. Use this time to:

- Fix passages that are illegible.
- Check to see that your notes are labeled with the date and the name of the class.
- Make sure that the pages are numbered.
- Expand on passages that are hard to understand.
- Write out abbreviated words or phrases that might be unclear to you later.
- List questions that you need answered in order to make sense of your notes.

You might find it useful to distinguish between what you wrote in class and what you filled in later. With handwritten notes, edit using a different colored pen or pencil. If you key your notes into a computer, you can use different colored fonts for your edits.

Sometimes it helps to get a different perspective on the material. You can do that by re-creating your notes in a new format. If you took notes in Cornell format, for example, convert sections to outline format. Use all these formats at different points in your notes for a course, or invent new formats of your own.

The benefit of playing with all these formats is that they engage your mind in different ways. Taking notes in Cornell format can help you get a handle on details—key terms and facts. Outlines force you to pay attention to the way that material is structured. And maps are visual devices that help you see connections between many topics at once. Each format yields a different cross-section of the subject matter. And each format deepens your understanding.

## REVIEW YOUR NOTES

In terms of reinforcing long-term memory, the process you use to review your notes can be just as crucial as the content or format of those notes. Think of notes that have not been reviewed as leaky faucets, constantly dripping, losing precious information until you shut them off with a quick review.

The sooner you review your notes, the better, especially if the class was difficult. In fact, you can start reviewing during class. When your instructor pauses to set up the overhead projector or erase the board, scan your notes. Dot the *i*'s, cross the *t*'s, and write out unclear abbreviations.

Another way to use this technique is to get to your next class as quickly as you can. Then use the four or five minutes before the lecture to review the notes you just took in the previous class.

If you do not get to your notes immediately after class, you can still benefit by reviewing later in the day. A review right before you go to sleep can also be valuable. And you can do it in just a few minutes—often 10 minutes or less.

Once a week, review all your notes again. The review sessions don't need to take a lot of time. Even a 20-minute weekly review period is valuable. Some students find that a weekend review, say, on Sunday afternoon, helps them stay in continuous touch with the material. Scheduling regular review sessions on your calendar helps develop the habit.

As you review, step back for the larger picture. In addition to reciting or repeating the material to yourself, ask questions about it:

- How does this relate to information I already know, in this field or another?
- Will I be tested on this material?
- What will I do with this material?
- How can I relate it to something that deeply interests me?
- Am I unclear on any points? If so, what exactly is the question I want to ask?

A third and equally important level of review is the kind of studying you do during the week before a major test. This is an intensive phase of learning that can involve many types of activity: creating course summaries, writing mock tests, and taking part in study groups.



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## REHEARSE YOUR NOTES

When you want to remember a fact or idea, you instinctively rehearse it. Rehearsal can be as simple as repeating the seven digits of a phone number a few times before you dial it—or as complex as an actor who practices lines to learn a one-hour monologue.

The point is this: Information that you rehearse moves into your long-term memory. And information that you do not rehearse can fade completely from your memory in anywhere from a few seconds to a few hours. In more common parlance: If you don't use it, you lose it.

For more effective rehearsal, try the following.

**Use a variety of strategies.** Recite the points in your notes that you want to remember. Explain these points to someone else. Lead a study group about the topic. Also look for ways to summarize and condense the material. See if you can take the language from your notes and make it more precise. If you succeed, edit your notes accordingly.

**Involve your senses.** Make rehearsal a rich, enjoyable experience. Read your notes out loud and use a variety of voices. Sing your notes, making up your own rhymes or songs. Record yourself as you recite your notes, and play music you like in the background.

**Be [illegible] about the most effective way to rehearse.** Rehearsal is a sophisticated learning strategy that goes well beyond rote repetition. As you review your notes, use rehearsal to move facts and ideas off the page and into your mind. See if you can elaborate on your notes by using more of your own words and by supplying your own examples.

**Build a feedback cycle into your rehearsal.** Create a list of key questions that cover the important sections of your notes. Then quiz yourself, or ask a friend to quiz you. To get maximum value from this exercise, evaluate the accuracy of your answers. If you're consistently missing key questions, then consider using a new strategy for reading or note taking.

**Allow adequate time.** Following the above suggestions means that rehearsal will take more time than mindlessly scanning your notes. It's worth it. Also remember that you can be selective. You don't have to rehearse everything in your notes. Save your most elaborate rehearsal for the most important material.

**You're One Click Away . . .**
from more ways to revise, review, and rehearse your notes.

## 5 ways to improve your handwriting

Many people are resigned to writing illegibly for the rest of their lives. They feel that they have no control over their handwriting. Yet everyone's handwriting does change. Since handwriting undergoes change unconsciously, you can make a conscious effort to change it. The prerequisite for improving your handwriting is simply the desire to do so. Then you can explore the following possibilities.

1. **Use creative visualizations.** Find a quiet spot to sit, then relax your whole body, close your eyes, and see yourself writing clearly. Feel the pen as it moves over the page and visualize neat, legible letters as you write them.

2. **Revise sloppy writing immediately.** Use an erasable pen or pencil. When you write something sloppily, fix it immediately. At first, you might find yourself rewriting almost everything. This technique can help you learn to write legibly.

3. **Dot all *i*s and cross all *t*s.** The time you spend dotting and crossing will eliminate time spent scratching your head.

4. **Notice problem letters.** Go through your notes and circle letters that you have difficulty deciphering. Practice writing these letters.

5. **Be willing to slow down.** Weigh the costs and benefits of writing more slowly as a way to improve your handwriting. If you cannot read what you write, speed is of little use. Also, take fewer notes; write down only what's essential. Learning to take notes efficiently could allow you to improve your handwriting and spend less time writing and more time learning.



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## Commit to Action

# Transform your note taking

**THINK BACK ON** the last few lectures you have attended. How would you rate your note taking skills? As you complete this exercise think of areas that need improvement.

First, recall a recent incident in which you had difficulty taking notes. Perhaps you were listening to an instructor who talked fast. Maybe you got confused and stopped taking notes altogether. Or perhaps you went to review your notes after class, only to find that they made no sense at all.

**Discovery Statement**

Describe an incident where note taking was challenging for you.

**Action Statement**

Now gear up for action. Describe a specific situation in which you will apply at least three of the strategies you listed above. If possible, choose a situation that will occur within the next 24 hours.

**Intention Statement**

Now review this chapter to find at least ten strategies that you can use right away to help you take better notes. Sum up each of those strategies in a few words and note page numbers where these strategies are explained.

| Strategy | Page number |
|---|---|

After experimenting with these strategies, evaluate how well they worked for you. If you thought of a way to modify any of the strategies so that they can work more effectively, describe those modifications here:

**You're One Click Away . . .**

from more ways to apply the cycle of discovery, intention, and action to note taking.



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RESEARCH

# DIGGING FOR GOLD

To many students, the word *research* conjures up images of a lonely scholar trapped among stacks of decaying, dusty manuscripts—a hermit who's taking notes on subjects that nobody cares about.

If that's your image, think again. The process of research is more like climbing Mount Everest. You'll make observations, gather facts, trek into unfamiliar intellectual terrain, and ascend from one plateau of insight to another.

Ideas come alive through details. This is especially important when your purpose is persuasion. If you want people to support your favorite candidate, then provide the details about that person's experience and stands on key issues. If you want people to stop eating beef, then present facts about the health and environmental costs of the meat industry. Research will help you make a case that begs for agreement.

Before digging in the stacks at the library or mining the Internet for information, know what questions you want to answer. Also find published sources of ideas and information. And don't forget about people—living, breathing beings who can answer your questions with ease and expertise.

## DISCOVER YOUR MAIN QUESTION

Every paper or presentation calls on you to answer one question above all others. This is your main question—one that gets to the heart of your topic and your purpose. This is the question that will guide and direct your research at each stage.

To discover your main question, simply take your thesis statement and turn it into a question. For example, *Fair-trade policies for coffee growers in Latin America will benefit consumers as well as farmers* is a thesis statement. Stated as a main question, it becomes: *Will fair-trade policies for coffee growers in Latin America benefit consumers as well as farmers?*

## LIST SUPPORTING QUESTIONS

Chances are that you can think of some questions that you'll need to answer *before* you can fully answer your main question. You may also be able to predict the questions that your audience will ask after reading or hearing your thesis statement. These are your *supporting questions*. The next step in your research is to consult sources of information that answer these questions.

Following is an example of the thinking that leads from a choice of topic all the way to supporting questions:

**Topic:**

Dot-com companies during the 1990s

**Thesis:**

Investors in dot-com companies during the 1990s failed to predict certain problems with online retailing.

**Purpose:**

I intend to explain how investors in dot-com companies during the 1990s failed to predict certain problems with online retailing.

**Main question:**

Did investors in dot-com companies during the 1990s fail to predict certain problems with online retailing?

**Supporting questions:**

Who were some of the major online retailers and what did they sell?

How does online retailing differ from other forms of retailing?

What gaps existed in the marketing plans for online retailers?

Could anyone have predicted these gaps?

Did some online retailers succeed? If so, how did they differ from their competitors?

The cool thing about main and supporting questions is that you can turn them into an outline of your paper or speech. Start your outline with a statement of your topic and thesis. Then use answers to your questions as headings in your outline. Continuing the above example, those headings might include: *Major online retailers sold a variety of products.* And *Online retailing differs from other kinds of retailing.*

## FIND PUBLISHED SOURCES

When researching, remember that much published material is available only in print. The book—a form of information technology that's been with us for hundreds of years—still has something to offer the twenty-first-century researcher.

This fact means that you can often benefit from a trip to your campus or community library. To discover the joy of research, pick one library as your first stop for information. Get to know it well.

Next, keep in mind that any library—from the smallest one in your hometown to the massive Smithsonian in Washington, D.C.—consists of just three basic elements:

- *Catalogs*—online databases that list all of the library's accessible sources.
- *Collections*—materials, such as periodicals (magazines and newspapers), books, pamphlets, audiovisual materials, and materials available from other collections via interlibrary loans.
- *Computer resources*—Internet access; connections to campuswide computer networks; and databases stored on CD-ROMs, CDs, DVDs, or online.



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Before you start your next research project, take some time to investigate all three elements of your library. Start with a library orientation session or tour.

### ASK A LIBRARIAN

Libraries give you access to a resource that goes beyond the pages of a book or a Website—a librarian. Librarians are trained explorers who can guide your expedition into the information jungle. Asking a librarian for help can save you hours.

### FIND EXPERTS

Making direct contact with people as you complete your research can offer a welcome relief from hours of solitary time. Here's your chance to conduct interviews—to pose real questions to a real human being rather than a lifeless search engine.

Your research will uncover the names of experts on your chosen topic. Consider doing an interview with one of these people—in person, over the phone, or via e-mail.

Respect the expert's time by posing a few precise questions. Then follow up with a thank-you note.

### CAPTURE YOUR OWN IDEAS

Don't forget one of the most important people to consult—yourself. As you gather and digest the ideas of others, you'll come to conclusions of your own. This is the ultimate goal of the research process. Capture your insights in writing, treating them as notes and citing yourself as the source.

Instead of using a direct quote, you might choose to paraphrase an author's words. Paraphrasing means restating the original passage in different words, usually making it shorter and simpler. Students who copy a passage word for word and then just rearrange or delete a few phrases are running a serious risk of plagiarism. Consider this paragraph:

> *Higher education also offers you the chance to learn how to learn. In fact, that's the subject of this book. Employers value the person who is a "quick study" when it comes to learning a new job. That makes your ability to learn a marketable skill.*

Following is an improper paraphrase of that passage:

> *With higher education comes the chance to learn how to learn. Employers value the person who is a "quick study" when it comes to learning a new job. Your ability to learn is a marketable skill.*

A better paraphrase of the same passage would be:

> *The author notes that when we learn how to learn, we gain a skill that is valued by employers.*

Cite a source for paraphrases, just as you do for direct quotes.

When you use the same sequence of ideas as one of your sources—even if you have not paraphrased or directly quoted—cite that source.

**You're One Click Away . . .**
from more strategies that save research time.

## Take notes that won't get you into trouble

Using another person's words or images without giving proper credit is called *plagiarism*. Plagiarism can have big-time consequences, ranging from a failing grade to expulsion from school.

*If your paper includes a passage, identifiable phrase, or visual image created by another person, then acknowledge this fact:*

- Put any passage or phrase that you take word for word within quotation marks.
- Note the source of the quotation.
- When you summarize or paraphrase ideas from a source, also note the source.
- When you use the same sequence of ideas as one of your sources—even if you haven't summarized, paraphrased, or quoted—note that source.

Keep a list of your sources with details about each one. For books, these details include the author, title, publisher, publication date, and page number.

For articles from print sources, record the title and the name of the magazine as well.

If you found the article in an academic or technical journal, also record the volume and number of the publication. A librarian can help identify these details.

If your source is a Web page, record as many identifying details as you can find—author, title, sponsoring organization, URL, publication date, and revision date. In addition, list the date that you accessed the page.



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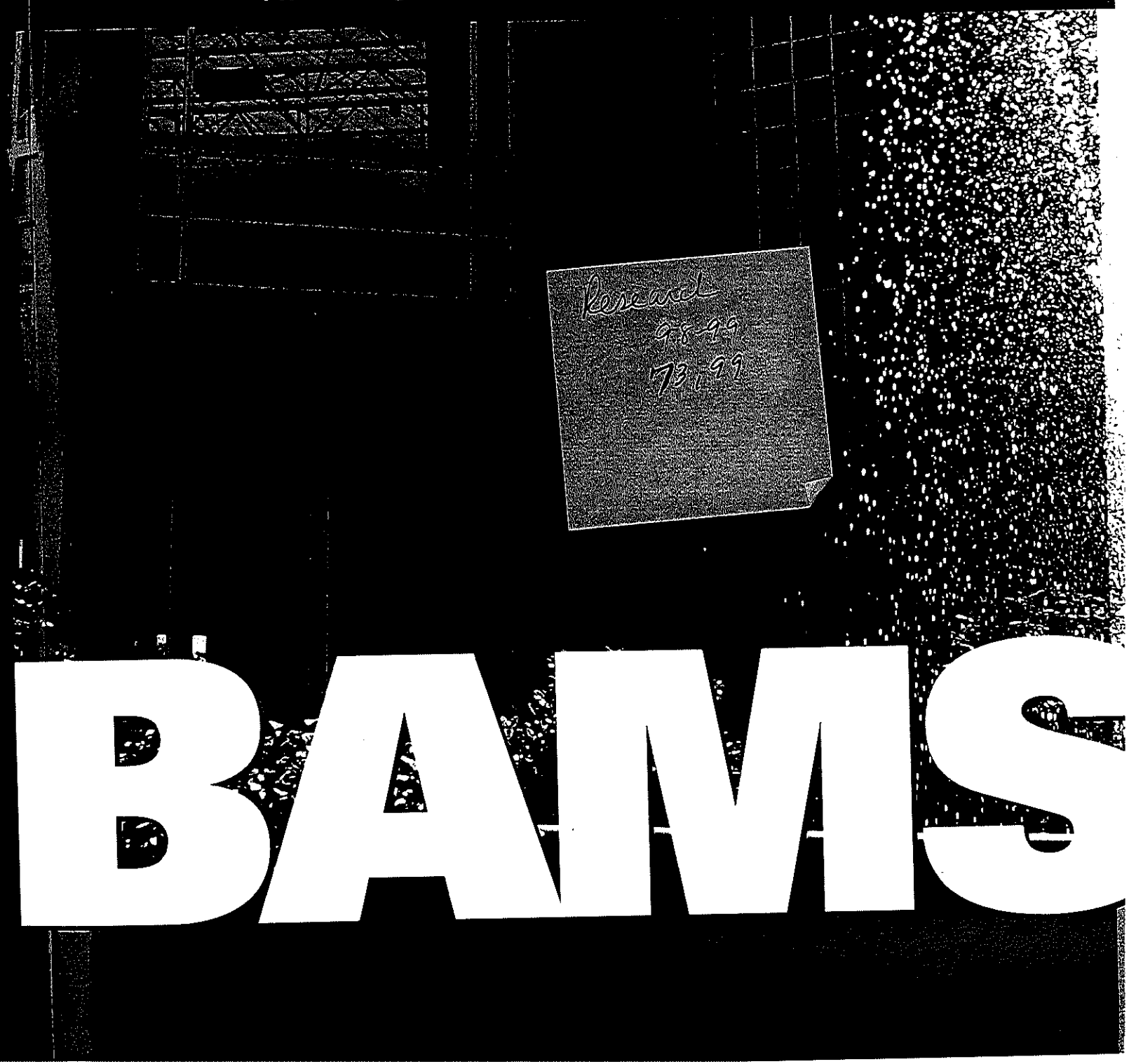
ANNOTATED INSTRUCTOR'S EDITION



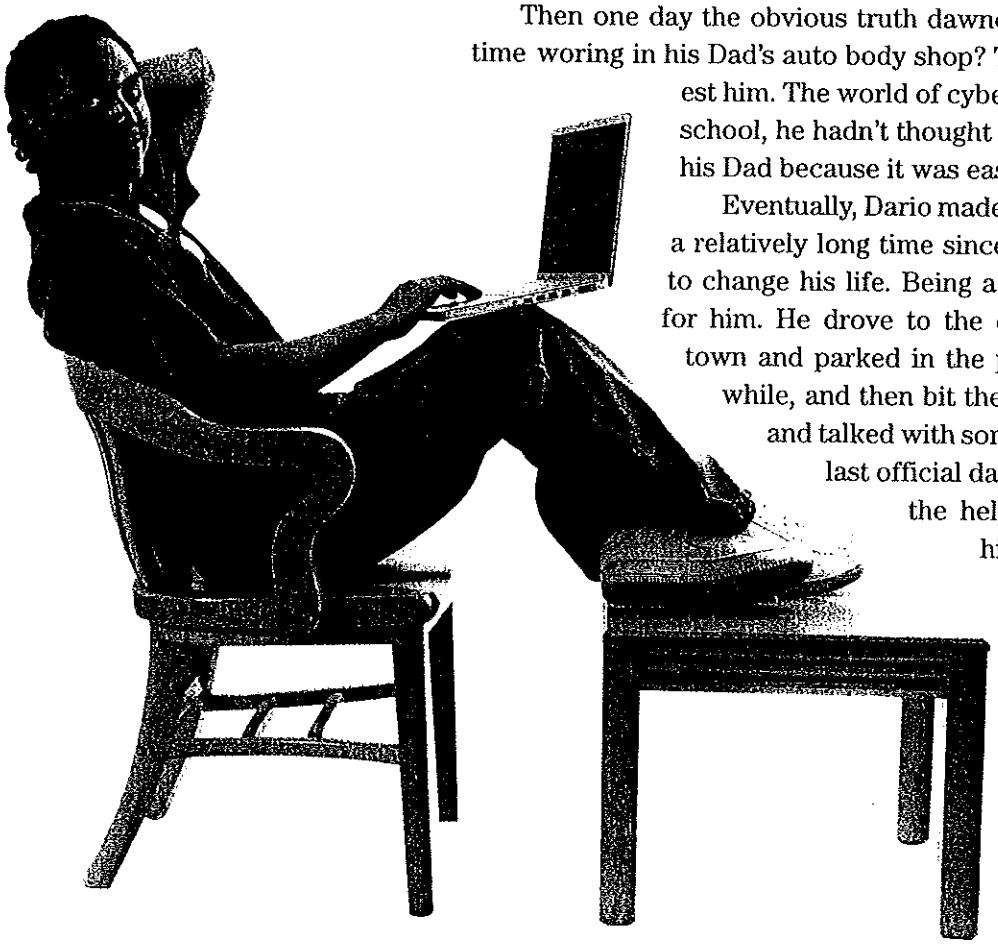
# BAMS

STEP 1 **CHALLENGE** Focus Challenge Case

# Dario Jones

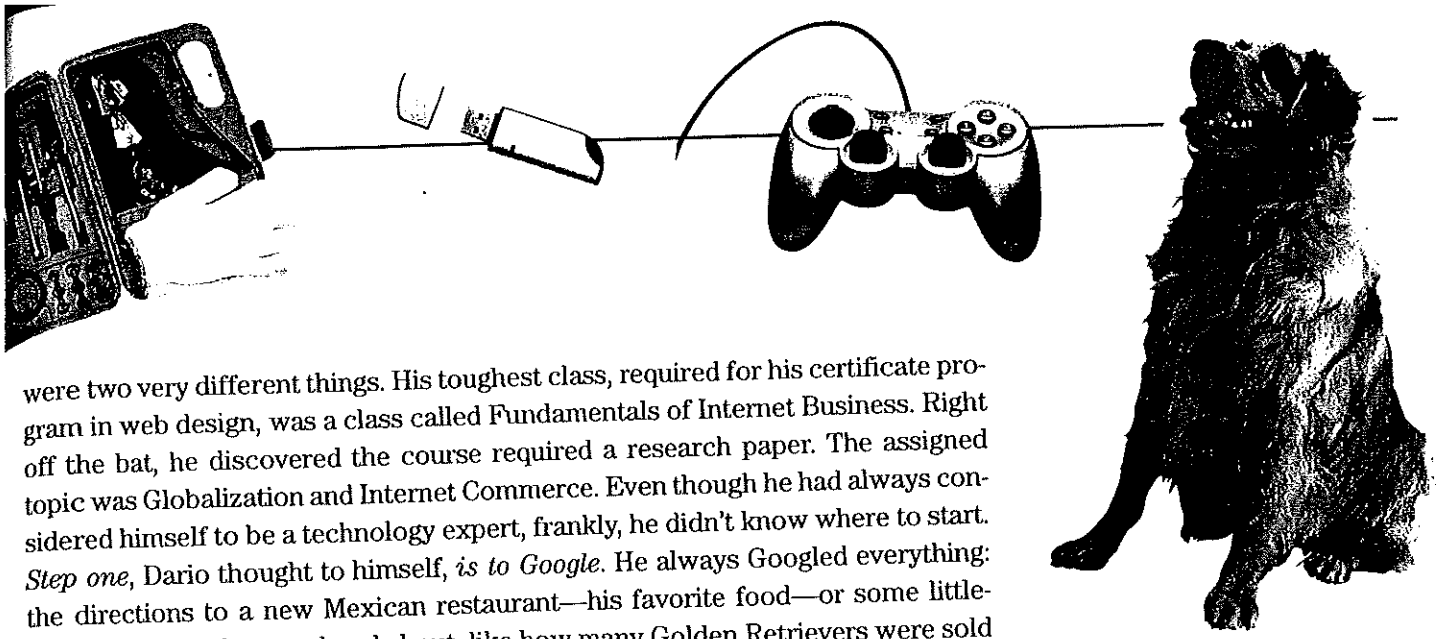
Ever since grade school, Dario Jones had been called a geek. It was a label he hated, but, honestly, most people probably thought of him that way. As a kid, Dario lived for computer games. He played them nearly every waking hour. In the morning, he'd shower in record time, throw on whatever clean clothes he could find, and use any spare minutes for computer games. When he got home, he'd log right back on again. His Dad tried threatening him: "You'll lose your eyesight and flunk out of school." Once he faked a sore throat and played World of Warcraft at home for a week, while his parents were at work. As he got older, his Dad warned: "You'll never get a date." But Dario wasn't worried. Second Life relationships were enough. Real-life relationships were too much trouble. Even now that he had been on his own for several years, his cyber life was much more exciting than his real life. Dario spent more time—even sacrificing precious hours of sleep—surfing the Internet, envisioning how he could improve websites, and grooming his MySpace page than he spent talking to any living being.

Then one day the obvious truth dawned on him. Why was he wasting his time woring in his Dad's auto body shop? The world of cars didn't really interest him. The world of cyberspace did. But somehow after high school, he hadn't thought about it much and went to work for his Dad because it was easy.



Eventually, Dario made a decision. Even though it had been a relatively long time since he had been in school, he needed to change his life. Being a web designer was the right career for him. He drove to the community college campus across town and parked in the parking lot. He sat in his car for a while, and then bit the bullet, walked through a big door, and talked with someone. As it turned out, that was the last official day to enroll for the semester. So with the help of a friendly advisor, who took him to the Financial Aid office and helped him fill out the application, Dario was in school again. He'd have to increase his hours at his Dad's auto body shop to afford tuition, but he thought it would be worth it.

But Dario quickly discovered that messing around with computers and studying computers



were two very different things. His toughest class, required for his certificate program in web design, was a class called Fundamentals of Internet Business. Right off the bat, he discovered the course required a research paper. The assigned topic was Globalization and Internet Commerce. Even though he had always considered himself to be a technology expert, frankly, he didn't know where to start. *Step one*, Dario thought to himself, *is to Google*. He always Googled everything: the directions to a new Mexican restaurant—his favorite food—or some little-known fact that he wondered about, like how many Golden Retrievers were sold in the United States last year. (He had just bought one.) But when he Googled "Internet Commerce," he got 22 million hits. *Better regroup*, he advised himself.

But how? Should he go to the library on campus, or try to do his research online in the comfort of his own apartment? Physically going to the library seemed unnecessary when so much information was available online. Then he had a flash of inspiration: Wikipedia. He found a page on "Electronic Commerce." At least that was a start—that is, until he looked at his instructor's handout on the assignment. Students were discouraged from using Wikipedia as a primary research source. The handout said "Information literacy is required." He got another idea: He'd close Wikipedia and go back to Googling. This time he'd try "Electronic Commerce." *Ah, only 7 million hits this time.* He was on a roll. He plugged in "E-Commerce," "E-Business," and "Globalization." He tried "Global Issues," but before he knew it, he found himself knee-deep in articles about "Global Warming." He was so far afield now that he couldn't find his way back to his topic. Should he shut everything down and start over or just give up?

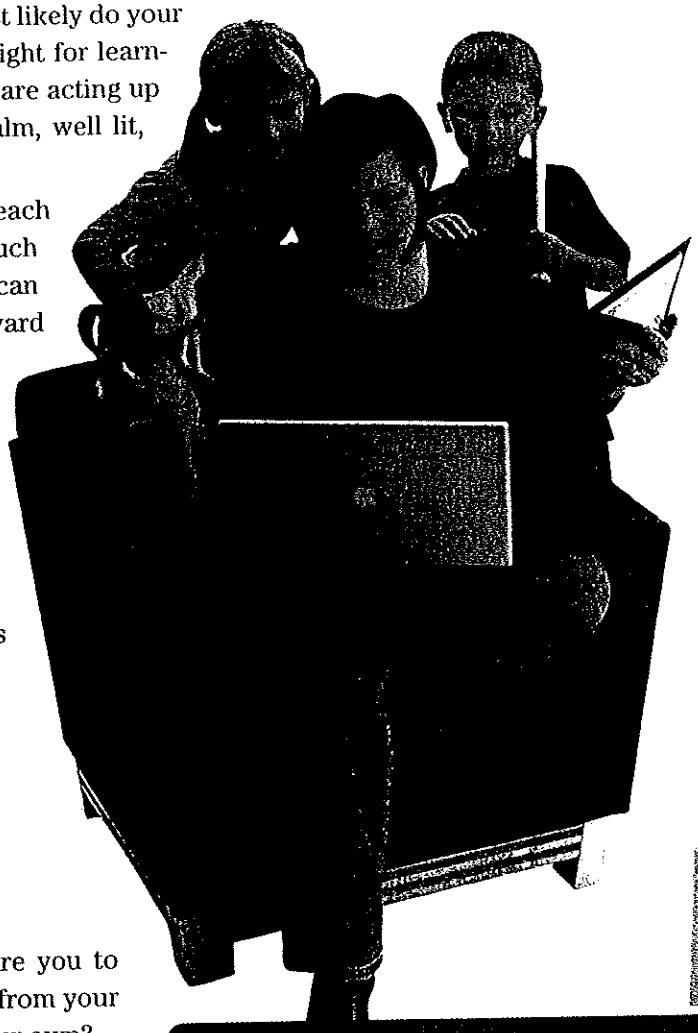
Dario's paper was due the following day. At the last minute, he panicked. He found a few useful things online, and in the interest of time, he cut and pasted from the Internet until he'd filled five pages. At least he had something to turn in. He wondered if this was the way to do research and whether he'd broken any rules. *Well, at least there will always be fender-benders*, he thought pessimistically. But to be honest, a career smoothing out dents in other people's cars wasn't at all what he wanted to do with his life.

**Teachable Moment** Ask students if they have ever been faced with Dario's problem. Have students explain their problem and how they solved it. Encourage students not to struggle and wait until the last minute like Dario. Advise students to e-mail the instructor, go to the writing center, or even ask a friend in the class. The secret is to not wait until the last minute.

## STEP 2 REACTION What Do YOU Think?

1. The instructor's assignment required "information literacy." What is information literacy? Dario was tech-savvy, but did he have the *right* skills? Why or why not?
2. What mistakes did Dario make in researching his paper?
3. Did Dario plagiarize his paper—or did he simply find the sources he needed and use them? Give the reasons behind your answer.
4. In your view, is Dario addicted to technology? Can being too dependent on technology be a problem? Why?

6. **Create a productive learning environment.** Since you'll most likely do your e-learning at home, make sure the environment is right for learning. If your computer is next to the TV or your kids are acting up to get attention, move to another location that's calm, well lit, and quiet.
7. **Use each login session as an opportunity to review.** Begin each online session by reviewing what you did or how much progress you made last time. Physically logging on can become a signal to take stock before moving forward with new course material.
8. **Call on your time management skills.** If your e-course is self-paced, you'll need to plan ahead, schedule due dates, and above all, discipline yourself to make continual progress. If you're sharing a computer with other family members, you'll need to create a master schedule. Remember that you may need to be online at particular times to engage in class chats or discussions.[18]



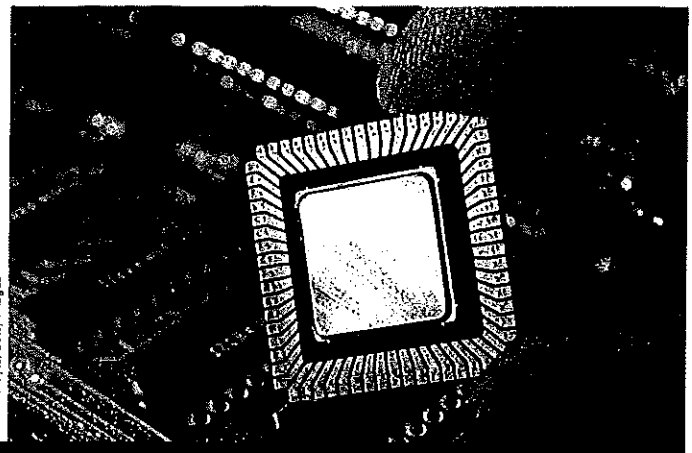
## Research Skills and Your College Success

Many of your class assignments in college will require you to conduct research. Why? Aren't you in college to learn from your instructors? Why do they ask *you* to do research on your own?

There are unanswered questions all around us in everyday life. Some questions are simple; others are complex. How much time will it take to get across town to a doctor's appointment during rush hour? What can you expect college tuition to cost by the time your kids are old enough to go? What are the chances that someone you know who has cancer will survive for five years? Research isn't necessarily a mysterious thing that scientists in white coats do in laboratories. Research is simply finding answers to questions, either real questions you encounter every day or questions that are assigned to you in your classes. Doing research on your own can be a powerful way to learn, sometimes even more so than hearing answers from someone else, even if those people are your instructors. Going off to a research expedition in the library may sound like exhausting busywork, but the skills you stand to gain are well worth the effort.

Conducting research teaches you some important things about how to formulate a question and then find answers. And it's not just finding answers so that you can scratch a particular assignment off your to-do list. It's about learning an important process. When you get into the world of work, your instructors won't be there to supply answers, so knowing how to figure things out on your own will be key to your success. So, exactly what is college-level research?

> **"Any occurrence requiring undivided attention will be accompanied by a compelling distraction."**
>
> Robert Bloch, American fiction writer, (1917–1994)



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**"It was not so very long ago that people thought that semiconductors were part-time orchestra leaders and microchips were very small snack foods."**

**Geraldine Ferraro, Democratic politician**

the front of the room. If you're an independent, self-motivated learner, e-learning can be a great way to learn, because *you* are in control.

- *You control when you learn.* Instead of that dreaded 8:00 a.m. class—the only section that's open when you register—you can schedule your e-learning when it's convenient for you. If you want to do your coursework at midnight in your pajamas, who's to know?
- *You control how you learn.* If you are an introvert, e-learning may work well for you. You can work thoughtfully online and take all the time you need to reflect. If you are an extravert, however, you may become frustrated by the lack of warm bodies around. Jumping into threaded discussions and chatting online may satisfy some of those needs. If you're a kinesthetic learner, the keyboard action may suit you well. Since you're working independently, you can do whatever you need to do to accommodate your own learning style.
- *You control how fast you learn.* You know for a fact that students learn at different rates. With e-learning, you don't have to feel you're slowing down the class if you continue a line of questioning or worry about getting left in the dust if everyone else is wa ahead of you.

E-learning can be a very effective way to learn, but it does require some adjustments. Here are some suggestions for making the best of your e-learning opportunities:

1. **Work to get course material.** Instead of listening to your professor lecture at the front of the room, you will have to get information yourself by downloading files or lecture notes. Some studies show that students work harder and longer online.
2. **Communicate your needs to your professor.** Your professor won't be able to see your 'huh?" looks when you don't understand something. Take direct action by e-mailing her, for example.
3. **Stay in touch with other students in the course.** Use e-mail to communicate with your cyber classmates to build an online **learning community**. They may be able to clarify an assignment or coach you through a tough spot.
4. **Take notes.** When you're sitting through a lecture, you handwrite notes to review later. Likewise, if you're reading lecture notes online, open a Word document and switch back and forth for your own note-taking purposes.
5. **Keep your antivirus program up to date.** When you upload assignment files, yc run the risk of infecting your professor's computer with whatever virus your computer may have. Make sure your antivirus software is up to date!

**learning community** group of students who help one another learn

| What Research Is *Not* | What Research Is |
|---|---|
| **Research isn't just going on a "search and employ" mission.** It's not just seeing what all you can find and then using it to check off an assignment on your to-do list. | **Research starts with a question.** If an assignment is broad, as Dario's was, you must come up with a specific question to research yourself. More about that later. |
| **Research isn't just moving things from Point A (the library) to Point B (your paper).** | **Research is a process with a plan.** A plan was something Dario lacked. He jumped in without a question—or a plan. |
| **Research isn't random rummaging through real or virtual files to find out something.** | **Research is goal-oriented.** You've formulated a question, developed a plan, and now you begin to find answers by using both online sources and ones that sit on your library's shelves. |
| **Research isn't doing a quick Internet search.** The cutting and pasting Dario did to fill up his five pages is actually plagiarism! | **Research often involves breaking a big question into several smaller ones.**[10] |

**Teachable Moment** To help students complete their research papers, explain that another effective site is scholar.google.com. This site searches scholarly works across many disciplines and includes books, abstracts theses, and articles.

## Navigating the Library

**Teachable Moment** Arrange for your class to have a library tour. If possible, have the librarian discuss writing research papers and using a variety of sources for documentation.

You've probably heard this since you were a child: "The library is your friend." As a young child, it was exciting to go to the library, choose a book, check it out with your own library card, and bring it home to read. Now, being "exiled" to the library to do research for a paper may seem like torture that can ruin a weekend. But if you look at things differently, it can be a mind-expanding trip into places unknown. The truth is: In college, the library should be more than just a friend. It should become your best friend! Beyond navigating the web to find research for your assignments, as many students do, it's important to learn your way around the actual, physical space of the library on your campus. The library has many useful resources, including real, very knowledgeable librarians who are there to help you. Asking a reference librarian for help can save you hours of unproductive digging on your own. Here are some of the resources your library offers and how you should use these resources when you're assigned a research project:

- Card Catalog. Explore your library's catalog that lists all of the books available to you. Card catalogs used to be actual cards in file cabinet drawers, but now most libraries put all the information about their holdings online. Go to your college's website, and from there, you can find your way to your college library's home page. Click on the library's catalog button. Let's say Dario follows these instructions and finds this book in his campus library's catalog: *The Global Internet Economy, edited by Bruce Kogut. Cambridge, MA: MIT Press, 2003.* The call number for the book is HC79.I55 G579, based on the Library of Congress classifica-

tion system, which most college libraries use. (Some libraries, like your community's public library, may use the Dewey Decimal system. One advantage of the Library of Congress system is that books usually have the same number, no matter which library you find them in. That's not always true for the Dewey Decimal system.) The Library of Congress number identifies this item as a book about economics and information technology. Now, after identifying other possible useful books, Dario needs to make his way to campus and find the actual book on the shelf.

- **Databases.** If you go to your library's home page, you can link to the list of online databases it subscribes to. Databases identify articles from academic journals and sometimes contain entire articles online. Generally, different databases exist for different disciplines, for example:

| | |
|---|---|
| Education | **ERIC** (Educational Resources Information Center) |
| Psychology | **PsychInfo** |
| Business | **Business Source Premier** |

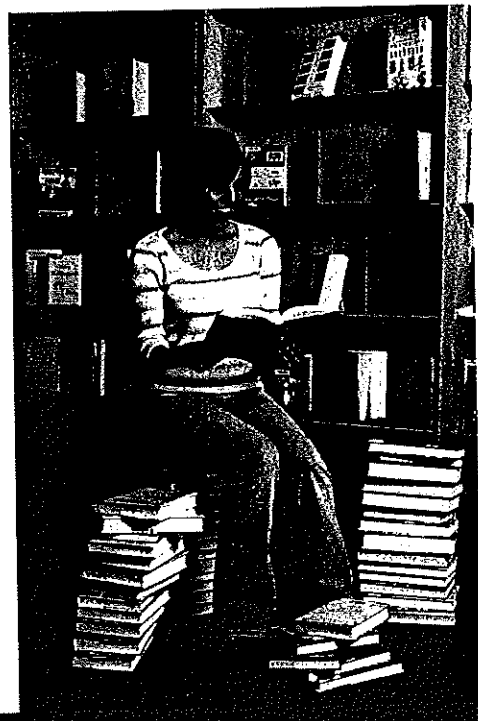
But more general databases also exist. Dario might want to search through:

**Academic Search Premier**

**WilsonWeb OmniFile Full Text Mega**

The key to making the most of databases is to find the right search words to plug into the database's search engine. That's where a short coaching session with a real reference librarian can be enormously helpful. You can have productive results or no results at all, just by slightly altering the search words you enter.

- **Stacks.** Physically walk through the stacks or collections of books and periodicals (journals, magazines, newspapers, and audiovisual resources, for example). Get to know the stacks in your library, and figure out how to find what you need. Look for the Library of Congress numbers posted on signs at the end of each row of books. When Dario finds the book he's looking for, he's likely to find other books in the library's "HC" section that would also be useful to him. That's why even though doing online research is convenient, there's no substitute for "being there."



**"I find that a great part of the information I have was acquired by looking up something and finding something else on the way."**

Franklin P. Adams, American journalist and radio personality (1881–1960)

## Information Literacy and Your College Success

Much of the research you do for your college assignments will take place online. Information literacy is defined as knowing *when* you need information, *where* to find it, *what* it means, *whether* it's accurate, and *how* to use it. Simply put, it's "the ability to use technology to solve information problems." Information literacy includes six components, as seen in Figure 6.2. Think about them as a step-by-step process as we work through Dario's assignment.[20]

ANNOTATED INSTRUCTOR'S EDITION

# FOCUS

## ON COMMUNITY COLLEGE SUCCESS

CONSTANCE STALEY

The following exercises and assignments have been excerpted from the following sources:

Cuseo, J., Fecas, V., & Thompson, A. (2007). *Thriving in College & Beyond: Research-Based Strategies for Academic Success and Personal Development*. Dubuque, IA: Kendall/Hunt.

Cuseo, J. (2007). *Instructor's Manual for Thriving in College & Beyond: Research-Based Strategies for Academic Success and Personal Development*. Dubuque, IA: Kendall/Hunt.

# Exercises
# Library Research/Information Literacy

***Accessing & Assessing Internet Information***

Go to the "iTools" website at: www.itools.com/search. This website allows you to conveniently access multiple search engines, Web directories, and newsgroups. Type in the name of a subject or topic you'd like to research in each of the following "search for" windows listed and provided by this site: (a) Search Engines, (b) Web Directories, and (c) Newsgroup Search. (Be sure to type the same subject or topic in each of these three "search for" windows.)

What were the major *differences* in the type of information that was generated by these three searches? Was the information provided by any one of these searches more *useful* than the others? Would you *return* to this website again to conduct *future research*?

***Workstation Jigsaw***

Steps:

1. Following a presentation on information resources presented by a library science Professional, either in class or at the college library (preferably), assign your students a topic to research.
2. Form 4-member teams and give all groups the same list of four information resources discussed by the library science professional ((e.g., published books, journals, periodicals, and different online databases or search engines).
3. Have teammates divide their labor, such that each member assumes the role of resource specialist for one of these information sources.
4. Teammates leave their "home team" to join a group of students who are "resource specialists" for the same information source. The teams work together to locate information from their resource that relates to their assigned topic. (Depending on the size of your class, you may want to subdivide these resource-specialist groups so they do not contain more than four students per group.)
5. Specialists return to their home teams, where they share the information they gleaned

from their respective resource areas and integrate them into a composite team bibliography (Kagan & Kagan, 1998).

Note: A 6th step may be added to this procedure, whereby the team actually accesses the information obtained from the different resources and presents it to the entire class as part of a small-group report or panel presentation.

***Team Anthologies***

This is a complex, multi-stage procedure that involves the following steps:

Steps:

1. Four-member teams decide on a topic to research.
2. Working individually, teammates construct a bibliography of important sources relating to the topic they have chosen and submit it to you.
3. The instructor returns their individual bibliographies and has students rejoin their original teams to construct a composite bibliography, which builds on the individual research conducted by each team member.
4. The team breaks up and each member works individually to prepare a reflective commentary on a different bibliographic source, using a double-entry format in which major points identified in the reading are listed on the left and personal reactions to these points are listed on the right.
5. Two teammates join together, read their partner's articles, and add their reflective commentary to their partner's commentary.
6. The paired teammates read each other's reflective commentaries on the same article and then jointly construct a composite annotation that summarizes their reading.
7. Pairs reconvene in four-member teams to complete an annotated bibliography of all articles they've reviewed, and include it as part of a final team product that includes a cover sheet, an introduction, and conclusion (Millis, 1994).

## Case Study

### Crime and Punishment: Plagiarism and Its Consequences

An article that appeared in an Ohio newspaper, titled "Plagiarism persists in classrooms," an English professor was quoted as saying: "Technology has made it easier to plagiarize because students can download papers and exchange information and papers through their computers. But technology has also made it easier to catch students who plagiarize." This professor's college now subscribes to a Website that matches the content of students' papers with content from books and online sources. Many professors now require students to submit their papers through this Website. If students are caught plagiarizing, for a first offense, they typically receive an "F" for the assignment or the course. A second offense can result in dismissal or expulsion from college, which has already happened to a few students. (Source: Mariettatimes.com, March 22, 2006)

Reflection and Discussion Questions

1. *Why* do you think students plagiarize?

2. What do you think is a *fair penalty* for those found guilty of plagiarism?

3. How do you think plagiarism could be most effectively *reduced or prevented*?

## Learning More through Independent Research

*Library Research* Skills: www.http://bcs.bedfordstmartins.com/researchroom

http://www. 10 REASONS

# Why the Internet Is No Substitute for a Library

Reading, said the great English essayist Matthew Arnold, "is culture." Given the condition of reading test scores among school children nationwide, it isn't surprising to find both our nation and our culture in trouble. Further, the rush to Internetize all schools, particularly K–12, adds to our downward spiral. If it were not for the Harry Potter books, one might lose all hope who languishes here. Then, suddenly, you realize libraries really are in trouble, grave danger, when important higher-education officials opine, "Don't you know the Internet has made libraries obsolete?" Gadzooks! as Harry himself might say.

In an effort to save our culture, strike a blow for reading, and, above all, correct the well-intentioned but horribly misguided notions about what is fast becoming Intertopia among many nonlibrarian bean counters, here are 10 reasons why the Internet is no substitute for a library.

## 1. Not Everything Is on the Internet

With over one billion Web pages you couldn't tell it by looking. Nevertheless, very few *substantive* materials are on the Internet *for free*. For example, only about 8% of all journals are on the Web, and an even smaller fraction of books are there. Both are costly! If you want the *Journal of Biochemistry, Physics Today, Journal of American History,* you'll pay, and to the tune of hundreds of thousands of dollars.

## 2. The Internet Is Like a Library with Many Volumes Missing

The Internet is like a vast uncataloged library. Whether you're using Hotbot, Lycos, Dogpile, Infoseek, or any one of a dozen other search or metasearch engines, you're not searching the entire Web. Sites often promise to search everything but they can't deliver. Moreover, what they do search is not updated daily, weekly, or even monthly, regardless of what's advertised. If a librarian told you, "Here are 10 articles on Native Americans. We have 40 others but we're not going to let you see them, not now, not yet, not until you've tried another search in another library," you'd throw a fit. The Internet does this routinely and no one seems to mind.

## 3. Information Quality Control Is Nonexistent

Yes, we need the Internet, but in addition to all the scientific, medical, and historical information (when accurate), there is also a cesspool of waste. When young people aren't getting their sex education off XXX-rated sites, they're learning politics from the Freeman Web page, or race relations from Klan sites. There is no quality control on the Web, and there isn't likely to be any. Unlike libraries where vanity press publications are rarely, if ever, collected, vanity is often what drives the Internet. Any fool can put up anything on the Web, and, to my accounting, all have.

## 4. What You Don't Know Really Does Hurt You

The great boon to libraries has been the digitization of journals. But full-text sites, while grand, aren't always full. What you don't know can hurt you:

1. articles on these sites are often missing, among other things, footnotes;
2. tables, graphs, and formulae do not often show up in a readable fashion (especially when printed); and
3. journal titles in a digitized package change regularly, often without warning.

A library may begin with X number of journals in September and end with Y number in May. Trouble is, those titles aren't the same from September to May. Although the library may have paid $100,000 for the access, it's rarely notified of any changes. I would not trade access to digitized journals for anything in the world, but their use must be a judicious, planned, and measured one, not full, total, and exclusive reliance.

## 5. Stores Can Now Buy, Digitize Books, and Distribute to Every Library on the Web — Now!

Yes, and we could have one national high school, a national university, and a small cadre of faculty teaching everybody over streaming video. Let's take this one step further and have only digitized sports teams for *real* savings! (Okay, I know, I've insulted the national religion.) Since 1970 about 50,000 academic titles have been published every year. Of these 1.5 million titles, fewer than a couple thousand are available. What is on the Net are about 20,000 titles published before 1925. Why? No copyright restrictions that cause prices to soar to two or three times their printed costs. Finally, vendors delivering e-books allow only one digitized copy per library. If you check out an e-book over the Web, I can't have it until you return it. Go figure, as they say. And if you're late getting the book back, there is no dog-ate-my-homework argument. It's charged to your credit card *automatically*.

By Mark Y. Herring | Dean of Library Services, Dacus Library, Winthrop University, Rock Hill, South Carolina

## 6. Hey, Bud, You Forgot about E-book Readers

Most of us have forgotten what we said about microfilm ("It would shrink libraries to shoebox size"), or when educational television was invented ("We'll need fewer teachers in the future"). Try reading an e-book reader for more than a half-hour. Headaches and eye-strain are the best results. Besides, if what you're reading is more than two pages long, what do you do? Print it. Where's a tree hugger when you really need one? Moreover, the cost of readers runs from $200 to $2,000, the cheaper ones being harder on the eyes. Will this change? Doubtless, but right now there's no market forces making it change. Will it change in less than 75 years? Unlikely!

## 7. Aren't There Library-less Universities Now?

No. The newest state university in California at Monterey opened without a library building a few years ago. For the last two years, they've been buying books by the tens of thousands because — surprise, surprise — they couldn't find what they needed on the Internet. California Polytechnic State University, home of the world's highest concentration of engineers and computer geeks, explored the possibility of a virtual (fully electronic) library for two years. Their solution was a $42-million traditional library with, of course, a strong electronic component. In other words, a fully virtualized library just can't be done. Not yet, not now, not in our lifetimes.

## 8. But a Virtual State Library Would Be So Right

Do what, bankrupt the state? Yes, it would. The cost of having everything digitized is incredibly high, costing tens of millions of dollars just in copyright releases. And this buys only one virtual library at one university. Questia Media, the biggest such outfit, just spent $125 million digitizing 50,000 books released (but not to libraries!) in January. At this rate, to virtualize a medium-sized library of 400,000 volumes would cost a mere $1,000,000,000! Then you need to make sure students have equitable access everywhere they need it, when they need it. Finally, what do you do with rare and valuable primary sources once they are digitized? Take them to the dump? And you must hope the power never, ever goes out. Sure, students could still read by candlelight, but what would they be reading?

## 9. The Internet Is Where It's at Today

Looking into the abyss of the Internet is like vertigo over a void. But the void has to do not only with what's there, but also with what isn't. Not much on the Internet is more than 15 years old. Vendors offering magazine access routinely add a new year while dropping an earlier one. Access to older material is very expensive. It'll be useful, in coming years, for students to know (and have access to) more than just the scholarly materials written in the last 10 to 15 years.

## 10. The Internet Is Ubiquitous but Books Are Portable

In a recent survey of those who buy electronic books, more than 80% said they like buying paper books over the Internet, not reading them on the Web. We have nearly 1,000 years of reading print in our bloodstream and that's not likely to change in the next 75. Grant-ed, there will be changes in the delivery of electronic materials now, and those changes, most of them anyway, will be hugely beneficial. But humankind, being what it is, will always want to curl up with a good book — not a laptop — at least for the foreseeable future.

The Web is great; but it's a woefully poor substitute for a full-service library. It is mad idolatry to make it more than a tool. Libraries are icons of our cultural intellect, totems to the totality of knowledge. If we make them obsolete, we've signed the death warrant to our coll-ective national conscience, not to mention sentencing what's left of our culture to the waste bin of history. No one knows better than librarians just how much it costs to run a library. We're always looking for ways to trim expenses while not contracting service. The In-ternet is marvelous, but to claim, as some now do, that it's making libraries obsolete is as silly as saying shoes have made feet unnecesary.

*This article originally appeared in* American Libraries, *April 2001, p. 76–78.*

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# The Do's and Don'ts of PLAGIARISM

## *What is Plagiarism?*

Plagiarism is intellectual theft, defined as presenting someone else's work, including the work of other students, as one's own. Plagiarism can be accidental or intentional. There are several types of plagiarism: *Complete, Near-Complete, Patchwork, Lazy and Self-Plagiarism*. The bottom line – any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge.

## Some of the most common rules to avoid plagiarism include:

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgement.

b. A student must give credit to the originality of others and acknowledge the source whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

## *Did you know you can plagiarize yourself?*

Submitting an essay written for one course to satisfy requirements of another course is self-plagiarism. A student is not to use, adapt, or update an essay even though the essay was written by the student. You can, however, use a previously submitted essay as the beginning point of new research. Instructor approval is often advised.

## *References*

This handout is adapted from the following web resources where additional information is available:

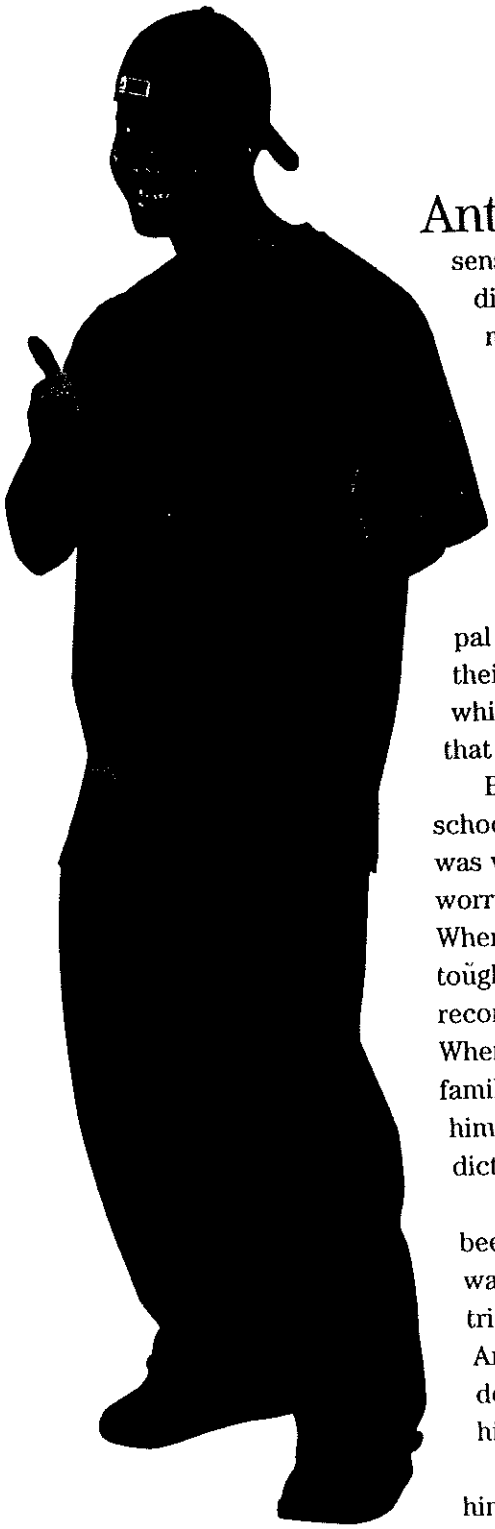
Indiana University Writing Tutorial Services at
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.indiana.edu/~istd/

University of British Columbia Library Plagiarism Resource Center at
http://www.library.ubc.ca/home/plagiarism/ and Biology Department at
http://www.zoology.ubc.ca/bpg/Advising/Plagiarism.htm#Complete

Career
Aspirations

STEP 1 **CHALLENGE** Focus Challenge Case

# Anthony Lopez



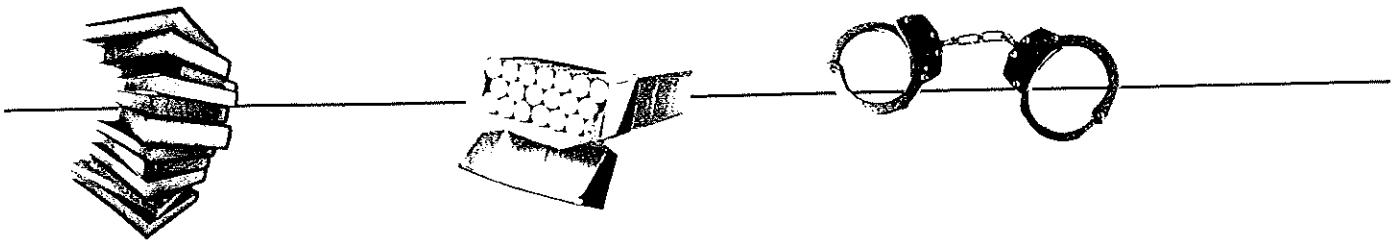
Anthony Lopez was average in nearly every sense of the word. He played T-ball as a kid, but not particularly well. He didn't like school much, but he went when he felt like it. He didn't have many friends except for a few kids that lived in the eight city blocks that made up his neighborhood. He was even sandwiched between two older brothers and two younger sisters. His brothers were successful—one was an attorney and the other a doctor. Somehow, deep inside himself, Anthony knew that measuring up would be hard for him. Maybe that's why he decided to make his mark in his own way.

You could say that Anthony's kid sister, Gina, was his closest friend. Even though she was four years younger, the two of them would pal around the neighborhood. They could laugh over absolutely anything, and their specialty was pulling pranks on all the other neighborhood kids. For a while, the two of them were inseparable. Whenever you saw Gina, you knew that Anthony was close by.

But as Anthony got older, things changed. The trouble started in middle school. His Mom, who worked more than one job to keep the family afloat, was worried that he was getting in with the wrong crowd. But Anthony wasn't worried. His friends knew where to get cigarettes and alcohol—even drugs. When he was with them, he imagined the other kids looked up to him and his tough-guy friends. By the time high school rolled around, Anthony already had a record. Eventually, he dropped out, left home, and basically lived on the streets. When he needed money, he snatched a purse or wallet. He lost contact with his family, and there seemed to be no turning back. Drugs were a way of life for him, and he began sinking deeper and deeper into a life that most people predicted wouldn't turn out well.

But that was then, and this was now. Anthony's life probably would have been headed in the wrong direction entirely, if it hadn't been for several wakeup calls, including seeing his little sister, Gina, on the street one day. He tried to talk with her, but she was so high that she didn't even recognize him. Anthony saw that she was repeating his worst mistakes, which troubled him deeply. The stark realization that he might be ruining her life in addition to his own shocked him back into reality.

Now Anthony was part of an inner-city youth organization for kids lik him. The group's leader, Nicky Russo, had once been a gang member himself.



He reached out to Anthony, and Anthony responded. Anthony was on a mission to find Gina and get her into the group. Anthony's life was changing, and his life's goal was becoming clear: to help other people like him. He decided to earn his GED and enroll in the best community college he could find to earn an associate's degree in social services. And that's exactly what he did.

As he sat in his favorite class, Urban Social Issues, Anthony realized that he had made the right choice. So much of what he heard his instructor lecturing about had been a part of his own past. As he got deeper into the associate's program, Anthony learned that an associate's degree in social services was a general degree that prepared graduates for many types of jobs. But what if he wanted to be an actual social worker? He learned that the need for social workers was very high, working with young children to older adults. He was taking classes like Racial, Ethnic, and Minority Groups and Sociology of the Family.

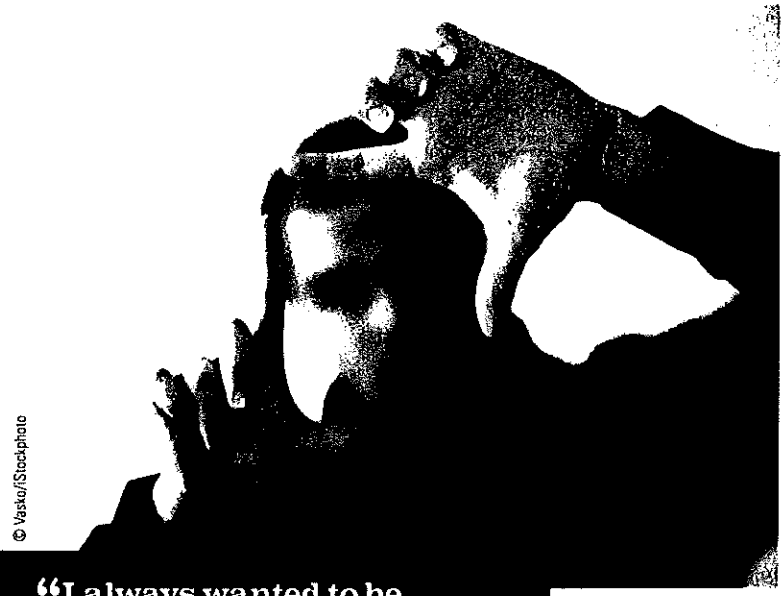
Even though the classes were hard, it wasn't long before Anthony was totally engrossed, and he knew he wanted to continue his education. With an associate's degree in social services, he could certainly work more knowledgeably alongside Nicky in the inner city. But what if he transferred to a four-year school for a bachelor's degree in sociology? What if he wanted to earn a master's degree in social work to specialize and become a school or hospital social worker? What if he wanted to conduct research and teach, like his community college instructors? What would getting a Ph.D. require, and should he even be thinking that far ahead? A million questions were forming in his mind.

What did the future hold for Anthony? Right now, he couldn't answer that question. But he did know that his future would be different from the future he might have had without college. What had always been true about Anthony was now true in the best possible sense: Anthony would make his mark.

## STEP 2 REACTION What Do YOU Think?

1. Anthony appears to be headed toward a life of service. Do you know anyone like him who has turned his or her life around? Describe the situation.
2. What are the pros and cons of continuing his education beyond an associate's degree?
3. In your view, should he continue his education beyond a two-year degree? Why or why not?

**Activity Option** Have students work in groups to answer the "What Do You Think?" questions 1 and 2. After discussing question 1, have a representative from each group write the pros and cons of continuing an education beyond an associate's degree on the board. This should be the basis for the discussion for question 2. Then have students write down on paper their answer for question 3 and share them.



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"I always wanted to be somebody, but I should have been more specific."

Lily Tomlin, comedian

# What's the Next Step?

You've done it. You've nearly finished your term of college. Perhaps at this point, you re even jumping ahead to when you finish all of your courses. Then what? Yogi Berra, the baseball giant, is known for having a way with words. His advice was, "When you come to a fork in the road, take it." *Which one?* you ask. Precisely! (Yogi Berra is said to have been giving directions to his New Jersey home, and both streets worked equally well.)

After you achieve your community college goals—whether you're taking a few targeted classes for a particular reason or earning a certificate or associate's degree—you'll come to a fork in the road. Should you take the fork leading toward pursuing a particular career right away or the fork leading toward continuing your education? This chapter won't answer the question *for* you, but it will give you some things to think about. Just as was the case with Yogi Berra's famous advice, both forks in *your* road will lead you toward the same thing: *your* future. What you decide to do and when you decide to do it will be up to you.

**Developmental Students** Developmental students are often afraid to take a risk because they fear failure. Explain how failure can be an important learning experience. If possible, discuss when you were afraid to take a risk and did. Explain how this decision led to success or how you learned from the failure. Open the discussion up for students to tell their stories.

**Teachable Moment** Taking a risk is a part of growing. Explain how there will be many decisions in life. If you are afraid of making a choice, you are apt to stand still and let opportunities pass you by. Being ready to evaluate choices and determine what impact those choices will have on your future is a necessary step to success.

# Launching a Career: Plan Your Work and Work Your Plan

### EXERCISE 13.1 Career Auction

Assume you have $100,000 to spend on the following items. In a few minutes, your instructor will begin a real-live auction, putting one item at a time up for auction. Before the auction begins, budget your money in the first column. You may select as many items as you wish to bid on, but you may *not* place all your money on any single item. As the group auction proceeds, fill in the appropriate amounts that are actually spent by members of the class for each item.

| | BUDGETED AMOUNT | WINNING BID |
|---|---|---|
| 1. Becoming the CEO of a leading Fortune 500 company | _____ | _____ |
| 2. Being a top earner in your career field | _____ | _____ |
| 3. Being the number-one expert in your profession | _____ | _____ |
| 4. Having good friends on the job | _____ | _____ |
| 5. Being your own boss | _____ | _____ |
| 6. Creating a good balance between productive work and a happy family life | _____ | _____ |

7. Having opportunities for travel and adventure in your job _____ _____
8. Doing work you find fully satisfying _____ _____
9. Working in a beautiful setting _____ _____
10. Being a lifelong learner so that your career can develop and change over time _____ _____

Let's assume, for now, that you decide to go straight into your chosen career field after community college. You've been focused all along, earned your degree, and now you're ready to find a job that fits your new skills, your personality—*you*! "Fit" is the key word in that last sentence. Where you choose to work and who you work with will be critical factors in your job satisfaction.

The two questions posed early in this book resurface now: "Who are you?" and "What do you want?" Working your way through *FOCUS*, you have learned more about who you are (although this is a lifelong quest). In this final chapter, we'll deal with "What do you want?" The answer to that question can be just as important.

**Sensitive Situation** There still may be some students who have not yet selected a career. Reassure them that each activity they completed has brought them closer to what they may want or not want in a career. Many people change careers several times in life, so hang in there and keep searching.

What do you really want from a career? What's important to you? Even though your views may change over time, it's important to start thinking about them now. In Exercise 13.1, item 4, "Having good friends on the job," may be a top priority now, but item 5, "Being your own boss," may be more appealing a few years down the road, after you have some additional work experience under your belt. Interestingly, according to research, the most important factor in job satisfaction isn't any of these ten items. The number one contributor to job satisfaction, statistically speaking, is the quality of your relationship with your boss.[1] Here are some suggestions to help you launch the career you're aiming for.

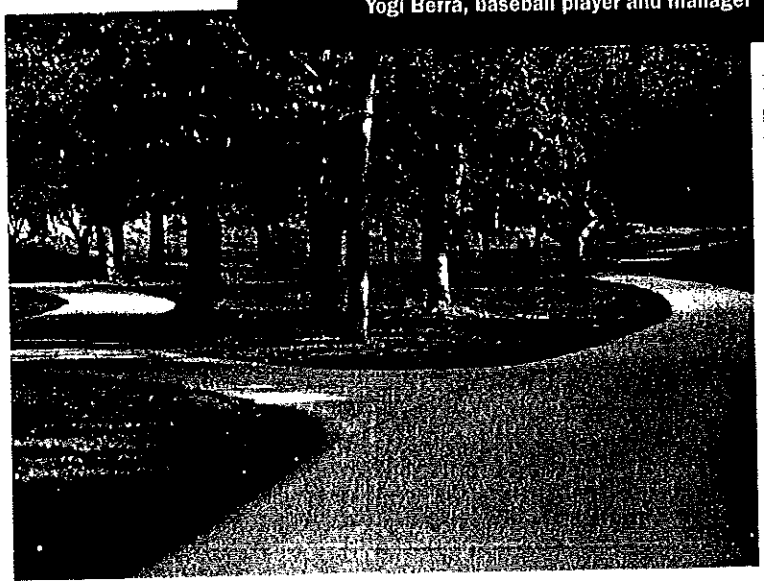
## Try on a Career for Size

If all your jobs thus far have been just that—*jobs*—to help you pay the bills, how do you know what you want in a *career*? A career is different from a job. It's a profession you've chosen and prepared for. Perhaps you've had more than a string of jobs, and your career is well underway, but now you'd like to go in a different direction. Or perhaps you haven't launched your career yet. Exactly how *do* you launch a new career? You have to start somewhere, so perhaps you'd search online or through actual newspaper want ads. There are plenty of help wanted ad sites online. You can Google and surf to your heart's content.

But you may be likely to read something like this: "Opening in . . . (anything). Experience required." Isn't that the way it always goes? You

**"When you come to a fork in the road, take it."**

**Yogi Berra, baseball player and manager**



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## C CULTIVATE Your Curiosity

### ARE YOU IN CRISIS MODE?

You know the story: people hit their fortieth or fiftieth birthday, and what happens? Suddenly, they freak out, dye their hair, quit their jobs, find new spouses, and speed around in convertibles. They get to the mid-point of their lives, conclude they're going nowhere fast, and decide to change everything. Friends often say things like, "Have you seen Scott lately? Man, that guy must be having a midlife crisis!"

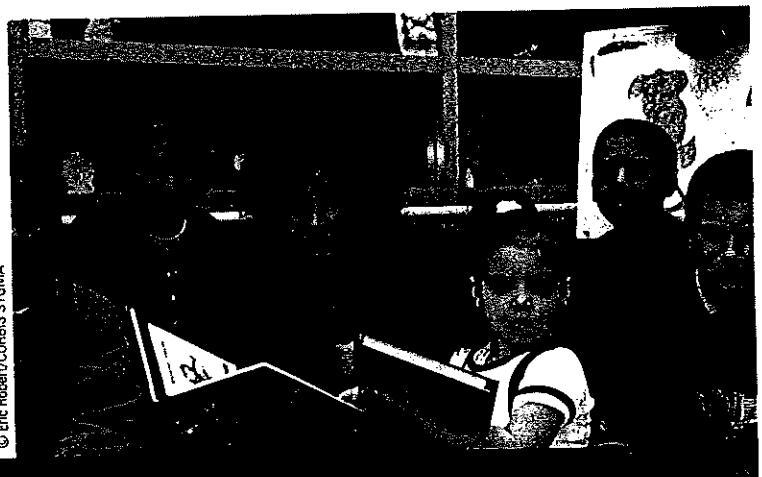
Today, midlife-like crises are happening to twentysomethings. Quarterlife crises happen in that limbo area between the academic world and the world of work. After many years of schooling, where things are laid out for you, you're declared an adult. In school, what you need to do for an A or how you work your way from Junior Varsity to the big leagues is fairly clear cut, but after you graduate, you're on your own. How you launch a career and move up the ranks isn't easy to quantify, and there are so many decisions to make that it's easy to get overwhelmed. Exponentially mounting uncertainty can knock your feet right out from under you: "The average American job hops 8 times before the age of 32, the average college graduate accrues $20,000 in education loan debt, and the average age to get married is now 27."[2] Creating your future, as it turns out, is easier said than done.

According to the best-selling book *Quarterlife Crisis* by Alexandra Robbins and Abby Wilner, a midlife crisis can happen when you feel stuck or stagnant and you realize life is passing you by. But a "quarterlife crisis is a response to overwhelming instability, constant change, too many choices, and a panicked sense of helplessness." A quarterlife crisis can happen when denial meets procrastination; suddenly you're an adult and you feel unprepared.

If any of this is sounding familiar to you, what do you do about it? Take these recommendations to heart:

1. First, know you're not alone. What you're experiencing is fairly common, and it's okay to talk about it. Many twentysomethings are in the same boat.
2. Make decisions for the right reasons. A financially rewarding career you're not really interested in may cause you to wake up one day wondering why you're not happier. Think through your decisions carefully and the motivations behind them.
3. Realize that it's up to you to set some clear goals for yourself—now. When you finish school, you'll no longer have many choices "programmed" for you by degree requirements or other people's expectations. What do you really want from this life of yours? Who are you? And what do you want? In the end, finding the answers to these two basic life questions are key to creating your future.

have to *have* experience in order to get a job that will *give* you experience. This problem is one many people face. Sure, you have experience. It's just not the right kind. Perhaps you've bagged fries, mowed yards, bussed tables, and chauffeured pizzas up to this point. If that's not the kind of experience the posted opening is looking for, how do you get the right kind? Or perhaps you're in school to switch career fields. You have experience, but it won't help you go in a different direction. The process of job-hunting includes many different steps. Here are some things for you to consider doing during your time in college. One important suggestion is to try a job on for size. Take a look at the three possibilities described in Figure 13.1.



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**"It is not what we get but who we become, what we contribute . . . that gives meaning to our lives."**

**Anthony Robbins, motivational speaker and author**

These experiences help you in three ways. First, they allow you to test a potential career field. The actual day-to-day work may be exactly what you expected, or not. They show you whether that particular career field is one you'd really be interested in. *I had no idea this field was so cutthroat, hectic, dull . . . exciting, stimulating, invigorating. . . .* A thumbs-down can be just as informative as a thumbs-up. At least you can remove one

| | | | |
|---|---|---|---|
| An internship is an opportunity for you to work alongside a professional in a career field of interest to you, and to learn from him or her. | Your supervisor will mentor you, and you'll get a clearer picture of what the career field is like. | Some majors will require you to complete an internship as a part of your program, for licensure or certification, for example. | Internships may be offered through your academic major department, or through a central office on campus, or sometimes you can pursue one on your own through the Internet or personal connections. |
| Co-op programs allow you to take classes and then apply what you've learned on the job, either after or while you take classes. | You may take classes for a term and then work full-time for a term. You can test a career field. | A potential employer can get a sense of your potential, and you can gain practical experience to put on your résumé. | Your advisor will be able to tell you if your program has co-op opportunities. |
| Some classes contain service-learning experiences in which you volunteer your time. | A service-learning component built right into the syllabus can give you valuable, practical experience. | The emphasis is on hands-on learning and connecting what you're learning in class with what you're experiencing out of class. If you take a class on aging, for example, you may work with a senior citizen at an assisted living facility to apply what you're learning in class. | If you're particularly interested in hands-on learning, ask your advisor to recommend classes with service-learning components that will benefit you. |

**Figure 13.1**
Three Ways to Try a Job on for Size

option from your list. Second, internships, co-ops, and service-learning opportunities give you experience to list on your résumé. And third, they help you make connections with others in the field, and sometimes they even lead to employment.

The key to successful trial experiences such as internships is the relationship between you and your sponsor in the host organization. If you're not being given enough to do, or not allowed to test your skills in a particular area, speak up. The answer may be put in terms of company policy, or you're "not quite ready for prime time." Nevertheless, you must communicate about these kinds of important issues. No one can read your mind! As you work toward launching your career, keep up with the latest information. Read up on résumé writing and

**Activity Option** Have students visit http://vocationvacation.com and read through the categories and select a career and write up what would be the possible vocation vacations. Reassure students that this opportunity may not be financially possible, but it is helpful to know what types of services are available.

interviewing, networking, hot career fields, and the latest employment trends. Use the information in this chapter to pique your interest, and search further on your own.

**Activity Option** To help students begin feeling comfortable speaking up for themselves, divide the class into partners. Have each pair write a scenario script with a part for a supervisor and one for the intern. Have students role-play the script, with each person taking a turn being the supervisor and the intern. To extend the activity, have the pairs switch scripts with another pair.

**Teachable Moment** Explain to students that the Internet offers many career resources. Have students search on the Internet for a helpful career resource and bring in a summary of the site that they found. Gather all the sites and compile a career resources list for the class.

### EXERCISE 13.2 Group Résumé[3]

Your instructor will provide a sheet of newsprint and several markers per team of three to four students. Your job is to work on the floor, desktops, or somewhere with sufficient space to create a group résumé, highlighting all the characteristics you bring with you as a group that can help you succeed in college. Your combined group qualifications may look like this:

Qualifications:

- 27 combined years of work experience
- background in four different industries
- familiarity with Word, PowerPoint, Photoshop, and Excel
- proven research skills
- eagerness to learn
- well-developed time management skills
- interest in networking with others

After each team has completed the task, hang the newsprint sheets on the walls to create a gallery and present your group résumé to the rest of the class.

## Build a Portfolio of Your Best Work

Even though it feels good to progress through your degree plan, and move on from one course to another, it's important to keep a record of each class. A potential employer may want to know exactly what you learned in Principles of Web Design, so that she can tell if what you learned matches the way her company does things. An interviewer may ask you about the course you were most successful in. You don't want to stammer and say, "Uh, let me get back to you on that . . ." You want to sound knowledgeable. Build a portfolio of your best work. Your community college may have a formal way to help you do that through

**Activity Option** If your college has a formal process for a portfolio, begin gathering the necessary documents. If not, have the class decide what should be in a portfolio and begin gathering the documents.

**"Don't follow your dreams; chase them."**

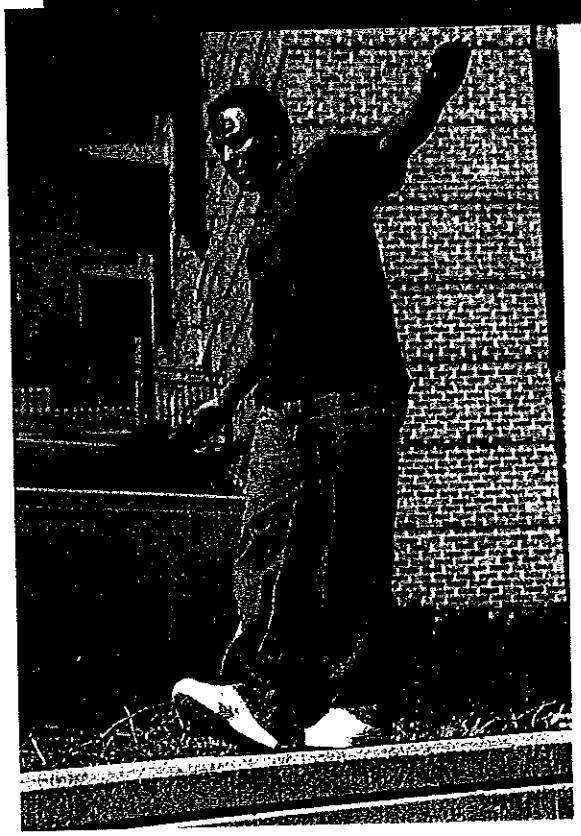
**Richard Dumb**

© Michael Svoboda/iStockphoto

a course management system like Blackboard or an online electronic portfolio requirement, for example. If not, begin compiling a portfolio of your own. Keep copies of your best papers or other assignments and write a summary of how each assignment relates to your career goals. If a prospective employer asks you about your writing skills, you can produce a paper on the spot. Or if you bring a laptop with you to an interview, you can access your best PowerPoint presentation, or show a website you designed yourself.

**"To dare is to lose one's footing momentarily. To not dare is to lose oneself."**

**Soren Kierkegaard, Danish philosopher and theologian (1813–1855)**



## Network, Network, Network!

The old saying is partially true: "It's not *what* you know, it's *who* you know." Who you know *is* important, but what you know is important, too. Another version of the saying, which is more accurate, goes like this: "It's not who you know, it's who you know knows." If you're a Facebook or MySpace addict, put these skills to work as you start to launch your career. Online sites help you "hook up" professionally with people who can help you, like LinkedIn (www.linkedin.com), where you can build an online network of contacts, contacts of your contacts, and so forth. In minutes, you can find thousands of people who know people who work in the industry you're interested in. According to the site, you can connect, stay informed about your contacts and industry, and find the people and knowledge you need to achieve your goals. And of course, instead or in addition, you can network with real people in person, too. Ask people you know about who they know that works in your career field, contact these people, meet for coffee, for example, and pursue networking the old-fashioned (but highly effective) way.[4]

**Developmental Students** Developmental students may not feel comfortable establishing contacts. Encourage students to go to www.linkedin.com and find two people they can contact who may help them in their career plans. Have them write their contact information on three-by-five index cards and begin a contact file.

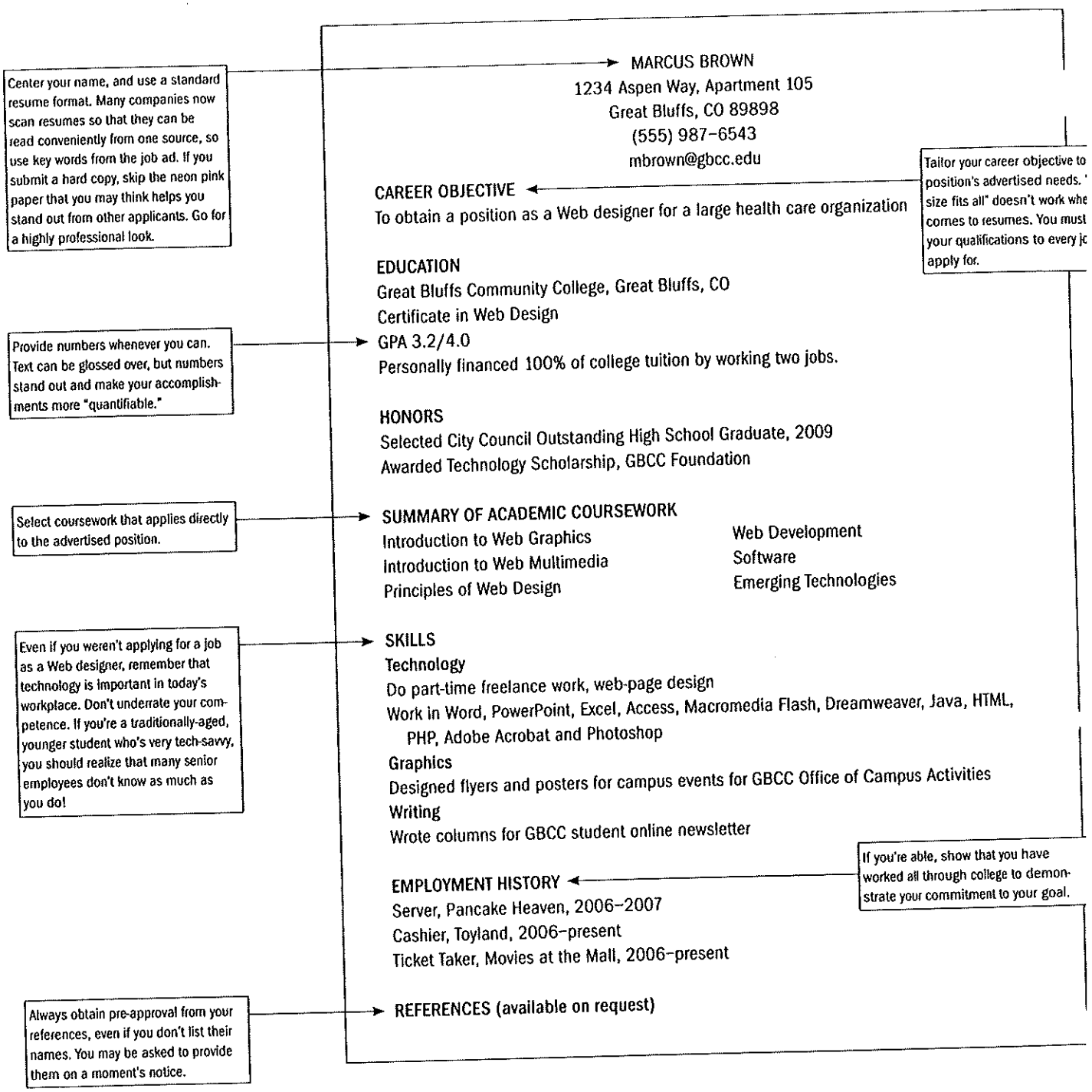
## Write the Right Résumé

In today's competitive world, when literally hundreds of people may be applying for one choice position, how should a résumé be written? Can a résumé be solid, but not stuffy? Professional, but still personal? Thorough, but brief? Actually, there's more than one way to write a résumé, depending on how much experience you have in the career field you'd like to work in.

- **Skills Approach:** If your work experience has little to do with the career field you'd like to enter, but you've learned important skills you could transfer to your new job, use a *skills* approach, as shown in Marcus Brown's resume.
- **Chronological Approach:** If you have a work history that's relevant, use a chronological approach (that details job by job, what you've done), as shown in Jennifer Ortega's resume.

**chronological** arranging information in time order beginning with the most recent job

Take a look and see if you can detect the differences between these two applicants' résumés. Assume they earned the same degree and are applying for the same job.




It's likely that Marcus Brown is a traditionally-aged college student. Notice that he has little experience in the field he'd like to work in after getting his certificate in Web Design. Contrast his resume with the following one, where Jennifer Ortega has considerable experience working in the IT field. Rather than using a skills approach, her resume uses a chronological approach that shows everything she's done that's related to the job she's applying for.

JENNIFER ORTEGA
789 Breckenridge Court, Apartment C
Great Bluffs, CO 89898
(555) 333-9999
jortega@gbcc.edu

**CAREER OBJECTIVE**
To obtain a position as a Web Designer in a large health care organization

**EMPLOYMENT HISTORY**
2006–present Technology Helpdesk Manager, Central College
- Developed new phone answering system that increased the unit's responsiveness by 50%
- Oversaw a staff of 10 student technology experts
- Installed software and made troubleshooting visits to approximately 15 faculty offices per week

2005–2006 IT Supervisor, Great Bluffs School District 1
- Coordinated software maintenance in 12 elementary school administrative offices
- Managed a team of 8 technology employees
- Installed financial software to improve budget management at the K-6 level

2000–2004 Sales staff member, Tech 4 U, Great Bluffs, Colorado
- Earned Salesperson of the Quarter Award, Jan–Mar, 2008
- Recognized with Sales and Service Award, June 2008
- Initiated store display rearrangement

**EDUCATION**
Great Bluffs Community College, Great Bluffs, CO
Certificate in Web Design
GPA 3.2/4.0
Personally financed 100% of college tuition

**HONORS**
Selected student representative to GBCC faculty government
Earned a place on the GBCC Dean's Honor Role each term

**SUMMARY OF ACADEMIC COURSEWORK**
Introduction to Web Graphics
Introduction to Web Multimedia
Principles of Web Design
Web Development
Software
Emerging Technologies

**SKILLS**
Technology
Do part-time freelance work, web-page design
Work in Word, PowerPoint, Excel, Access, Macromedia Flash, Dreamweaver, Java, HTML, PHP, Adobe Acrobat and Photoshop
Graphics
Design brochures for local health care organizations as a freelancer:
Forest Hills Rehabilitation Center, Mercy Hospital, and Sunnydale Senior Center
Writing
Write brochure content after consulting with management at these organizations

REFERENCES (available on request)

Jennifer has had several jobs in the IT field. On her resume, she lists what she did in each one that might be useful in the job she wants.

Numbers are important and memorable! Notice how they stand out.

Notice that Jennifer gives specific dates and has listed a variety of things to discuss with an interviewer.

Notice that Jennifer starts each phrase with a verb to emphasize action, and that all verbs are in the same tense (past or present).

**Activity Option** Design a résumé template. Pass out the template and have students fill in as much information about themselves as possible. Then divide students into groups to critique each other's résumés. Have students submit the résumé for your comments. As an assignment, have students type their résumé for a final grade.

You may automatically assume that Jennifer has the advantage over Marcus, but the health care company with the opening may be looking for fresh, new talent, and Marcus should capitalize on his web design freelance work or get an actual internship with a professional web designer. Everyone has to start somewhere. Do your best with whichever approach fits you. Finally, remember that you can hire a professional to write a résumé for you, but if you read up on résumé writing and follow the suggestions here, you can do just fine on your own. Hiring a professional or going through an employment agency can be helpful, but they can also be expensive propositions. And if they promise you the moon ("You'll have a new job at the starting salary of your dreams in just one week!"), be wary.

**Activity Option** Have students divide into groups. Instruct them to read the letter in Exercise 13.3. Encourage each group to write down the mistakes in the letter and then rewrite it correctly. There should be at least fifteen errors, such as (1) The year is missing in the date; (2) Marcus has not called to find out to whom the letter should be addressed; (3) "Concern" is spelled incorrectly; (4) The exact name of the position is not listed; (5) Punctuation is different for business letters; (6) Marcus doesn't list his availability for an interview or a follow-up conversation; (7) The letter should be typed for a more professional appearance; (8) Salary should not be mentioned up front; (9) He shouldn't call attention to his lack of experience; (10) He should capitalize on his qualifications (this would be a great place to discuss his freelance work); (11) The name of the company should be correct throughout the letter; (12) The full name of the college should be listed, not the initials; (13) The closing is overly personal; (14) The ending is very general; and (15) He should ask if he can set up a date for a follow-up call.

### EXERCISE 13.3 Cover Letter Critique

When you submit a résumé, either in person, through the mail, or online, you should send a well-written cover letter along with it that briefly outlines your qualifications for the job you're applying for and how they fit the job, expresses your interest in the job, and gives the person who reviews your résumé some idea of who you are. Take a look at the following cover letter from Marcus Brown and critique it. What has he done right, and what has he done wrong?

*15 September*

*To Whom It May Concenr,*

*I'd like to apply for your opening at Anderson-Wallace Healthcare Industries. I have heard a lot about your company and it sounds great. A friend of mine works there, and he said his starting salary was unbelieveable. What exactly do you do at your company? He's told me a few things, but I'm eager to learn more!*

*As you can see from my resume, I don't have much experience. But I have just earned my web design certificate from GBCC, and I did pretty well. I want to start my career at a great company like yours.*

*I hope to hear from you soon.*

*Warmly,*

*Marcus Brown*

## Interview at Your Best

By now, you have probably already been interviewed several times to get a job. But when you're ready to launch your career, you'll be facing interviews for the new job you really want, the one you prepared for by earning a certificate or degree. Often interviewers aren't particularly skilled at asking questions. They haven't been trained on how to interview prospective employees, so they just ask whatever questions come to them. And often, interviewees don't quite know what they're doing either. Of course, you should always be honest, but there are various ways to communicate the same information. Telling an interviewer you "like to work alone" sounds antisocial. But if you say you "like to really focus on what you're doing without distractions," you show dedication to your wo: ethic. You also need to be aware of real pitfalls to avoid. See what you think of these suggestions.

1. **Play up the positive, and downplay the negative.** A trap question interviewers sometimes ask is, "What's your worst fault?" While you may be tempted to say the first thing that comes to mind, that could be a big mistake. "Umm . . . sleeping too much! I really like to sleep in. Sometimes I sleep half the day away." Not good. But some faults you could identify might actually be seen as strengths: "I have a little too much nervous energy. I'm always on the go. I like to stay busy."
2. **Stay focused.** "Tell me about yourself" is a common question interviewers ask. How much time do you have? Most of us like to talk about ourselves, but it's important to stay on track. Think possible questions through in advance, and construct some hypothetical answers. Keep your answers job-focused: what your long-term career goals are, how this job can help you prepare, what you liked about your last job. You don't need to go into your family background or your personal problems. And it's always a bad idea to bash a previous job or former boss. The interviewer may worry that you'll bring whatever didn't work there with you to this new job.
3. **Don't just give answers, get some.** A job interview is like a first date. Find out what you need to know. If the job is one you're interested in long-term, ask questions such as these three key ones:
   - **What does this company value?** Listen to the answer. Hard work? New ideas? Communication skills? The answer will tell you about the personality of the company.
   - **What's a typical day like for you?** Ask the interviewer. An answer such as "I get up at 5:00 a.m., get here at 6:30 a.m., and go home around 7:00 p.m.—and then I do paperwork all evening" tells you something. This may—or may not—be the job or the company for you.
   - **What happened to the last person in this job?** If you find out he was promoted, that's one thing. But if you learn he was fired or quit, see if you can find out why. Maybe he had job performance problems, or maybe this is an impossible job that no one could do well. Listen to the interviewer. She may be looking for an opportunity to tell you things she thinks are important, too.
4. **Watch for questions that seem to come out of left field.** Some companies like to get creative with their interviewing. Microsoft, for example, is known for asking problem-solving questions, such as "If you could remove any of the fifty states, which would it be? Be prepared to give specific reasons why you chose the state you did." There is no right or wrong answer, although some answers are better than others. ("We should just nuke state X. I had a bad experience there once" would probably concern some people, and naming Washington state, where Microsoft is located, might be a bad choice.) The interviewer just wants to hear how you can think critically and give reasons for your answers.[5] Remember: Today's interviewers are looking for more than technical skills; they're looking for critical thinking skills, problem-solving skills, and creativity.[6]
5. **Don't start off with salary questions.** Make sure the first question out of your mouth isn't, "So tell me about the salary, again? Any way to notch that up a bit?" The last thing you want to do is give the interviewer the idea you're in it for the money. Of course, you are, but not just for that. More importantly,

in every job you have, you'll gain experience and knowledge that will always better prepare you for every job that will be a part of your long-term career. Don't start negotiating a salary until you've actually been offered a job.

6. **Negotiate wisely.** If the interviewer asks you to name a salary figure, be careful. Saying "I could probably live on $30,000," when the actual figure the interviewer is authorized to start with is $38,000, has just given the employer the option to lower the salary based on your expectations. A good rule of thumb is: Never name a number. It's always best to ask the interviewer what the salary range for the job is. It's also good to research the salaries of similar jobs, and it's even better to have another job offer you're considering, so that you have choices. Otherwise, you're not negotiating, you're begging.[7]
7. **Know what you're dealing with.** One of the easiest ways to blow a job interview is by doing nothing. Candidates who don't do their homework usually don't pass an interview. If the interviewer asks "So what do you know about the company?" and you reply "Oh, not much, but I'm a fast learner," you'll be perceived to care very little about the outcome of the interview. Go online or read up about the place you'd like to work. Your knowledge, and therefore your interest, will show. And it goes without saying (although here it is, anyway) that you should arrive early, dress professionally, overprepare, and send a follow-up thank-you note or e-mail.[8]

**Activity Option** Have students divide into teams of three. Give each team a list of common interviewing questions. Have each student select a role: interviewer, interviewee, and observer. As the interview is taking place, have the observer record answers that could have been phrased differently to help the interviewee be more successful. Have the participants switch roles and try again.

# Continuing Your Education

Like Anthony Lopez, perhaps you're exploring the idea of continuing your education. Typically, the more education you get, the more money you can make, the more you can do, and the more responsibility you have. Figure 13.2 summarizes both earnings and unemployment rates by educational level achieved, but the decision to continue is yours and yours alone. You know yourself and your interests best.

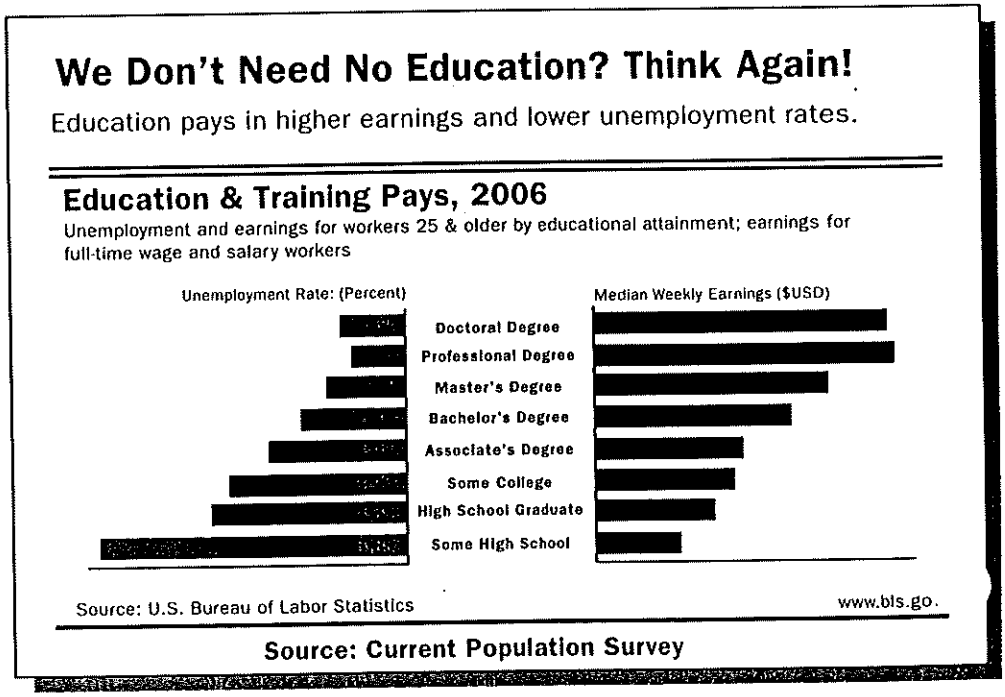



**Figure 13.2**

We Don't Need No Education?

*Source:* Bureau of Labor Statistics. (2007, August). *Spotlight on Statistics: Back to School.* Available at www.bls.gov/spotlight/2007/back_to_school/pdf/back_to_school_bls_spotlight.pdf. [UPDATED from FBB, 2006 chart here]

By the end of the "FOCUS Challenge Case", Anthony was considering four alternatives: an associate's degree, a bachelor's degree, a master's degree, and a Ph.D. Each level of these four educational paths has distinct differences he needs to know about. Anthony seems to have "found his bliss," and his heart is in the work. He is convinced that being a social worker is the right career field for him. He is motivated, engaged in what he's learning, and looking forward to a career of service. But at what level? Figure 13.3 lists some basic considerations for Anthony. Can you compare his choices to ones you may be considering?

**Figure 13.3**
An Educational Career Path[9]

| | Associate's Degree in Social (Human) Services | Bachelor's Degree in Sociology (or a related field) | Master's of Social Work (MSW) | Ph.D. in Sociology (or Doctorate of Social Work) |
|---|---|---|---|---|
| **Average Time to Complete:** | 2 years | 4–5 years | 2 years beyond a bachelor's degree | 3–4 years beyond a master's degree |
| **Average Number of Required Courses:** | Approximately 20 | Approximately 40 | 10 courses and 900 hours of supervised field experience or internship | 10 (plus dissertation) |
| **Type of Work:** | Social Service Assistant or Aide, work with social workers, pharmacists, psychologists, etc. Varying levels of responsibility. Help people in need. | Social Worker (although an MSW is increasingly required), help clients cope with disabilities (like substance abuse or homelessness). Work in schools, public health agencies, hospitals, etc. and visit clients in their homes. | Social Worker clinical work, supervise other social workers, manage case loads. Must pass state licensure exam. May wish to go into private practice at least part-time. May specialize in such areas as<br>• Child, family, or schools<br>• Medical and public health<br>• Mental health and substance abuse | Professor, High-level administrator, researcher. May teach at the college or university level, conduct research, or run a health-care or non-profit organization, for example. |
| **Future Demand:** | Much higher than average. Expected growth of 34 percent between 2006 and 2016. | Favorable (varies by type of specialization). | Favorable, much faster than average (varies by type of specialization). | Generally good for faculty positions (although varies by type of specialization and preference for full- or part-time work). |
| **Average salary:** | $25,580 (as of May, 2006) | $37,480 (as of May, 2006) | $37,480 and higher (as of May, 2006) | $56,120 (for all full-time college professors as of May, 2006) |

> **"There are two mistakes one can make along the road to truth . . . not going all the way, and not starting."**
>
> **Buddha (c. 563–483 B.C.)**

**Sensitive Situation** Many students may find the thought of going on to a four-year school a frightening experience. This is a good time to share your own experiences or open up the class to discussion. You may have returning students who have been at four-year institutions, or some of your students may have relatives who have attended four-year schools. It should be your goal to show the differences between a community college and a four-year institution, but also to reassure students that if they are determined to get a degree, they can make the transition.

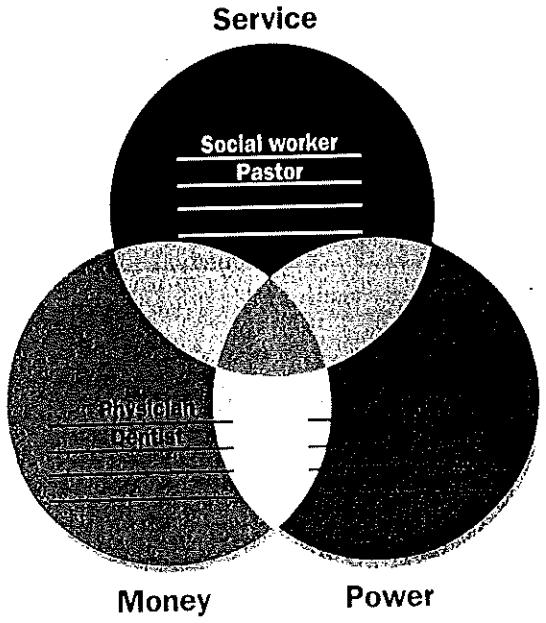
**Activity Option** Have an advisor make a presentation about transferring policies, transfer agreements, and transfer adjustment.

If Anthony thinks he may wish to take the first step beyond getting his associate's degree, he must begin planning now. Sometimes students who transfer to a four-year institution experience what's called "transfer shock." Courses can be taught differently, classes can be larger, and in a class with several hundred students, the atmosphere can seem more impersonal. According to research, math and science courses, in particular, may seem (and be) harder.[10] The campus itself may have a very different feel to it, and transfer students can feel lost and isolated, which can hurt their academic performance. Anthony must work closely with his community college advisor and an advisor at the school where he plans to transfer, to make sure his credits are transferable. His goal should be to make the process as seamless as possible by visiting the new campus now and talking with advisors and professors there. Take control of the situation: Ask for help, if you need it, and get involved in campus life.[11]

The important thing for Anthony—and for you—is to determine what you really want. Many different educational and career paths exist. Don't feel pressure from others to continue your education if you know that decision isn't right for you—or isn't right for you *now*. Think about your goals in life, what you want to achieve, and what kind of work you would find most fulfilling, and then decide which educational level is right for you.

### EXERCISE 13.4 Circling the Right Career[12]

Different people are motivated by different types of careers. Think of motivation as three overlapping circles with one circle labeled "Service," one labeled "Power," and one labeled "Money." Anthony Lopez is choosing a career that focuses primarily on service. Power and money are not particularly important to him, it seems. Think of six different careers (several of which you may be considering) and place them on the chart wherever you think they belong. Start with careers that you think belong primarily in one circle, and then brainstorm some careers that overlap into two (money and power, for example). Can you think of any careers that contain elements of all three circles? Then compare notes with your classmates. Where would you put the career you think you would find most fulfilling?

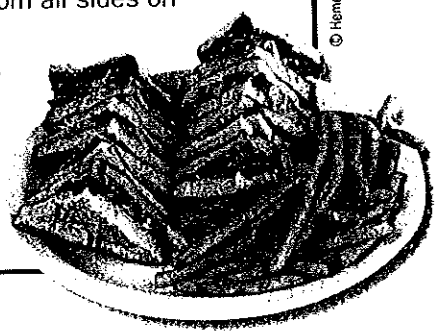


## HOW FULL IS YOUR PLATE?

"Time is the quality of nature that keeps events from happening all at once. Lately it doesn't seem to be working."

—Anonymous

Your time management skills are something a prospective employer will be interested in. An interviewer may ask you: "How good are you at juggling many things at once?" or "This is a fast-paced company. Are you willing to work overtime?" It seems that most jobs today require multitasking, even though doing so effectively is a challenge. When requests are coming at you from all sides on the job, how will you fare? Can you prioritize? Try it this week: At the beginning of each day, decide on three things that *must* get done, no matter what. Check back at the end of the day to see how successful you've been. If you're a stay-at-home mom, it may be preparing three nutritious meals for your kids. If you're in the workforce, it may be making continual progress on a big project with a deadline. When everything seems to be happening at once, *you* have to decide which of those things are most important.



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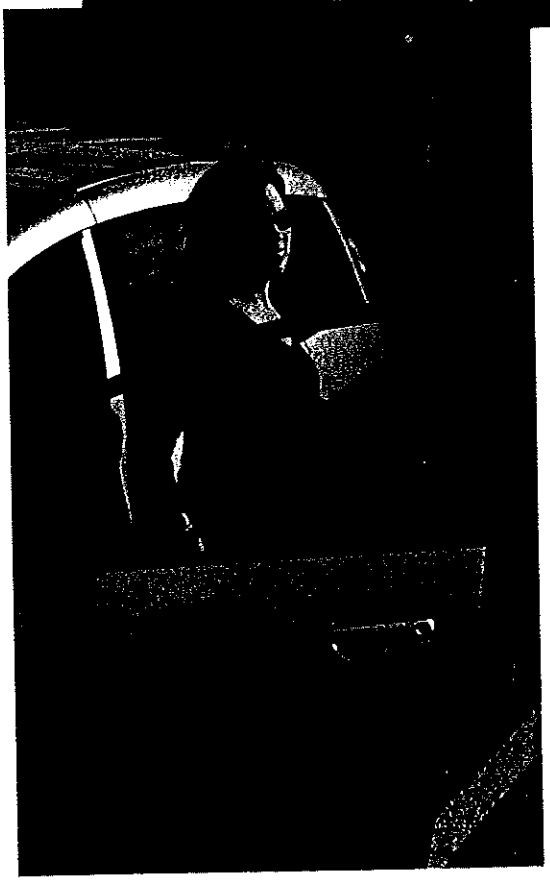
# Put What You've Learned to Good Use: Ten Things Employers Hope You Will Learn in College

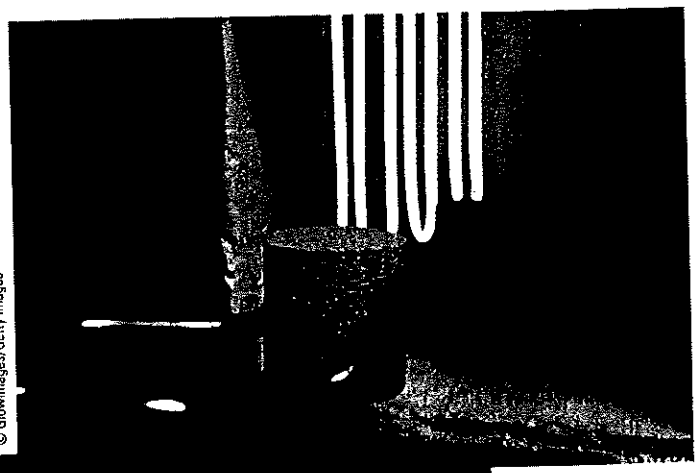
"You must motivate yourself EVERY DAY!"

Matthew Stasior, motivational speaker



Regardless of which fork in the road you choose—launching a career or transferring to a four-year school—college teaches many lessons, and they're not all about the subject matter in your classes. Many of the important lessons are about broader life skills. Here is a set of ten things employers care about, regardless of exactly which college courses you've taken or degree you've worked on. Employers want you to:

1. **Exhibit a work ethic.** In college, you demonstrated your work ethic. Perhaps you labored over assignments to produce your best work. In the world of work, organizations prefer to hire winners, not slackers. Winners are motivated and reliable. They know how to kick into high gear when necessary. Not only is day-to-day performance important, but so is how you handle yourself at crunch time. Someone once said, "Every job is a self-portrait of the person who did it. Autograph your work with excellence." Your work ethic says a great deal about who you are.
2. **Study up.** In college, you were encouraged to learn deeply, not just memorize facts. Transfer this principle to the workplace. On the job, learn the ins and outs of your industry. If you are an automotive mechanic, know more than just about the nuts and bolts and transmissions of the cars you work



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**"Goals are the fuel in the furnace of achievement."**

**Brian Tracy, *Eat that Frog***

on. Learn about the automobile maker's history, what the company stands for, its vision and values, and the reputation it has earned from customers. It's easy to get tunnel vision and lose sight of the bigger picture.

3. **Prove you're a problem solver.** While taking your college classes, you learned problem-solving skills. Some of those problems were personal (who can I get to watch my kids at the last minute?), and some were academic (why *was* Edgar Allen Poe so "dark"?). On the job, everyone values the person who comes up with a workable solution when everyone else is stumped. And your boss will value you more if you come up with solutions yourself. Instead of, "What should I do about X?" say, "We're facing Problem X. Should I do A, B, or C?" You've proven that you've already thought about the problem and generated three possible solutions and demonstrated that you can think on your own.
4. **Speak and write well.** Your college career may have put more emphasis on these skills than any others. In today's world of abbreviated text messages (AYS = Are you serious?) and empty conversation ("And she's . . . like so . . . you know . . . whatever . . ."), you can become a super star on the job by just speaking and writing well. And in addition to speaking and writing, learn to listen to what's *really* being said and why. With practice, you can listen past the bravado or baloney and get to the *real* message. That's important!
5. **Polish your people skills.** Your college instructors may have assigned group projects in your classes to help you learn teamwork skills. Good teamwork skills are key to a successful career in anything! People can be difficult to work with, yet *people* are the way work gets done.
6. **Learn the rules of the game.** In school—and throughout your life—you have learned what's sometimes called "The Hidden Curriculum:" things everyone

**Teachable Moment** Spend some time discussing the definition of a good work ethic. Ask students what they can begin to do now to develop their work ethic. Explain how completing college assignments on time and accurately will help them establish good work habits. Remind them to keep excellent assignments, especially those in their major, for their portfolio.

**Developmental Students** Developmental students do not believe they are problem solvers. They often are just looking for that one right answer. Discuss how we solve many problems every day, from making our dollars stretch to helping our friends cope with their daily problems.

**Activity Option** To help students realize that they use problem-solving skills every day, have students write down the ways they have solved some type of problems in the last week. Have the students share their answers.

## FOCUS ON CAREERS: Laela Perkins, Social Worker

Courtesy of Laela Perkins.

**Q1: Why did you decide to pursue a career in social work?**
I was working for a magazine and was feeling like my job was very superficial. During that time, I was also volunteering in an after-school program for high school kids, and I realized that I was getting more fulfillment out of volunteering than from my job. So, I started to research different career paths that would allow me to do something for other people, and I discovered that getting a degree in social work might be the avenue to take. In my research, I learned that social workers not only focus on helping individuals with personal issues, but they also address issues within our society and how they affect our lives. The profession teaches people to understand that an individual problem may actually be a social concern. I decided that social work would give me an opportunity to have a career that was dedicated to helping others. I was into that.

**Q2: Beyond going to college, what else helped prepare you?**
Having job experience. I guess you could say that involving myself in the community and recognizing the need to make certain changes in society were both important.

**Q3: What are the best and worst aspects of your career field?**
The best aspect is knowing that you are in a career that is designed to help people. The worst aspect is that I live in New York, and it is difficult, especially at first, to make enough money to live.

knows, more or less, but never learned formally. For example, most people know that it's not polite to tell off-color jokes to people you've just met or smack your gum while giving a speech. In the same way, on the job, the "grapevine" or informal network is important to understand. To be successful, you must be tuned in. Understand the culture of the organization you work for. What does it value? Who holds the power? Where do you fit in, and what can you contribute?

7. **Know how to gather information and use it.** In college, you're asked to develop your research skills. It's easy to think that each paper for a class is just another assignment to check off the list, when, actually, you're developing skills that will be critical to your success later. You don't just string together pieces of information when you do research for your college classes. You analyze research through the "eyes" of the problem you're trying to address and *your* perspective on it. You weave ideas together to make an argument.
8. **Understand that numbers count.** Unfortunately, math gets a bad rap. Many people approach math classes in college with "fear and loathing," when, actually, math is a key to success in the world of work. If you can understand spreadsheets or figure out the budget, you'll be ahead of the game. Some people de-emphasize the importance of financial skills by referring to them as "bean-counting" or "number crunching," but people who know how to apply math on the job are highly sought after.
9. **Go for extra credit.** In some of your courses, your instructors may give extra credit. You could be allowed to do something extra, beyond the requirements on the syllabus, to raise your grade. But what's extra credit in terms of your career? On the

**"When one door closes, another opens. But often we look so long, so regretfully, upon the closed door that we fail to see the one that has opened for us."**

Helen Keller, American author, activist, and lecturer (1880–1968)

## C CREATE a Career Outlook

### SOCIAL WORKER

Have you ever considered a career in social work?

#### Facts to Consider[13]

**Academic preparation required:** Most commonly, a bachelor's degree is the minimum requirement to become a social worker, but a degree in sociology, psychology, or a related field may be enough to get you an entry-level job.

**Future workforce demand:** Job opportunities in this field will increase in the coming years at a rate much faster than in other fields. With the growing elderly population and the aging baby boom generation, the demand for health and social services will increase dramatically over the next ten years.

**Work Environment:** Social workers typically work in an office or residential facility, but may travel locally to visit clients, meet with service providers, or attend meetings.

**Essential Skills:** Social workers need to be emotionally mature and be very understanding of their clients' problems. They should be caring and responsible as well as reliable individuals.

#### Questions to Think About

1. Do you have (or could you acquire) the skills this career requires?
2. Are you interested in a career like this? Why or why not?

For more career activities online, go to www.cengage.com/colsuccess/staleyCC to do the Team Career exercises.

**Q4: What's your advice to college students who'd like to become social workers?**

Before going back to school and getting your master's degree, I would suggest getting a job first. Take some time to experience what it is like to work in the field before you jump back into school. Social work is a professional degree; therefore, it is important to have some professional experience in order to be able to do the job well.

**Activity Option** Write the words Career, Speaking, Writing, and Listening on the board. Have students suggest a career and what type of activities they would need to do under each category. For example, lawyer could look like this:

Career: Lawyer
Speaking: to clients, judges, jury
Writing: letters, briefs, journal articles
Listening: to clients, judges, lawyers

**Teachable Moment** Explain to students that excellence always pays off. Encourage students to strive to be the best they can be. It may pay off in a way they least expect. If you have had an experience where excellence has paid off, share it with your students. Encourage them to share their stories, too.

job, you have "extra credit" when your abilities stand out. You speak German and no one else does, so when something needs translating, you're the go-to person. Or you're so exceptional at PowerPoint that you're affectately referred to as the "PowerPoint King."

10. **Manage your time, your money, and yourself.** College is about self-responsibility. You're in charge of your education; you call the shots. If you manage your time and money, you can focus as you should on your courses. If you "spend" unwisely—in either area—you lose your focus and your performance slips. In your career, the same will be true. Your ability to manage time and money will affect your personal and professional future.[14]

## EXERCISE 13.5 How Fiscally Fit Are You?

How good are you at managing your finances? Check one of the three boxes for each statement to get a sense of how financially savvy you are.

**Teachable Moment** Discuss the importance of monitoring your credit report. Explain to students that they can and should get a free credit report online at least once a year. Make sure when they are looking for a credit reporting site that they locate one that is totally free. Some sites require you to sign up for credit monitoring for an annual fee.

**Sensitive Situation** Because students come from a variety of financial backgrounds, it is best not to discuss openly students' results. It may be best to advise students who have checked many "Sometimes true of me" or "Never true of me" responses to seek help from their advisor.

| | Always true of me | Sometimes true of me | Never true of me |
|---|---|---|---|
| 1. At any given moment in time, I know the balance in my checkbook. | | | |
| 2. I use my credit card for particular types of purchases only, such as gas or food. | | | |
| 3. I pay off my credit card bills in full every month. | | | |
| 4. I know the interest rate on my credit card. | | | |
| 5. I resist impulse buying and only spend when I need things. | | | |
| 6. I have a budget and I follow it. | | | |
| 7. I put money aside to save each month. | | | |
| 8. When I get a pay raise, I increase the proportion of money I save. | | | |
| 9. I keep track of my spending on a daily or weekly basis. | | | |
| 10. I don't allow myself to get pressured by others into buying things I don't really need. | | | |

Look over your responses. If you have more checks in the "Never true of me" column than you do in either of the two others, you may be able to put the information you're about to read to good use!

## EXERCISE 13.6 Create a Spending Log

How much money do you spend on an average day? Take a look at this student's spending log, and then complete one for yourself. Money has a way of slipping through our fingers. Choose one entire day that is representative of your spending, and use this chart to keep track of how you spend money. Write down *everything*—from seemingly small, insignificant items to major purchases, and explain why you made that purchase. Your log may look something like this student's:

| TIME | ITEM | LOCATION | AMOUNT | REASON |
|---|---|---|---|---|
| 8–9 a.m. | coffee and bagel | convenience store | $3.50 | overslept! |
| 9–10 a.m. | typing paper | office supply store | $2.50 | English paper due |
| 10–11 a.m. | gas fill-up | gas station | $65.00 | running on fumes! |
| 11 a.m.–12 p.m. | burger and fries | fast-food restaurant | $6.00 | lunch on the run |
| 12–1 p.m. | toiletries, etc. | drugstore | $18.00 | out of stock |
| 1–2 p.m. | bottled water | convenience store | $2.50 | forgot to bring |
| 2–3 p.m. | supplies | bookstore | $12.00 | forgot to get earlier |
| 3–7 p.m. | WORK | | | |
| 7–8 p.m. | pizza | pizza place | $12.00 | meet friends |
| 8–9 p.m. | week's groceries | grocery store | $61.50 | cupboard is bare! |
| 9–10 p.m. | laundry | laundromat | $5.00 | washer broken |
| 10–11 p.m. | STUDY TIME | | | |
| 11 p.m.–12 a.m. | weekend movie, online tickets, DVDs, CDs | Internet retailer | $129.00 | friend's recommendations |
| | cell phone upgrade | phone service website | $20.00 | need more minutes |

This student spent $337 in one day without doing anything special! When you analyze his expenditures, you can find patterns. He seems to (1) forget to plan, so he spends money continuously throughout the day; (2) spend relatively large amounts of money online; (3) be particularly vulnerable late at night; and (4) spend money grabbing food on the run. These are patterns he should be aware of if he wants to control his spending. He could pack food from home to save a significant amount of money, for example. Now try making your own chart.

| TIME | ITEM | LOCATION | AMOUNT | REASON |
|---|---|---|---|---|
| 7–8 a.m. | | | | |
| 8–9 a.m. | | | | |
| 9–10 a.m. | | | | |
| 10–11 a.m. | | | | |
| 11 a.m.–12 p.m. | | | | |
| 12–1 p.m. | | | | |
| 1–2 p.m. | | | | |
| 2–3 p.m. | | | | |
| 3–4 p.m. | | | | |
| 4–5 p.m. | | | | |
| 5–6 p.m. | | | | |
| 6–7 p.m. | | | | |
| 7–8 p.m. | | | | |
| 8–9 p.m. | | | | |
| 9–10 p.m. | | | | |
| 10–11 p.m. | | | | |
| 11 p.m.–12 a.m. | | | | |

**Activity Option** It may be beneficial if students share their responses. Have students look over their responses and highlight items that they could have done without. Have students tally the cost of the items they could have done without. Ask students what they would do in the future to be wiser shoppers.

**Activity Option** As a class, develop some fiscally fit ideas. Print out the ideas. Have each student highlight the ideas that would help them the most. Encourage them to put the ideas into action.

## Box 13.1 The Perils of Plastic

Here are some financial recommendations worth serious consideration. While some of them may seem obvious, *knowing about* them and *doing* them are two different things. You'd be surprised at just how many students get stressed out by financial worries. And some colleges regularly do credit checks for admission purposes, so having your financial house in order is a good idea.

1. **Think about the difference between needs and wants.** You may think you need particular things so that your friends will like you ("Hey, let's stop for a burger"), so that you have a jazzy new item (like a new car you can't afford), or so that you look fabulous (like pricey manicures). Here's a rule of thumb: If buying something simply helps you move from *acceptable* to *amazing*, it's not an emergency. Do you really need a mocha latté every day? A regular old cup of coffee a day sets you back $500 per year!
2. **Leave home without it.** Don't routinely take your credit card with you. Use cash and save your credit card for true emergencies. Do you really want to risk paying interest on today's ice cream cone years from now? Use your credit card for essential items only, like gas or groceries.
3. **Don't spend money you don't have.** Only charge what you can pay for each month. Charging items feels different than paying cash for them. You think, optimistically, that you'll be able to pay when the time comes. Just because your credit card limit is $2,000 doesn't mean you need to spend that much each month. A vacation that costs $1,000 will take 12 years of minimal payments to pay off at an 18 percent interest rate. And that $1,000 trip will eventually cost you $2,115!
4. **Understand how credit works.** It's important to know the basics. In one study, 71 percent of new college students had no idea how much interest they were paying on their credit card bills.[15]

   Here are some terms you need to know:

   - Credit reports. Your credit history is based on (1) how many credit cards you owe money on, (2) how much money you owe, and (3) how many late payments you make. Bad grades on your credit report can make your life difficult later.
   - Fees. Credit card companies charge you in three ways: (1) annual fees (a fee you must pay every year to use the card); (2) finance charges (a charge for loaning you the money you can't pay back when your bill is due); and (3) late fees (for missing a monthly payment deadline). The fine print is worth reading. Think about what's most important to you—no annual fee, frequent flyer miles, lower interest rate, and shop around!
   - The fine print. How can you learn more? Read your credit card contract carefully. For example, with some cards, you start paying interest the moment you charge something. Under federal law, credit card companies must give you certain important information, which is often on their website. Go to the Federal Reserve website for vital, bottom-line information.[16] And check Bankrate.com, LowCards.com, and CreditCards.com for information on the best deals.[17]
5. **Track your expenses.** All kinds of tools—technology-based and otherwise—can help you discover where your money actually goes. To control your spending, use a credit card with a low limit, or use a debit card.
6. **Don't use your college grants or loans to pay off your credit card.** This is a bad idea that can cause you to sink deeper and deeper into debt. If you "steal from one pot" and put the money in another, you'll never catch up.
7. **Write your financial goals on your credit card.** Using a Sharpie, write Kids' College Fund, or New House, or Family Vacation on your credit card. Every time you take it out to use it, you'll be reminded to ask yourself whether this purchase is really necessary.[18]
8. **If you're already in financial trouble, ask for help.** Talk to an expert who can help you figure out what to do.

**Teachable Moment** Poll students who travel with credit cards regularly and those who don't. Encourage students to explain why they do or do not carry credit cards. Ask students if they know of anyone who found himself or herself in severe financial difficulty because of credit cards.

**Teachable Moment** Many students use college grants and loans to pay off their debts. Have a financial aid representative address what financial aid should be used for and the dangers of credit card debt.

# What Ifs

Life is full of "what ifs?" isn't it? What if you had dated someone else? What if you took the other job? What if things were different?

## What If College Isn't Right for You?

What if you decide, after a term or two, that college isn't right for you? Perhaps your heart just isn't in it, and neither is your head. If so, know that you aren't

## C CONTROL Your Learning

### YOUR TOUGHEST TASK

Think about the toughest academic or work-related task you're facing right now. How is it likely to affect your future?

In Class: If your toughest task is a course, how will it prepare you for your eventual career? List all the ways you can think of. You may find the class less than exciting at the moment, but your job in this assignment is to convince your instructor (and yourself!) that these reasons why you should focus on your toughest course are important.

On the Job: Think about the job you have right now. What's the toughest aspect of it? How will that aspect of your job and the challenges it presents prepare you for future ones? Imagine yourself in your first performance review in your actual career. What could you tell your boss about what you're learning now that has helped you in your new career? It's important to take a long-term view and to assess how current challenges are actually preparation for the future. Write up your thoughts and send an e-mail to your instructor.

alone. That realization comes to many students. The important question to ask yourself is whether you're really making the right decision, not just getting discouraged if college seems too challenging. Remember that "College is a team sport," and use all of the campus resources available to you before you abandon your efforts. But something other than college may also be the right decision for you—right now at this particular point in your life.

### What If You Can't Finish a Degree Now?

Even though you have dreams and goals, sometimes "life happens." A turn of events changes everything, a new job consumes all of your time and energy, or someone needs you. Don't feel like a failure if that happens. Take time off, regroup, and come back when you can. Going to college expands your thinking and gives you a whole new take on life. Beyond a certificate or diploma, the learning that takes place in college changes you forever—and it's worth the investment in your future.

**"Every adversity, every failure, every heartache carries with it the seed of an equal or greater benefit."**

**Napoleon Hill, author, *Keys to Success: The 17 Principles of Personal Achievement* (1883–1970)**

## My, How You've Grown! Goodbye and Good Luck!

Remember Aunt Ruth (or whatever her name was)? Every time she visited when you were a kid, she remarked about how much you'd grown. Or when you went to visit her, she'd measure you and mark a notch on the wall to compare your height now to the one from last year's visit. She loved watching you grow, and the fact that she noticed made you feel special.

There's no doubt about it. In this first term of college, you have grown. You have gained new perspectives, new insights, and new ways of thinking about things. Like Aunt Ruth, others may notice. If those close to you are threatened by these changes, reassure them that your newfound knowledge hasn't made you think less of them. Remember: "You should have education enough so that you won't have to look up to people; and then more

**Developmental Students** Developmental students find college very challenging. They may be able to improve their skills, but may not qualify for a degree. Many community colleges offer certificate programs. Have an advisor make a presentation on what options students have that do not qualify for a degree.

**"People succeed in as many ways as there are people. Some can be completely fulfilled with destinations that are much closer to home and more comfortable. But if you long to keep going, then I hope you are able to follow my lead to the places I have gone. To within a whisper of your own personal perfection. To places that are sweeter because you worked so hard to arrive there. To places at the very edge of your dreams."**

**Michael Johnson, American sprinter**

education so that you will be wise enough not to look down on people." If they are proud of you and your accomplishments, and have supported you along the way, thank them!

The important thing is to keep learning and never stop. Continuing to learn—whether in college or in life—is what will determine who you are and what you will become. This book, and the course for which you're reading it, have begun that process. Now the rest is up to you!

**Sensitive Situation** Many students may not have the finances or be qualified to get a degree. Reassure these students that their main goal is to pursue a career that can help them become financially independent and a contributing member of society. If their situation changes, they can always return to school as so many others do later on in their lives.

**CHALLENGE Yourself Quizzes** For more practice online, go to www.cengage.com/colsuccess/staleyCC to take the Challenge Yourself online quizzes.

## EXERCISE 13.7 VARK Activity

Visual: Create a flowchart that shows long-term planning for how you want your life to go over the next ten years. For example:

Complete degree in _____ → Launch career in _____ → Get entry-level position as _____ → Get promoted to _____ → Continue on for degree in _____ → Complete degree by _____

Aural: Interview someone in your intended career field, using the Focus on Careers questions from a chapter of *FOCUS*. Be prepared to report back to class or e-mail your instructor the results. Summarize what you learned.

Read/Write: Write up a paragraph for a possible item 11 for the section of the chapter called "Ten Things Employers Hope You Will Learn in College." Read your contribution to the class.

Kinesthetic: Identify a YouTube video that summarizes a lesson you learned from reading this chapter. Why did you choose it, and what is the lesson you learned?

**Activity Option** For the final activity of this chapter, ask students to design a five-slide PowerPoint presentation. Students must include in their ten-year plan the following five components: (1) where they are now, (2) where they will be and what they will do when they graduate, (3) where they will be and what they will be doing five years from now, (4) where they will be and what they will be doing ten years from now, and (5) how they will know if they have been successful.

## STEP 3 INSIGHT NOW What Do You Think?

At the beginning of this chapter, Anthony Lopez faced a series of challenges as a new college student. Now after learning from this chapter, would you respond differently to any of the questions you answered about the "FOCUS Challenge Case"? Using what you learned in the chapter, write a paragraph ending to Anthony's case study. What are some of the possible outcomes for Anthony?

## STEP 4 ACTION Your Plans for Change

1. Identify one new thing you learned in reading this chapter. Why did you select the one you've selected? How will it affect what you do in your college classes?
2. How will this chapter change how you approach your future, no matter which fork of the road you choose as a next step? What will be most challenging for you?
3. How do you plan to increase your skills in college so that you can be more successful in your next step?

### REALITY CHECK

On a scale of 1 to 5, answer these questions now that you've completed this chapter.

1 = not very/not much/very little/low  5 = very/a lot/very much/high

Looking back, how much did you *really* know about this subject matter before reading the chapter?

1 2 3 4 5

How much do you think this information might affect your college success?

1 2 3 4 5

How much do you think this information might affect your career success after college?

1 2 3 4 5

How long did it actually take you to complete this chapter (both the reading and writing tasks)? _____ Hour(s) _____ Minutes

Compare these answers to with answers from the "Readiness Check" at the beginning of this chapter. How might the gaps between what you thought before starting the chapter and what you now think affect how you approach your next term of college?

To download mp3 format audio summaries of this chapter, go to www.cengage.com/colsuccess/staleyCC.

About.com Career Planning

# Ten Myths About Choosing a Career

## Forget What You've Heard About Choosing a Career

By Dawn Rosenberg McKay, About.com

Do you think you know everything about choosing a career? Many people think they know the right way to go about picking an occupation, but they often wind up choosing a career that is unsatisfying. Here are ten myths of choosing a career along with resources that can help you make an informed decision.

**#1 Choosing a career is simple**

Actually, choosing a career is an involved process and you should give it the time it deserves. Career planning is a multi-step process that involves learning enough about yourself and the occupations which you are considering in order to make an informed decision.
**More:** Choosing a Career: The Career Planning Process[1]

**#2 A career counselor can tell me what occupation to pick**

A career counselor, or any other career development professional, can't tell you what career is best for you. He or she can provide you with guidance in choosing a career and can help facilitate your decision.
**More:** Get Career Advice From a Pro[2]

**#3 I can't make a living from my hobby**

Says who? When choosing a career, it makes perfect sense to choose one that is related to what you enjoy doing in your spare time, if you so desire. In addition people tend to become very skilled in their hobbies, even though most of the skill is gained informally.
**More:** Make Your Hobby Work for You[3]

**#4 I should choose a career from a "Best Careers" list**

Every year, especially during milestone years, i.e. the beginning of a new decade, there are numerous articles and books that list what "the experts" predict will be "hot jobs." It can't hurt to look at those lists to see if any of the careers on it appeal to you, but you shouldn't use the list to dictate your choice. While the predictions are often based on valid data, sometimes things change. Way too often what is hot this year won't be hot a few years from now. In addition, you need to take into account your interests, values, and skills[4] when choosing a career. Just because the outlook for an occupation is good, it doesn't mean that occupation is right for you.

**#5 Making a lot of money will make me happy**

While salary is important, it isn't the only factor you should look at when choosing a career. Countless surveys have shown that money doesn't necessarily lead to job satisfaction. For many people enjoying what they do at work is much more important. However, you should consider earnings, among other things, when evaluating an occupation.
**More:** Salary Surveys[5]

**#6 Once I choose a career I'll be stuck in it forever**

Not true. If you are unsatisfied in your career for any reason, you can always change it. You'll be in good company. Many people change careers several times over the course of their lifetimes.

**#7 If I change careers my skills will go to waste**

Your skills are yours to keep. You can take them from one job to another. You may not use them in the exact same way, but they won't go to waste.
**More:** Transferable Skills[6]

**#8 If my best friend (or sister, uncle, or neighbor) is happy in a particular field, I will be too**

Everyone is different and what works for one person won't necessarily work for another, even if that other person is someone with whom you have a lot in common. If someone you know has a career that interests you, look into it, but be aware of the fact that it may not necessarily be a good fit for you.

**#9 All I have to do is pick an occupation... Things will fall into place after that**

Choosing an career is a great start, but there's a lot more to do after that. A Career Action Plan is a road map that takes you from choosing a career to becoming employed in that occupation to reaching your long-term career goals.
**More:** Career Action Plans[7]

**#10 There's very little I can do to learn about an occupation without actually working in it**

While first hand experience[8] is great, there are other ways to explore an occupation. You can read about it either in print resources or online. You can also interview those working in that field.
**More:** Exploring Occupations[9]

*This About.com page has been optimized for print. To view this page in its original form, please visit:*
*http://careerplanning.about.com/od/careerchoicechan/a/myths_choice.htm*
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**Links in this article:**

1. http://careerplanning.about.com/cs/choosingacareer/a/cp_process.htm
2. http://careerplanning.about.com/library/weekly/aa111798.htm
3. http://careerplanning.about.com/cs/choosingacareer/a/hobby.htm
4. http://careerplanning.about.com/od/selfassessment/
5. http://careerplanning.about.com/od/salarybenefits/
6. http://careerplanning.about.com/library/weekly/aa121202a.htm
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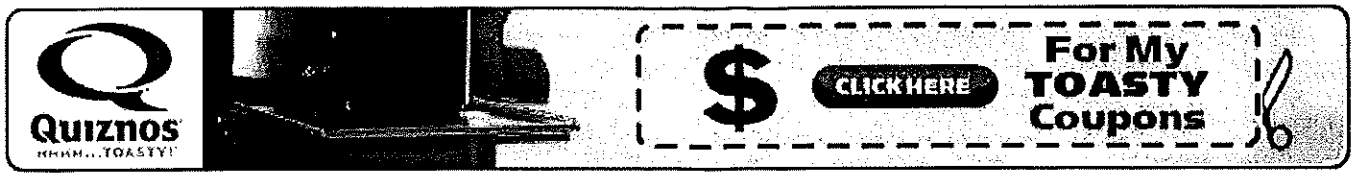


# Quintessential Careers: Choosing a College Major: How to Chart Your Ideal Path

*by Randall S. Hansen, Ph.D.*

- Reprint Guidelines
- Free Newsletter Subscription
- Main Articles Page

The most important piece of advice in this article follows this sentence, so please make note of it and repeat it to yourself as often as you need as you read this article and make decisions regarding choosing a major in college. Are you ready for it? The advice: **Don't panic**.

I know it's easier said than done, but I can't tell you how many students I have advised since the time that I have been a professor that seem in a state of panic if they are uncertain of their major, let alone a career. Choosing a major, thinking about a career, getting an education — these are the things college is all about. Yes, there are some students who arrive on campus and know exactly their major and career ambitions, but the majority of students do not, thus there is no need to rush into a decision about your major as soon as you step on campus.

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And guess what? A majority of students in all colleges and universities change their major at least once in their college careers; and many change their major several times over the course of their college career.

This article is all about giving you some pointers and direction -- some steps for you to take -- in your journey toward discovering that ideal career path for you. But it is a journey, so make sure you spend some time thinking about it before making a decision. And don't be discouraged if you still don't have a major the first time you take this journey...your goal should be narrowing your focus from all possible majors to a few areas that you can then explore in greater depth. [Editor's Note: See also the What Can I Do With a Major In...? section of Quintessential Careers.]

Please also keep in mind that many schools have double majors, some triple majors, and most minors as well as majors. Way back when I was an undergraduate at Syracuse University, I was a dual major in marketing and magazine journalism. Today I am a college professor and Webmaster of a top career resources Website...which brings me to the last piece of general advice before you begin your journey: your major in college is important for your first job after graduation, but studies show that most people will change careers -- yes, careers -- about four or five times over the course of their lives -- and no major exists that can prepare you for that!

The **first** stop on your journey should be an examination or self-assessment of your interests. What types of things excite you? What types of jobs or careers appeal to you? If you are not sure, start the process at Quintessential Careers: Career Assessment. Also, many, if not all, college career centers have a variety of self-tests you can take to help you answer some of these questions.

The **second** stop on your journey is an examination of your abilities. What are your strengths? What are your weaknesses? What kind of skills do you have? You can begin this self-examination by looking at the courses you

took in high school. What were your best subjects? Is there a pattern there? What kinds of extracurricular activities did you participate in while in high school? What kinds of things did you learn from part-time or summer jobs? While you can only do part of it now, you may want to skim through our article, Using a SWOT Analysis in Your Career Planning.

The **third** stop on your journey involves examining what you value in work. Examples of values include: helping society, working under pressure, group affiliation, stability, security, status, pacing, working alone or with groups, having a positive impact on others, and many others. Again, a visit to your college's career center should help. You can also check out our Workplace Values Assessment for Job-Seekers, which examines what you value in your job, your career, and your work.

The **fourth** stop on your journey is career exploration. The University of California at Berkeley offers Career Exploration Links – Occupations, which allows you to explore a general list of occupations or search for a specific occupation and provides links to resources that give you lots of information about the occupation(s) you choose. There are many schools that offer similar "what can I do with a major in...?" fact sheets or Websites, but one of my favorites is at Ashland University. You can also learn more about various occupations, including future trends, by searching the Bureau of Labor Statistics' *Occupational Outlook Handbook*. You can find all these resources -- and more -- at Quintessential Careers: Career Exploration Tools.

The **fifth** stop on your journey is the reality check. You need to honestly evaluate your options. Do you really value physicians and have an interest in being a doctor, but have little skills in science? Does your occupation require an advanced degree, but your future commitments preclude graduate study? Do you have a strong interest in the arts, but your family is convinced you will become a CPA like your father? There are often ways to get around some of the obstacles during the reality check, but it is still important to face these obstacles and be realistic about whether you can get around them.

The **sixth** and final stop on your journey is the task of narrowing your choices and focusing on choosing a major. Based on all your research and self-assessment of the first five stops on your journey, you should now have a better idea of the careers/majors you are not interested in pursuing as well as a handful of potential careers/majors that do interest you. What are the typical majors found at a comprehensive university? Visit Quintessential Careers: College Majors for a listing of the typical college majors.

What are some other resources for helping you get more information about a major and/or a career?

Take advantage of:

- Your **college's course catalog** — you'll be amazed at the wealth of information you can find here...from required courses to specialized majors and tracks.
- Your **professors**, including your academic adviser -- talk with your professors, whether you have taken a class with them or not...many of them have worked in the field in which they teach and all are experts about careers and career opportunities.
- Your **classmates**, especially upperclassmen -- these are the folk who are deep into their major, perhaps already having had an internship or gone through job interviews...use them as a resource to gather more information.
- Your **college's alumni** — unless your college was just founded, your school probably has a deep and varied group of alums, many of whom like to talk with current students...so use them as a resource to gather more information about careers.
- Your **family and friends** -- there's a wealth of information right at your fingertips. Next time you go home or call home, ask your family about majors and careers.
- Your **college's career center** -- almost always under-appreciated, these folk have such a wealth of information at their fingertips that it is a shame more students don't take advantage of them...and not just in your senior year — start visiting in your first year because most have resources for choosing a major and a career, as well as internship and job placement information. Read more about this option by reading our article, It's Never Too Early -- or Too Late -- to Visit Your College Career Office.

There are also a number of books that you may find useful, including:

- *The Complete Idiot's Guide to Choosing a College Major*, by Randall S. Hansen -- my book. (Alpha).
- *College Majors Handbook with Real Career Paths and Payoffs: The Actual Jobs, Earnings, and Trends for Graduates of 60 College Majors*, by Neeta P. Fogg, Paul Harrington, Thomas Harrington (Jist).

# CAREER CHANGE PATHWAYS

*New Directions After 50 - Find the work you were meant to do*


- Home

Outer Pathways

- Midlife Renewal
- New "Retirement"
- Second Careers
- Service

Inner Pathways

- Self Discovery
- Purpose & Mission
- Your Strengths
- Assessments

Career Coaching

- Who I Work With
- How I Work
- Coaching Services
- FAQ
- About
- Contact


## Use Career Assessment Tests To Find Clues To Your Ideal Career

**Career assessment tests are great tools** for gaining insight into yourself. You may see patterns emerging or find some clues to follow. You may also discover career possibilities you had never even imagined. But remember, these tests are just part of the total self assessment process. It's unlikely that you'll suddenly discover your ideal career from taking an assessment.

Today most career assessment tests are available on the internet, and you can obtain the results almost immediately, either online or by email. Here are 8 of the more well-known tests that you can find online. Most are free or cost very little to take.

### Career Personality Test

Career personality tests generally look at the way you take in information and how you make decisions. Some also look at whether you're more energized by the outside world or your inner world, and if you prefer keeping your options open or would rather have closure.

- The **Myers Briggs Type Indicator (MBTI)** can be taken online now for a fee. It requires interpretation from a certified practitioner, so be sure a phone consultation is included. The MBTI is based on Carl Jung's personality theory and measures how you prefer to interact with the world. You'll find out which of 16 personality types you are and which careers might be a good match for you.
- When you take the free **Keirsey Temperament Sorter**, you only get a brief description of your main temperament. But you have the option of paying for a Career Temperament Report. With this report you receive your 4-letter personality type, as well as a list of careers that are a good match for your type.
- **Ansir** is an interesting test that focuses on your strengths and potential in the areas of thinking, working, and emoting. You also find out your life purpose and your greatest challenge. The basic report is free.
- The **Enneagram test**, which is free, focuses on helping you become more aware of your strengths, motivation, and personal growth needs. Each of the 9 enneagram personality types has a different path of development.

### Career Interest Inventory

In a career interest inventory, your interests are compared with those of people in different professions. Skills assessments look at whether you prefer working with


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things, information, or people, and can be helpful in identifying and prioritizing your transferable skills.

- The **Holland Self-Directed Search** explores your interests and abilities. You receive a 3-letter Holland Code that represents your top 3 interest categories. You can then see which careers or activities match your particular code. There is a small fee involved.
- The **Princeton Review Career Quiz**, which is based on the more extensive Birkman Method, gives you a list of career ideas that match your interests, plus a description of your preferred work style. The quiz is free. A more detailed survey is available at extra cost.
- The **Campbell Interest and Skill Survey (CISS)** is a comprehensive, low-cost test that measures (1) your attraction to different careers, and (2) how confident you are about performing the various activities involved in those careers.
- **MAPP (Motivational Appraisal of Personal Potential)** assesses your unique styles of communication, learning, and leadership. The focus is on discovering what really motivates you so you can reach your full potential. The sample report is free. You'll pay extra for more detailed reports.

## What To Expect From Career Assessments

Career assessment tests may help you find more clarity as you explore your career options. But if the results of an assessment don't feel right to you, always **trust your instincts first**. Only you know what's right for you.

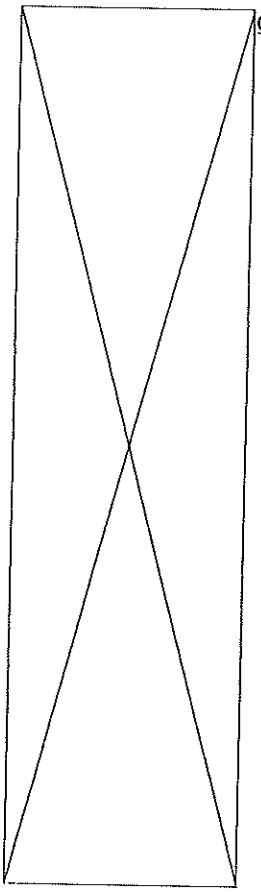
Career assessments are not meant to label you or "tell you who you are". They're simply a way for you to gather more clues that may help you in your career change. Sometimes too much information can become confusing. A professional coach or counselor can help you understand and synthesize the results.

Please **contact** me if you would like to explore career assessment tests as part of your career change.

**ShareThis**

**Return from Career Assessment Tests to Career Change Pathways home page**

Several of these offer free short versions. And we have Kuder.



Community forum

user-generated content: disclaimer report abuse

# Q: How do you write a summary of career aspirations?

In: Resume Writing, Job Applications [Edit categories]

## A:

[Edit]

Life is not always how we want it to be. There are many ups and downs. Sometimes we pursue career options, which are different from those, which we had imagined, or those that our parents would like us to be.

In nearly 90% of the cases, most people take up a profession by accident. That's probably the first job that they landed up with. Then they decided to carry on in the job or the career until they retire or die.

It's not always that they liked the job or the career path that they had chosen. However the fear of the unknown kept them from changing over. Better still, it was the easiest thing to do. Change of a profession was uncertainness and the present job provided security if not any thing else.

Things are certainly changed now. Many people are opting for careers, which might have seen unreasonable earlier. Earlier they would have chosen their family professions because simply that was the way out. Today's changing world has thrown open many options for everyone. The requirement to succeed to today's chosen career is the "will" to do something as well as perseverance and hard work.

Psychologists Jobs
Enhance Your Earning Potential. Study Psychology Online.
online.argosy.edu

Technical Writing Tools
Integrated Authoring & Publishing Solutions for Technical Writers.
www.Adobe.com

University of Phoenix
Proven Effective For Thousands Of Military Grads Since 1989. Get Info
Phoenix.edu

Ads by Google

Career Aspirations Search Go to Page: http://www.cals.wisc.edu/students/cscaro...
Related: Career Aspiration Example · Career Aspiration Sample Letters · Career Aspiration Samples or Close Permanently

## Position

Wish to join a market research firm or a market research department as an analyst .Long term goal is a senior management position in research.

Desire position as copywriter for public relations firm, advertising agency or in-house advertising department.

Interested in executive development program, or entry level buying position with large department store, leading to management responsibilities.

Seeking position as a community recreation director for a town or city in the Mid west.

Wish to begin a career as a programmer or systems analyst using my quantitative and mathematical training.

Interested in entry level buying position with large department store, leading to management responsibilities.

Seeking a summer internship as a vet's assistant in a small animal practice.

## Field

Wish to join public relations staff of large organization. Interested in photography, copywriting, editing, preparing news releases and working on company publications.

Interested in bank management training program with emphasis on finance. Entry level position in branch management, credit analysis or commercial and installment lending area.

Wish to work in natural resources in an entry level position in a government agency.

Research and development in most areas of applied biology, with an opportunity to work with people as well.

Desire a position in marketing or sales that utilizes my technical background in physics, chemistry and biological sciences. Would like to work for a chemical, pharmaceutical, petroleum or electronics firm.

Seek a career in family counseling in urban social service setting including program planning and community development responsibilities.

Interested in production phase of manufacturing, including production scheduling, first-line supervision, inventory control, purchasing, quality control or industrial engineering.

Wish to begin career in media or market research department with large agency. Eventual goal is account executive position.

## Skills -

*if you are unable to change your career objective on your resume to fit each job for which you apply, using this type of objective is an option. Note that each objective mentions a field, also.*

Seeking position utilizing strong research and writing skills. Particular interest in public relations or publishing.

Seeking position utilizing supervisory experience and strong organizational skills. Specific interest in management training programs with retailing firm.

Desire a position utilizing organizational, interpersonal and communication skills. Particular interest in production or operations management.

Seeking a position that will utilize my strong quantitative, math and communication skills. Particular areas of interest are data processing and research.

- Obtain a position in company where I can maximize my management skills, quality assurance, program development, and training experience.
- Account executive trainee at ABCD advertising agency.
- Management position where I can effectively utilize my expertise in human relations, project management, and staff recruitment and retention

# Latest Survey Results

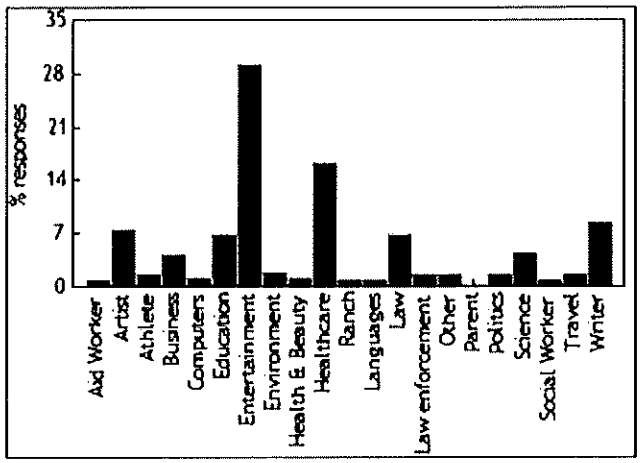
## Report on Career Aspirations Survey

Smart girls decide for themselves™.

During the month of May SmartGirl asked you to tell us about your dream job. 359 people responded to the survey. Of those that responded, the average age was 15 and 98% were girls and 2% were boys. 212 people were from the USA, 56 from teh United Kingdom, 32 from Canada, 14 from Australia, and others from Barbados, Belgium, Dominica, Germany, India, Ireland, Israel, Jamaica, Malta, New Zealand, Philippines, Spain, and Venezuela.

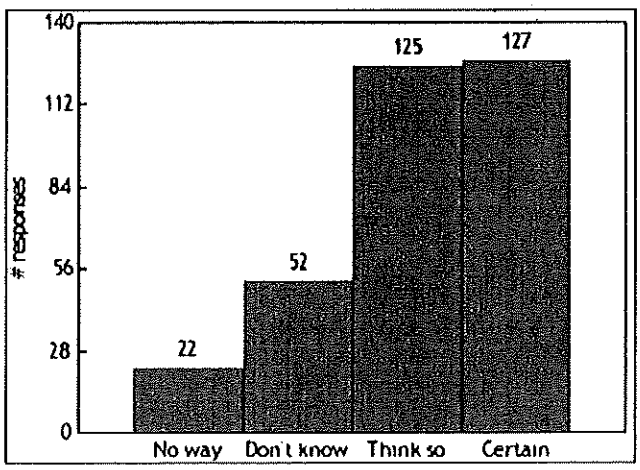
SmartGirl asked, "What is your ultimate dream job?"

**Figure 1.1: Your Dream Job**




SmartGirl asked, "What are your chances of getting your dream job?"

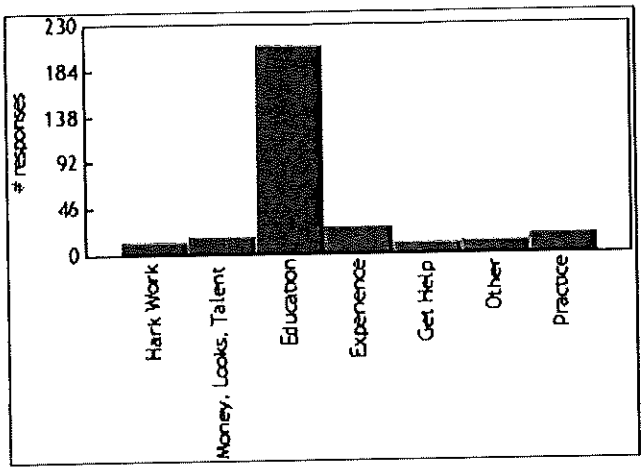
**Figure 1.2: Getting Your Dream Job**




SmartGirl also asked what you would need to do in order to get your dream job. 208 people said that they would have to stay in school and get an education, while others said work hard, practice my talent, get experience, and get help. Here's the breakdown of responses:

**Figure 1.3: Preparation for Dream Job**

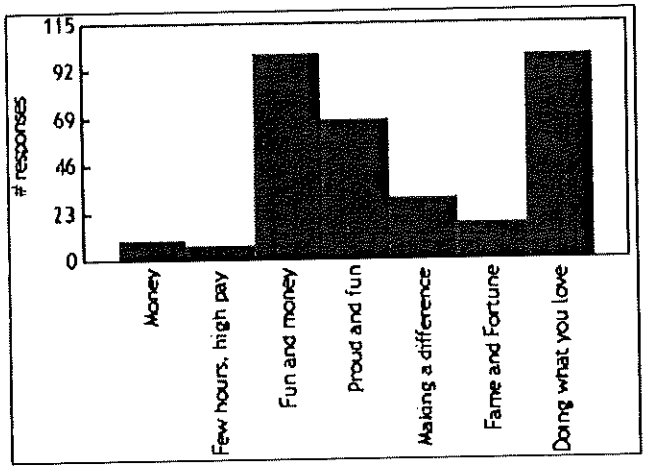
This has some good questions. Maybe it could be rewritten & used to address our students




Even though 172 people who responded would like to earn more than $60,000 (US) a year in your dream job, 272 disagreed or strongly disagreed with the statement, "It is more important to me that I make a lot of money in my career rather than being really happy in my career. "

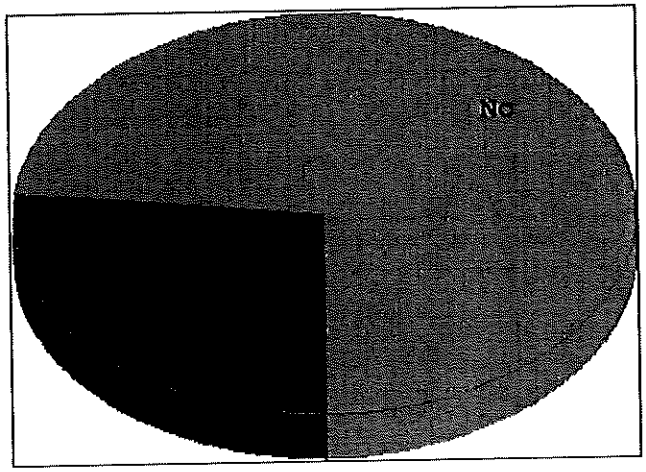
Here's what you told us is the first thing that comes to mind when you hear the words "Dream Job:"

**Table 1.4: First Thought About Dream Job**




SmartGirl asked, "Has anyone ever told you that you could NOT go into the career that you aspired to go into?"

**Figure 1.5: Ever Told By Others Not To Pursue Dream Job**

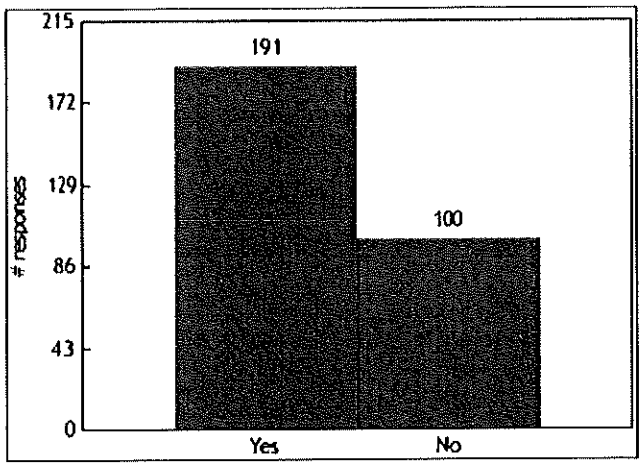



Of those who were told that they could not do their dream job, here are some reasons why they thought other people didn't think they could do it:

- Too wild/dangerous
- I could do better
- It's a man's field/profession
- Too hard to do and to get into
- Didn't believe that I could do it
- Jealousy
- No money
- No talent/knowledge
- To protect Me

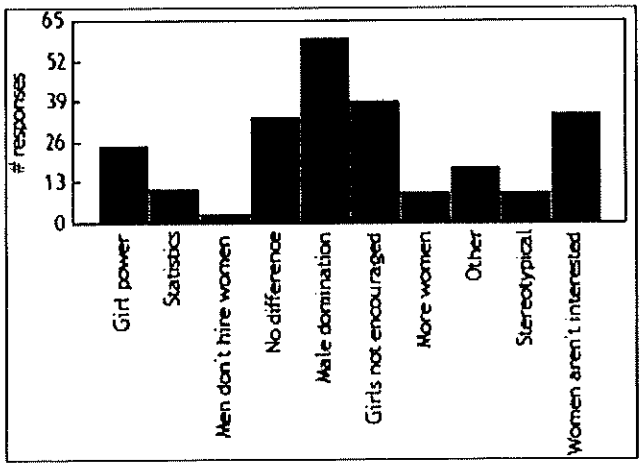
SmartGirl asked, "Do you think that there are fewer women than men in science related fields?"

**Figure 1.6: Women in Science**



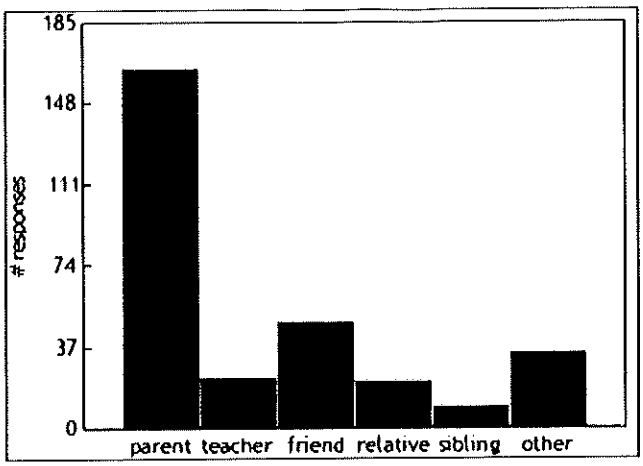

Here are some of the reasons why you thought the number of men and women in science related fields differs:

**Figure 1.7: Reasons for Gender Difference in Science Related Careers**




SmartGirl asked, "Who encourages you the most in your career aspirations? Who tells you over and over again that you can be anything you want to be?"

**Figure 1.8: Encouragement for Dream Job**




**Thank you for taking the time to share your thoughts with us!**

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Please remember that all web-based polls are not scientific because the pollsters cannot randomly select the respondents to participate in the surveys.

All our surveys are anonymous; check out our privacy policy. All data copyright 1996-2000.

Home > Speak Out > Latest Survey Results > **Career Aspirations Survey**

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YAHOO! hotjobs

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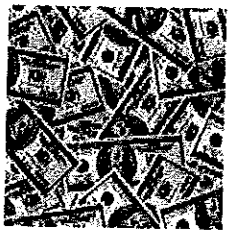
# Stimulus Job Watch

*Yahoo! HotJobs, Yahoo! HotJobs*



*Promising to create or save over 3 million jobs, President Obama signed the $787 billion American Recovery and Reinvestment Act in February. Since then, job seekers have been eager to benefit from the act -- commonly known as the stimulus plan. This page is designed to provide resources that can help, and it will be updated as new developments warrant.*

*(Last update: **June 8**)*

**Obama Pledges 600,000 New Jobs**

President Obama met with Cabinet members on June 8 to discuss progress of the stimulus plan. According to the Associated Press, he and Vice President Biden pledged to create 600,000 jobs with stimulus money by the end of the summer.

Some of the details include 135,000 education jobs, 125,000 summer youth jobs, and various job-creating projects with the Department of Defense, the Environmental Protection Agency, and the Department of Transportation, among others. This White House press release has more information.

You can also get more details on this next phase of the stimulus plan from the White House site, with a video presentation by the vice president.
====

**How to Get a Government Job**

Even as the Obama administration hands out money to start jobs as part of the stimulus plan, it is creating jobs within the government. This is especially true in the areas that the administration has prioritized: energy, environment, health care, infrastructure, and education.

But getting a job with the federal government is a unique process that differs from the usual job search in the private sector. Here are some articles that offer great tips on how to improve your chances:

- Land a Government Job Now
- Government Jobs: Extra Effort Can Pay Off
- Ins and Outs of Landing a Government Job

====

**New Money for Green Jobs and Training**

Vice President Joe Biden and two Cabinet secretaries announced on May 26 a national program to train workers to make public housing more energy-efficient.

According to this AP article, the program totals about $500 million for training workers, and it includes $50 million for communities struggling with job losses and battered by the ailing auto industry.

Also, as the federal government continues hiring, check out this article from the Baltimore Sun that offers guidance about finding and landing a government job.

More:

- Government Announces Money for Green Jobs, Training
- What Are Green-Collar Jobs?
- How to Navigate the Federal Job Maze

====

**HUD Releases More Money for Projects, Jobs**

The U.S. Department of Housing and Urban Development (HUD) announced on May 11 an additional $1 billion for improvements to thousands of public housing units nationwide that will improve energy efficiency and create jobs.

The news follows a HUD announcement in March regarding $3 billion in public-housing improvements. Both announcements are part of the Recovery Act.

For more information, reach the HUD news release.

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**Interior Funds Projects for Landscapes, Renewable Energy**

On May 1 Secretary of the Interior Ken Salazar announced $305 million in stimulus funds for 650 Bureau of Land Management projects across the country. The initiatives will restore landscapes and habitat, spur renewable energy development and create jobs, according to a Department of the Interior press release.

Overall the department is managing $3 billion in investments as part of the recovery plan signed by President Obama.

For more details on the new projects, see the press release.

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**New Funding for Wind Energy Projects**

In an April 29 press release, the U.S. Department of Energy (DOE) announced plans to provide $93 million in stimulus funds to support development of wind energy projects.

"These projects will create green jobs, promote economic recovery, and provide the investments needed to increase renewable energy generation," according to the DOE.

See the DOE press release for more details. For more on green jobs, check out "Increase Your Earning Power by Going Green" and the green-jobs page at Yahoo! Green.

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**Defense Adds More Funds to Repair Projects**

On April 28, the U.S. Department of Defense (DoD) announced an additional $835 million for facility improvement projects as part of its overall stimulus effort. The funding comes on top of a $6.1 billion infrastructure project list announced on March 20.

According to the DoD press release, all of the new projects will be conducted at Army and Army National Guard facilities in 37 states and the District of Columbia. More than half of the $835 million will be spent in five states: Texas ($155 million), Kentucky ($83 million), North Carolina ($83 million), Oklahoma ($66 million) and Hawaii ($59 million).

To view a complete list of the projects, check this DoD link.

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**Schools, Parks to Get Funds to Create, Save Jobs**

The U.S. Dept. of Education recently released stimulus funds for California ($4 billion), Illinois ($1.4 billion), and South Dakota ($85 million) to drive education reforms and save teaching jobs.

The grants are part of the department's total $44 billion stimulus spending plan. For news releases on these developments, check out the press room at the ED.gov.

On Earth Day (April 22), the Department of the Interior announced funds for National Park Service projects ($55 million) to help create jobs and restore America's national parks. For more, see the official press release and check your local news.

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**Stimulus Transportation Projects Hit 2,000 Mark**

On Monday, April 13, President Obama, Vice President Biden, and Transportation Secretary LaHood announced the 2,000th transportation project under the Economic Recovery Act.

The 2,000th project is in Kalamazoo County, Mich. In a White House press release, officials note that competition among contractors for all these transportation projects has been intense, with many bids below estimates. This leads to further stretching of stimulus funding and more jobs, the officials say.

Follow the money to learn about possible jobs. The bottom of the press release highlights other big-money transportation projects announced in Maryland, Connecticut, Pennsylvania, California, and Colorado.

Check the Department of Transportation site for more information.

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**NOAA Details Plan for Creating Jobs**

The National Oceanic and Atmospheric Administration has submitted plans to Congress on how it plans to invest $830 million in stimulus funds.

"These proposed funds will put thousands of Americans to work while restoring our coasts and combating climate change," Commerce Department Secretary Gary Locke said in a press release. "It reflects our investment in sound science and commitment to help strengthen local economies."

The agency's new projects include coastal restoration, repairing weather stations, repairs on NOAA research vessels, and enhancement of two climate-computing stations that will generate jobs in construction, manufacturing, and software engineering.

For more details, see the NOAA press release. You can also find more Commerce Dept. information at commerce.gov/recovery.

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**HUD Grants Funds; Watch for Housing-Related Jobs**

The U.S. Department of Housing and Urban Development (HUD) released nearly $3 billion to local housing authorities to make improvements to thousands of homes. The official news release has links to track where funding was targeted (and where new job opportunities will emerge).

San Francisco's housing authority, for example, will receive nearly $18 million, which is the equivalent of 178 new full-time jobs, as reported in The Examiner.

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**Training Workers, Helping the Unemployed**

As part of the stimulus plan, there is a $4 million piece going to the Workforce Investment Act (WIA), which includes funding for adult employment and training activities, employment for youth and older Americans, as well as training for jobs in high-growth and emerging industry sectors.

You can find more details about the programs here.

The stimulus is also making COBRA more affordable for people who were laid off this year. See the Dept. of Labor's new guide to COBRA changes and benefits.

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**How to Find a Stimulus Job**

While there is no single clearinghouse for finding out about new jobs created by the stimulus plan, you can get some good direction from "6 Ways to Find a Stimulus Job."

Also, the U.S. Department of Labor announced new funding and planning for **One-Stop Career Centers** that are designed to help get Americans back to work. For more info on the centers, visit careeronestop.org.

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**New Plan Aims to Help Small Businesses**

Seeking to boost a key source of U.S. jobs, President Obama unveiled a $15 billion plan to help small businesses.

Saying that small businesses created roughly 70 percent of jobs in the last decade, Obama called small businesses "the heart of the economy." The plan intends to reduce lending fees and ease tax burdens on small businesses while requiring the large banks that receive stimulus money to report monthly on how much they lend to small businesses.

For more resources on small businesses, check out Yahoo! Small Business.

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**Watch These Broad Job Sectors**

Experts have noted that some industries will benefit most from jobs created by the stimulus plan. These include:

**Construction** -- New infrastructure projects could include highway and bridge repairs, rail lines, and power facilities.
**Green-collar jobs** -- This broad sector will focus on reducing greenhouse gas, harnessing renewable energy resources.
**Energy and utilities** -- Modernizing the nation's electrical grid is a key goal of the stimulus plan.
**Federal government** -- New regulators, accountants, and administrators will be needed to carry out the spending plans.
**Information technology** -- Digitizing records and updating medical information systems will require a range of technology workers.

For more, see these articles:

- "6 Fields That Stand to Gain From Stimulus Plan"
- "In Pictures: An Insider's Guide to Finding a Stimulus Job"
- "5 Things to Know About Stimulus Jobs"

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**More on 'Green Collar' Jobs**

"Green collar" jobs are expected to grow as part of the stimulus plan, but what exactly are they? According to this article, there is no definitive answer yet. But Pete Altman at the Natural Resources Defense Council says: "A green job is just like a regular job, only the result of what you are making or doing is good for the environment."

Many of these jobs will involve building and maintaining wind turbines or installing solar panels, and these projects will need people with skills in construction and manufacturing, as well as machinists and electricians.

***New jobs alert:*** The Obama administration announces $8 billion effort on weatherization and energy efficiency projects with a target of creating 87,000 new jobs.

For more on green jobs, see these articles:

- "What the Green Collar Economy Means for You"
- "Put on a Green Collar: 5 Jobs for the Future"
- "Green Collar Jobs See Strong Growth"

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**Specific Types of Jobs to Benefit**

According to the article "Obama Job-o-rama," people who are qualified for these types of jobs will be in demand (with median annual salaries provided by the Bureau of Labor Statistics):

Electrical engineers ($79,240)
Air quality specialists ($58,380)
Hydrologists (entry level: $35,000)
Information systems managers ($108,070)
Civil drafters ($43,310)
Laboratory technicians ($34,270)

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**For the latest government news on the stimulus plan, visit recovery.gov.**

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## The Top 10 Steps for Choosing a Career

Category: Careers (AB6)

Originally Submitted on 11/1/96.

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Career choices may well be more difficult today than at any time in history, for three reasons: there is infinitely more to choose from; career definitions are more fluid and changing; and the levels of expectation are rising. Most men and women entering the workforce today can expect to change careers three or more times during their working lives. Here are ten steps that will help ensure that your choices are good ones.

1. **Begin with your values.**

What's really important to you? What turns you on? What do you like to do so much that you would almost feel guilty getting paid to do it? These questions are designed to help you get at one of the key elements in career choice: values. Your values are the emotional anchor of all that you do. Satisfying careers are built upon the notion of a high correspondence between one's personal values and the work they will be doing. Begin your career search by sorting out your values and writing them down as clearly and succinctly as you can.

2. **Identify your skills and talents.**

A skill is something you've learned to do. A talent is something you've been born with, or at least that you seem naturally qualified to do. It's important to recognize the difference between the two. You may be skilled at something and still not find it interesting. Chances are, however, if you are naturally talented at something, there will be a correspondence between that particular talent and your values. Put another way: you are more apt to enjoy doing what you do well naturally than what you have simply been taught to do.

3. **Identify your preferences.**

From early on, we approach the world with certain personal preferences--how we perceive others, how we think and make decisions, whether we prefer concepts over people or vice versa, and the extent to which we are comfortable with uncertainty in our lives. For many, these preferences operate at a subconscious level, but they strongly influence the way we function with others. Some questions may help: Do you regard yourself as highly intuitive? Are you outgoing or reserved? When faced with a decision, do you rely primarily on facts or feelings? Your answers to these questions can tell you much about the kinds of work you will find interesting and challenging. One way of sorting this all out is by taking the Myers-Briggs Type Indicator a self-assessing instrument that helps clarify these issues. If you haven't taken it in the past year, or at all, I strongly recommend that you take it and include your results in your career deliberations.

4. **Experiment.**

There's no substitute for experience, the more the better. It's probably safe to say that nearly every career looks vastly different from the outside than from within. If you're new to the job market or if you are considering a career change, get out and talk to people who are actually doing it. Take a job in the field or industry and see for yourself if it's really all you thought it would be. And don't rely on a single authority or work experience. Within the bounds of the area you've picked, try to get as much and as varied experience as you can. If you're committed to finding out about a certain career, you may want to consider volunteering in order to gain work experience. That way, you'll be able to test out whether it fits your values and preferences. If you aren't getting paid to do it, chances are you won't stay with it unless you like it.

5. **Become broadly literate.**

In this high tech information world, there is an incredible pressure to specialize, to know more and more about less and less. That's dangerous, because it increases your chances of being obsolescent immensely. Many people lose their jobs and scuttle their careers because they have gradually developed tunnel vision about who and what they are and what their capabilities are. The old debate over specialist versus generalist is being tempered by a new term: the generalist/specialist. That's the individual who has been able to grasp the large picture while, at the same time, becoming expert on several of its parts. That's what becoming broadly literate is all about. Learn as much as you can about what

interests you and about the jobs and careers your're considering--not just what those involved are currently doing, but about where the industry or profession is heading.

6. **In your first job, opt for experience first, money second.**

If you're at the top of your class graduating summa cum laude, you may be able to combine both in a single package, but for most new entrants into the workforce, it's a matter of priorities. A good way of sizing up several opportunities is to ask yourself: "Which position will offer me the best chance of becoming excellent at what I do?" And that may not be the one that pays the highest initial salary.

7. **Aim for a job in which you can become 110% committed.**

Modest decication and average performance are unacceptable today. The problem is, with downsizing becoming fully acceptable you aren't likely to discover the truth of that statement until you're out of a job! So, how to protect yourself? If you aren't able to commit 110% to what you are currently doing, start NOW to find something in which you can.

8. **Build your lifestyle around your income, not your expectations.**

Recruiters are famous for courting desirable applicants with promises such as: "Why, in two years, you could be making X thousands of dollars". The problem is that many new entrants into the job force buy into this line and begin living as though they were making the kind of money promised in two years. A better way is to begin, right with your first job, to structure your lifestyle in such a manner that you can put away ten percent of every paycheck. Starting early and investing regularly and wisely are probably two of the greatest secrets of wealth accumulation.

9. **Invest five percent of your time, energy, and money into furthering your career.**

In terms of a forty-hour week, that's only two hours per week. The point is, you cannot rely on your employer to spoon feed you. Employers today are oriented towards immediate returns on their dollar. They will invest in you only when they can see an immediate or relatively quick expensive benefit, or when they see extraordinary potential. Better to not count on either. Dedicate yourself to getting ahead by keeping ahead, and you do that be controlling the one thing you can control: your dedication to being the best that you can be.

10. **Be willing to change and adapt.**

If you re-read the preceding steps in this list, you'll note an absence (refreshing, I hope) of emphasis upon goal-setting and a substitution instead, of words like "values", "skills", "talents", and "preferences". It's not that goals aren't useful, but rather that they should emerge naturally from these other factors and, even though you may write them down and paste them on your mirror, they should not obscure the need to be willing to change and adapt to new conditions, your own growth, and developing opportunities. The distinction here is between "direction" and "plan". An ant has a direction, but not a plan. The ant knows where it wants to go and is willing to turn around, back up, and change course in order to get there. But the ant hasn't written it down, posted it on a bulletin board, or gained concurrence from all the other ants. The ant just knows, with absolute certainty, the general direction in which it's heading and that it WILL get there. That's what modern day career direction is all about.

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## About the Submitter

This piece was originally submitted by Shale Paul, Executive Coach, who can be reached at shale@shalecoach.com, or visited on the web. Shale Paul wants you to know: I work with individuals who are committed to getting ahead, changing direction, or simply growing! The original source is: Written by Shale Paul. Copyright 1996, Coach University. May be reproduced or transmitted if done so in its entirety, including this copyright line.

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# CAREER RESEARCH EXERCISE

Name:_____ Date:_____ Grade_____

Career Interest:_____

Job Title You Are
Researching:_____

Nature of work: (what would you be doing?)

What type of education and training would you need?

What are the salaries for this position?

Working Conditions: (office, outdoors, team, alone):

Where are these jobs located? Where would you want to work?

Job Outlook:

Related Occupations:

Based on your findings, briefly describe why this career is___ is not___ a good "fit" for you:

# GUIDELINES FOR SETTING CAREER DEVELOPMENT GOALS

It is necessary to "funnel" goals through three "filters" by raising questions about:

## I. Self

A. What skills, knowledge, and range of experiences are necessary in order to achieve your goals?

B. Are your current skills and experiences on track for the goal you have formulated?

C. Is your formal education in line with the requirements of the career with the goals you have chosen?

D. Are your values in line with your career goals?

## II. Significant Others

A. Have you discussed your career goals with a mentor?

B. Do you have a support system for you goals?

C. Have you discussed your goals with a significant other/husband/family?

D. How will your goals affect your family life?

## III. Organizational Environment

A. Have you checked implications of the organization's strategic direction and how it might affect your career goals?

B. Have you explored the areas of the organization which might be expanding, downsizing, or remaining the same and the implications to your career goals?

C. How are your goals affected by organizational policies?

D. How are your goals affected by your image within the organization?

E. How are your goals affected by networks of which you are a part?

After your consideration of these questions and other issues which you may raise, you can define your goals and develop action steps in achieving them.

# Are you better off going to college?

Here's a finding you can bank on: The more education you get, the more money you are likely to earn. And usually, those extra earnings are more than pocket change.

Data from the U.S. Bureau of Labor Statistics show that median earnings increase at every level of education. In 2006, as the chart illustrates, people who finished high school earned almost $176 more every week compared with those who dropped out. People who completed an associate's degree program netted more than $100 compared with high school graduates.

[illegible] degrees aren't the only routes to higher [illegible] apprenticeships and other types of long-term [illegible] training also tend to increase earnings. Many [illegible] typically require long-term training [illegible] and older adults also have [illegible] compare with those of [illegible]

**Median usual weekly earnings of full-time wage and salary workers aged 25 or older, 2006.**

| | |
|---|---|
| Doctoral Degree | $1,441 |
| Professional Degree | $1,474 |
| Master's Degree | $1,140 |
| Bachelor's Degree | $ 962 |
| [illegible] | |
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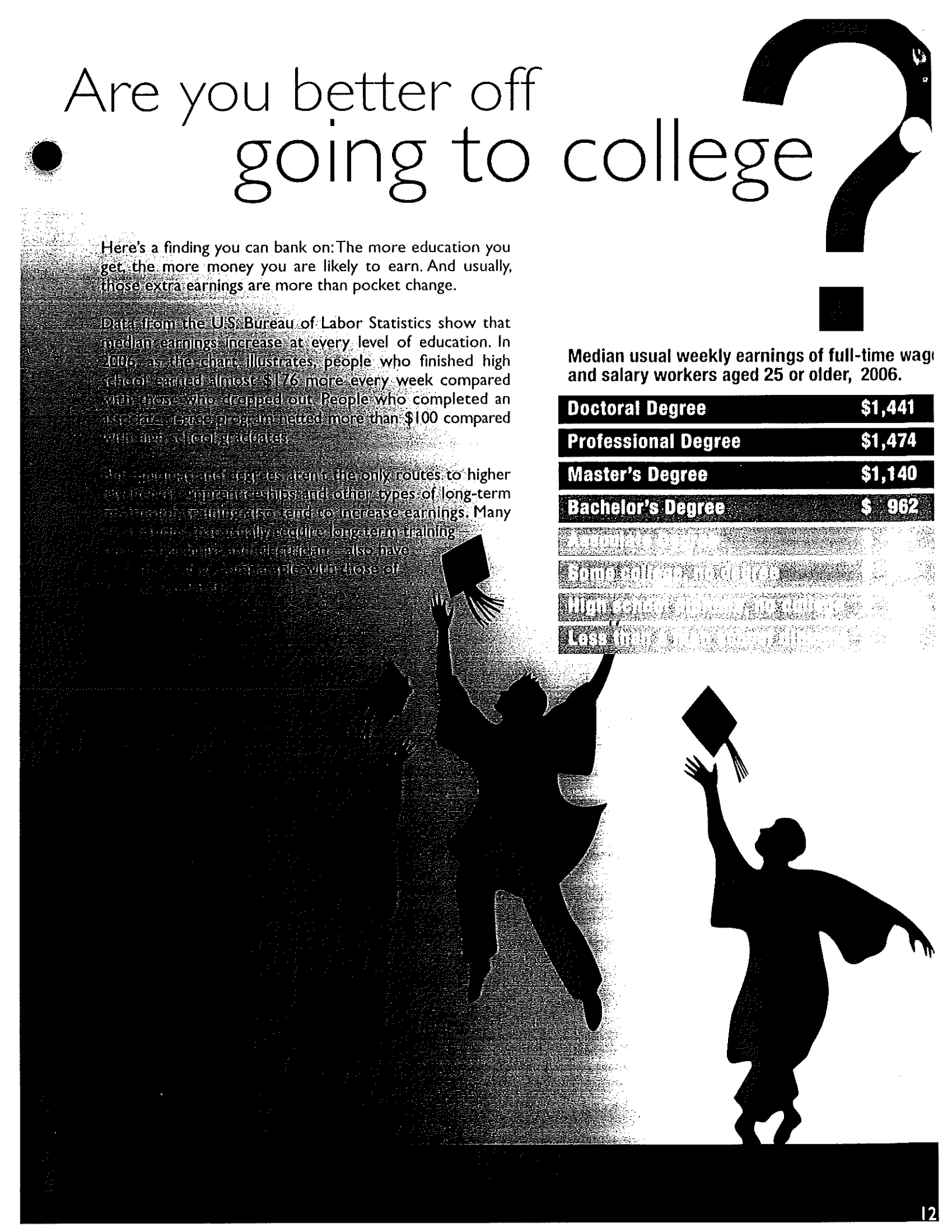
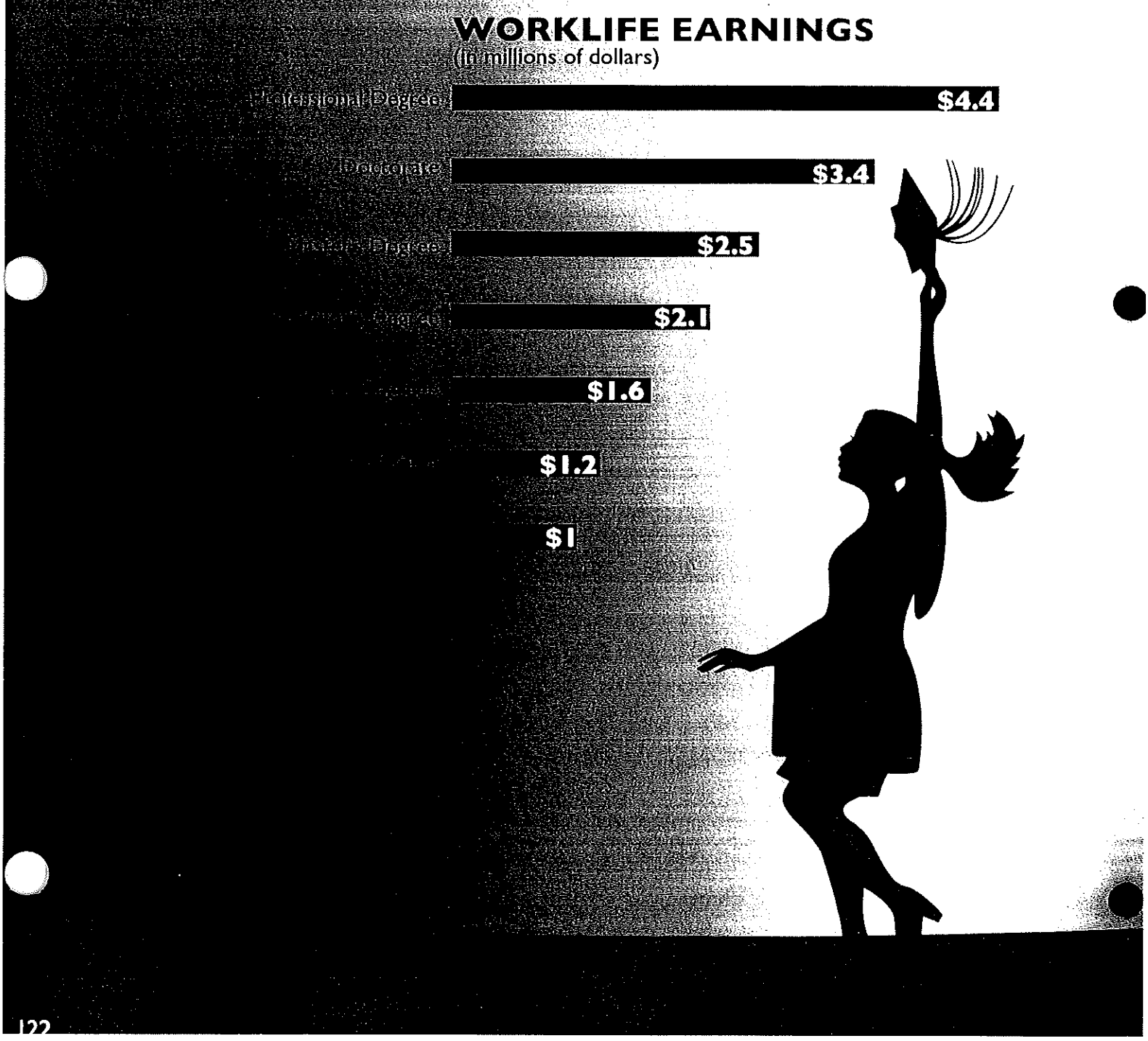


# Education & Income

College graduates with a bachelor's degree earn about 80 percent more per year than individuals who do not complete high school. Here's the big payback for all your hard work, according to the U.S. Census Bureau.



# Starting Salary Expectations

...selected disciplines. The ranges are provided to give you a rough idea of ... number of factors, such as employer, experience ...

## Bachelor's Degree Candidates

| ... employers | Annual salary ranges in $ |
|---|---|
| Business | $35,000 - $53,570 |
| Computer Sciences | $45,000 - $60,000 |
| Engineering | $45,000 - $63,000 |
| Humanities & Social Sciences | $25,000 - $37,500 |

Source: NACE Salary Survey, Fall 2007 report. Data are starting salary offers reported to NACE by colleges and universities nationwide.

## ... Degree Candidates

| ... | ... Salary ... |
|---|---|
| Computer and Information Sciences | $29,142 |
| Personal and Culinary Services | 22,504 |
| Education | 19,022 |
| Engineering-Related Technologies | 28,798 |
| Family and Consumer Sciences/Human Sciences | 20,132 |
| Law Professions and Studies | 23,391 |
| Liberal Arts and Sciences, General Studies, and Humanities | 22,443 |
| Security and Protective Services | 26,806 |
| Mechanic and Repair Technologies | 25,047 |
| Visual and Performing Arts | 22,793 |
| Health Professions and Related Clinical Sciences | 34,936 |
| Business Management, Marketing, & Related Support Services | 25,340 |

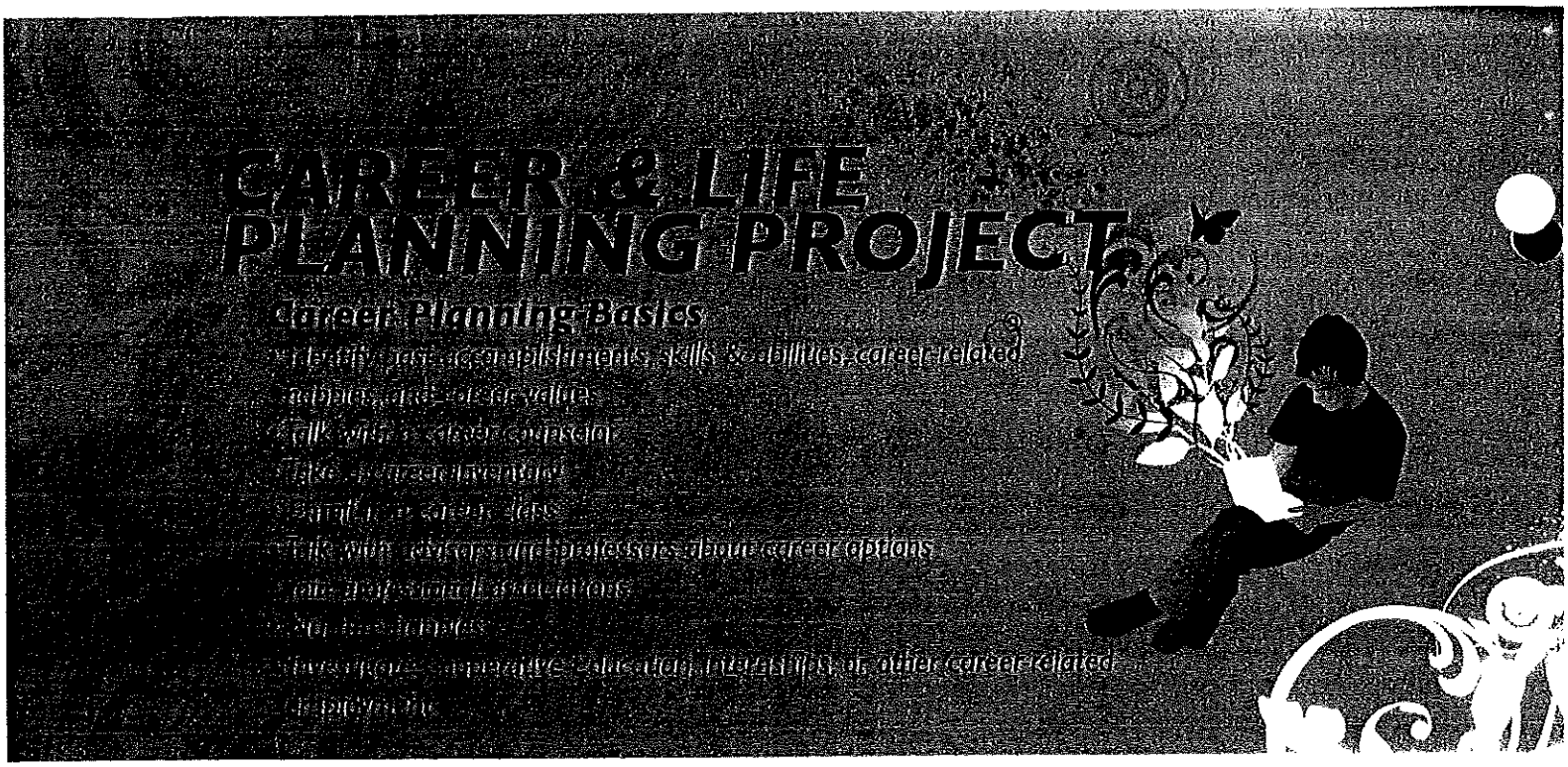
Source: Salary Survey for Associate Degree Candidates, National Association of Colleges and Employers.

# UNDERSTANDING THE WORKPLACE

## CULTURE RULES OF WORK

Most critical soft skills – work ethic must be tied with personal ethic

- Dependability / punctuality
- Conscientious
- Integrity
- Communicate effectively
- Deals effectively with demanding people
- Managing conflict
- Organized
- Personal Hygiene
- Accepting of differences of others
- Respectful
- Balanced work / life
- Flexibility
- Stability in attendance
- Accepts responsibility
- Initiative
- Interpersonal
- Follows directions
- Energetic
- Provides and receives feedback effectively
- Task Oriented
- Common Sense
- Committed
- Problem Solving
- Stress Management




## Career Planning Process

*Students are encouraged to explore and gather information that enables them to synthesize, gain competencies, make decisions, set goals and take action. Each individual varies in the progress through each of these stages for many reasons. Some advance rapidly through each or all of the stages while others progress more slowly. Individuals may repeat all or parts of the career development process at various points throughout their lives as values, interests, abilities, and life circumstances change. The SDEV career project focuses on Steps 1 and 2, but encourages students to initiate steps 3 and 4 as soon as possible.*

## Step 1: Assess your Interests, Personality & Strengths

*Start here by assessing your* ***Interests*** *to see which occupations best match your interest profile. After finishing your Interests, do the same for your* ***Values***, ***Skills***, *and* ***Personality***. *This exploration process will help broaden your career horizons and the education paths that support career fields that appeal to you.*

## Step 2: Identify Career Fields

*In this phase of the lesson you will have an opportunity to learn how your strengths and attributes are matched to potential career fields you will most likely succeed in. This will be accomplished by Exploring Careers and analyzing various occupations. You will also have an opportunity to combine your occupation List. For example you can combine your* ***"Interests"*** *and* ***"Personality"*** *lists into one.*

## Step 3: Identify Major Study Areas

*Review your results to identify* ***"Majors"*** *and programs that will prepare you for the careers you have chosen.*

## Step 4: Select Colleges

*Finally, you will have an opportunity to* ***"Search for Colleges"*** *to discover colleges that provide the major* ***"Areas of Study"*** *that will support your career goals.*

# CAREER & LIFE PLANNING PROJECT

**Name:**_____ **Section No.**_____

## *STEP 1: Self-Assessment*

*Take the Typefocus and other career inventories as guided by your instructor.*

## *STEP 2: Exploring the World of Work & Educational Opportunities*

*Using your research in Steps 1 – 5, complete the following worksheet and submit in class. Late work will receive 1 letter grade lower for each day late.*

*1. What career field(s) are you interested in?*

*2. What interests you about it and why?*

*3. What different kinds of jobs or job setting does this career offer?*

*4. a. How much education is required for a job in this career?*

*b. How much experience is required for a job in this career?*

5. *List 5 or more duties of the job.*

6. *What is the future employment outlook for this career? Are there too many or too few people in this field? Are jobs available in the geographic area in which you plan to live? Explain.*

7. *What is the median income for this career? What is the range of incomes (high /low income)?*

8. *What are other benefits of this job; i.e. travel, promotion opportunities, bonuses, etc?*

9. *Would the income and benefits support your lifestyle? Explain.*

10.a. *Describe the demands of the job (working hours, environment, travel requirements, workload, schedule, etc.)*

b. *Will the demands of the job fit with your desired lifestyle? Explain.*

11. *If things didn't work out in this career field or job, what type of job might you fall back on?*

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# Affirmations

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A powerful way to help students build confidence and achieve more of their potential is to show them how to revise their limiting beliefs (e.g., "I'm not smart enough for college," "I'm disorganized," "I never finish what I start."). Affirmations are powerful tools for helping them replace this negative inner chatter with a more supportive thought.

When I have my students create affirmations, "intelligent" is the quality they most often want to be. "Persistent" and "organized" are two other top choices.

How about college educators? What personal qualities do they want to strengthen in order to reach their goals? In one recent On Course workshop the top choices were "persistent" and "intelligent." In another workshop, the runaway choice was "organized." Perhaps we are not so different from our students, after all.

Here are some affirmations created by college educators in a recent On Course Workshop:

- I am an honest, intelligent, and hardworking man.
- I am a competent, intelligent, caring, and lovable woman capable of doing anything I choose.
- I am a bright, humorous, healthy woman who is happy with my chosen life.
- I am a strong, intelligent, compassionate woman, and I am a role model for others.
- I am an intelligent, self-motivated, knowledgeable woman determining to reach my potential and trusting God to lead me.
- I am a determined, persistent, motivated woman striving to achieve my greatest goals and aspirations, and I genuinely believe I will be successful.
- I am a patient, persevering, focused person committed to redefining my value system.
- I am a friendly, affable, caring man who is eager to see how God will use me next.
- I am an intelligent, persistent, and organized woman capable of achieving all that I choose.
- I a disciplined, determined, and persistent woman, and I am confident I will achieve my dreams.
- I am a strong, healthy, and intelligent woman, and I can do anything I put my mind to do.
- I am a persistent, capable, creative, positive, caring person.
- I am a strong, confident, persistent, supportive woman, and I am enjoying life.
- I am a skilled, determined, persistent individual creating my own goals.
- I am a patient, listening, open man achieving my goals for life.
- I am an organized, persistent, and goal-oriented woman achieving my potential.
- I am an intelligent, focused, and determined woman, and I am successful.
- I am a bold, joyful, lovable man.
- I am a sensitive, honest, and intelligent woman who is getting it right.
- I am a creative, organized, motivated woman.
- I am a caring, persistent, knowledgeable woman, helping others to succeed in college and in life.
- I am an intelligent, powerful, committed woman, and I love life.
- I am a secure, compassionate woman with abundant willpower, and I keep my word.
- I am a persistent, energetic, confident, and capable woman, realizing my potential.
- I am steadfast, conscientious, and focused.
- Life is simple, caring is profound, and I believe in both.
- I am a healthy, focused supported woman enjoying in this moment the life
- I am a positive, caring, well-balanced woman, who takes time to nurture myself and those I love.

- I am a strong, honest, saved woman, making things happen with God, and I love life in Him.
- I am a humor-filled, persistent, courageous person discovering my purpose.
- I am a caring, motivated, peaceful person.
- I am an assertive, creative, and confident person who enjoys caring people and humor.

An easy process for helping students (or yourself) create a personal affirmation is described on page 51 in the *ON COURSE* text.

**--Skip Downing, Facilitator, On Course Workshop Skip@OnCourseWorkshop.com**

* * * * *

Thank you so very much for posting the affirmations!

I had just printed them off my computer when a student came in and asked for help in dropping a class because she had just found out that she probably has cancer. I handed her my printout of the affirmations while I filled out the paperwork. We then discussed her situation and talked about her fears. I am so THANKFUL that I had something to give her. I talked to her about how affirmations can really change her body chemistry. I believe that she will follow through with stating the affirmations.

**--Molly McCorkindale, Director of Student Support Services, North Arkansas College (AR)**

* * * * *

I was concerned that the students might not be remembering their affirmations between class meetings. I want them to experience the power and see the changes first-hand. I invited them (along with myself...and now You) to identify a "bell of awareness." A "bell of awareness" is something that might have formerly irritated You -- stop lights, long lines, rude behavior, funky smells, yapping dogs -- anything at all. One of the students uses feeling homesick as her "bell."

The bell of awareness is a reminder to repeat your affirmation silently to yourself. We turn a negative, harmful reaction into a positive, healthy one. "That dog didn't start howling while I was trying to concentrate on my reading just to irritate me; he started howling because he knew that I needed to take a break and remind myself that I am a grateful, persistent and non-judgmental person." Of course, we can benefit from having more than one "bell." The bell of awareness could be any time we experience a negative reaction. The cheezy, "I know better than this" feeling itself could be the bell. Also, the bell can be anything we see, hear, taste, touch or smell regularly -- an icon on the computer screen, the hangie thing on the rearview mirror (what is that thing anyway?), a tree, you name it. It doesn't have to be something that irritates. I do like the two-for-one benefit of getting rid of the bad feeling and driving something positive into my brain at the same time. It seems to help.

**--Tom Hale, Student Success Coordinator, NorthWest Arkansas Community College, AR**

* * * * *

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# The 67 Worst Teaching Mistakes

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***The following nominations for the "Worst Teaching Mistake" are responses to the two-part article "The Ten Worst Teaching Mistakes" by Richard Felder and Rebecca Brent reprinted in the* On Course Newsletter. *If this extensive collection of teaching mistakes does nothing else, it certainly demonstrates how many potholes and detours exist on the road to being an excellent educator.***

**1. Lacking professional variety.** Only teaching the same couple of classes semester after semester. Branching out and teaching a variety of classes helps brush you up on your on skills and can introduce you to a new variety of students. -Alison Williams, Faculty, Math, Santiago Canyon College, CA

**2. Promising something and not delivering.** The trust relationship with the student is destroyed by this. If you promise to post grades by a certain time, DO IT. Or don't promise by a certain time/date. Say, as soon as possible. Or sometime before Friday. Instructors who do not do what they say they will do are not effective. -Sally Flesch, Black Hawk College, IL

**3. Always standing behind the lecturn.** Many students, both young and more mature, enter some classes with reservations. One of many reasons is too many students hear or have heard horror stories about the professor. These stories automatically cause a stressful and stale environment. I have learned over the years that one of the best ways to combat this is by not separating myself from the students by spending all the class time standing behind the lectern. A lectern can be an intimidating wall that separates the students from the professor. When they feel intimidated, they mentally isolate themselves. Professors should stand behind the lectern mostly when they need the book or some other tool in order to instruct. Otherwise, they should move about and around the room in order to establish eye contact and physical contact with the entire class. This can help the professor more easily read the students' facial expressions. For instance, if a concept is unclear, facial expressions communicate just that. On the other hand, when the students are connecting mentally, this shows as well. Most of all, the environment becomes more conducive for learning because students feel less intimidated by the professor and the subject. -Emmie D. Stokes, Faculty, English, Augusta Technical College, GA

**4. Lacking knowledge and preparation.** The so-called conventional wisdom of "those who can do and those who can't teach" is not the case. Teaching is as much an art form as it is a technique. Effective teachers are able to display both and know that knowledge and preparation create the foundation for both. -Sheryl T. Smikle, Associate Dean, Baccalaureate Studies, The College of Westchester, NY

**5. Failing to see the influence of Cultural Imperialism** -- in how we teach and learn (or - Failing to include a "global" cultural sensitivity to teaching and learning in our Instruction). This is such a "wide" and influential mistake -- that it is unlikely you will get its nomination -- RE: it impacts virtually ALL instructors in Western cultures -- or those whose instruction "imitates" Western education (most of the rest of the world). The key point here, is that "cultural imperialism" -- or the dissemination of the imperial culture's values (European systems of education, information dissemination, specialization, even "purpose of education" etc.) are so predominant and impact the degrees, the modes of instruction, the exercises, and virtually everything outlined in the prior mistakes to such a large extent, that like the "white elephant" in the room... the majority of us can ONLY be aware of cultural alternatives to learning and teaching -- if we've lived or experienced them for a long period (i.e. lived, learned, or taught in cultures that have distinct alternatives to the Western academy). The remedy: begin to include media, interviews, and contacts with educators living in other cultures. Asking a simple question: "How would you teach this" to virtually anyone in the Congo, Ecuador, Northern India or Mongolia -- immediately gives enormous insights into alternatives to not only how we teach... but what and

why we teach it! --Michael Naylor,Michael, Washtenaw Community College, MI

**6. Not having your facts straight.** Nothing is more important than being really knowledgeable about the things you teach and having the best available facts and figures or scientific thinking available to share with your students. First, giving wrong information is worse than not teaching at all! Secondly, if students notice that you are not really an expert on what you teach you probably have lost their trust and even made it harder for others to teach them. This also means admitting if there is no clear answer to a question and pointing out the limits to what we do/can know. -Christian Goergen, Faculty, Political Science, College of DuPage, IL

**7. Talking too much and doing too much.** Whenever the 'teacher' is relied on to supply the bulk of the material or s/he is the focal point, the class energy is lost to a passive state. If the 'learning' is to take place, it must go through a processing stage in the students, and the more active the better. The more responsibility the students take to present, manipulate, debate, sum up, and draw conclusions about the information, the more they truly learn the material. The alternative is merely to add a layer of data (if you're lucky) to already jammed systems with little ability to integrate for future applications, leaving students with short-term recall and little if no carryover to the work they will one day face when they need the material. Student-centered classrooms look completely different and teachers become facilitators for the learning to take place. -Marla Benik, Brevard Community College, FL

**8. Relying too much on all the current pedagogical advice and not taking into account your own instincts, knowledge of your actual students, and personality.** -Allen Culpepper, Manatee Community College, FL

**9. Talking to the board.** This is not to be confused with talking to the bored, which is what tends to happen when we talk to the board. Many of us still use a white board, chalk board or a screen on which material is written or projected. Perhaps because of time constraints, we may turn our backs to the class to write or point to information--and simultaneously we talk about the issue at hand. What seems like a small movement from facing the class to turning our backs on them may have larger implications. At the very least, talking to the board allows students to disconnect with the instructor, however briefly, thus negating our best efforts to engage them in the first place. -Kym Kleinsmith, Adaptive Technology/Educational Support Specialist, Reading Area Community College, PA

**10. Creating a shoddy or formulaic syllabus**--keep it short, simple, direct, to the point. Keep it flexible, like the Constitution. And cover your bases. First impressions are everything, and the first and most significant impression between teacher and student is a covenant known as the syllabus. The syllabus serves as a contract of last resort when, at the conclusion of the semester, there may arise a disagreement over grading and attendance policies as well as other evaluation instruments. Keep the syllabus specific and legalistic (like the U. S. Constitution) rather than lofty and idealistic (like the Declaration of Independence). The Declaration inspired the revolution and embodied its ideals: government by the consent of the governed; all men are created equal--great theory. In practice, however, the Constitution stopped the revolution from getting out of control. In provided the identity and boundary markers--the 'rules'--of a new world order. But it did so with precision, specificity, and diplomacy. As well as flexibility. --Paul L. Van Gilder, Faculty, History and Critical Thinking Instructor, Southeastern Community College, NC

**11. Using a student to demonstrate something negative and in so doing making him/her feel singled out and self conscious.** You'll lose students' attention for at least the rest of the class and possibly the remainder of your time together. The exact opposite is the number one best teaching strategy. Use students to exemplify something positive which relates to the lesson. That will elevate a student and engage her/him for the remainder of the course and will also encourage other students to be positive contributors as well. If in doubt, ask an elementary school teacher; they have to use all of the right strategies just to stay alive. -Jean Kaput, Workforce Initiatives, MiraCosta College, CA

**12. Failing to develop credibility.** I have instructors who are wonderfully qualified but enter the classroom telling students "I am new to this; we can learn together." The students assume they are new to the subject, not to teaching. Once you make this mistake, it is hard to win back the students. -Anita Miller, Dean, Harrison College, IN

**13. Underestimating students.** If you assume that your students are not capable of contributing real ideas to your discipline, you will project those low expectations onto the students. If you do not believe in your

students' intelligence, they will not believe in their intelligence. If you patronize your students, they will feel worthy of your patronization. But if you expect students to contribute, if you ask hard questions believing that they can offer intelligent answers, they will deliver intelligent answers. Part of our job as instructors is to prove to our students that they are smart and to teach them that expressing their intelligence is satisfying, gratifying experience. --Ashley Hogan, Faculty, English, Meredith College, NC

**14. In writing or composition, talking about the form before you talk about the message, or worse, never talking about the message at all.** Respect your student's essay or paragraph as an attempt at communication. After years of trampling over students' messages on my way to the grammar, I now constantly remind myself to respond to the interpersonal communication first. This does not mean uttering a formula like, "The ideas are good" or "I like your subject, but....". It means showing authentic interest in the message: "How is your sister now? Did your friend ever go back to school? I am impressed at the way you managed the ADHD. You made me see the village market as a test of reasoning skills." -Carla Boyer, Learning Center Director, El Centro College, TX

**15. Making a course so easy that almost no learning takes place.** I know lots of people who think there is a place for extra credit and exam reviews, but I think that when students know the exact content of the assessments (they have the actual test before they take it) they don't care about learning any more. I've seen professors give "review exams" and then give that same test as the "real exam." If the test is comprised of discussion questions, that strategy might actually help learning; however, when the test in question is all multiple choice, this strategy stifles curiosity and learning even by the most motivated students. -Beatriz Gonzalez, Faculty, Natural Sciences, Santa Fe College, FL

**16. Taking it personally.** The indeterminate "it" being everything that students dish out. "It" isn't about us. I have taught at a rural community college for the last ten years. Trust me, few of my students "want" to learn how to do a research paper or analyze a poem, and many are resentful that they have to take classes in areas that don't seem to have an immediate impact on what they want to learn about. Some cheat. Some don't attend class on a regular basis. Some whine and complain. Let them. My job remains the same—to help them learn the writing skills they will need to earn a degree and communicate on the job. If I get angry or over-react every time a student challenges something, I would never get anything done. We have to model professionalism. Set your schedule. Stick to it when you can. Make changes only when it will increase student learning. Be open to their concerns; sometimes students do have legitimate grievances. Enjoy being liked, but don't depend on it. They aren't out to get you; we mustn't be out to get them. -Amy Kolker, Faculty, English, Black Hawk College, IL

**17. Trying to teach content without teaching the learning skills that would be helpful to the student in learning the content.** You can teach how to learn as you teach your subject matter! For example, teach a mnemonic device for learning the cranial nerves in an anatomy class. -Jan E. Starnes, Professor/Counselor, Alamo Community College District, TX

**18. Not showing enthusiasm for your topic.** Enthusiasm is contagious and the ultimate technique for getting student's attention and getting them excited about the topic. If they feel pumped-up, they are likely to read the material and pay attention. Sometimes my students continue the discussion long after class time has ended. They regularly line up in the front at the end of class to give their last thoughts on the topic. I judge my presentation by the amount of chatter as they file out of the room. -Susan Burr, Santa Barbara City College, CA

**19. Underestimating the importance of quality academic time spent with students outside of the classroom and its impact on their success, satisfaction, and retention.** -Jim Brousard, AIB College of Business

**20. Being under prepared or not preparing at all.** Teachers should have an outline of what they plan to cover for the class period. Materials should be collected and ready. Any multimedia should be tested before the class period. A contingency plan should be part of the plan. Students are in a class for a brief amount of time but they expect that time to be used wisely and to their benefit. They don't want to watch an instructor flounder for something to do or drone on through a lecture. Students expect the instructor to clarify or help them learn something they couldn't find on their own from the course materials. -Hilda Black

**21. Not explaining terminology inherent to academia.** The words matriculation, curriculum, syllabi, articulation, and even credit hour mean nothing to new or prospective college students and can only foster

boredom and fear. The philosophy of explaining terminology becomes even more important as coursework levels rise. It's the same scenario as a physician's office. A diagnosis of erythema toxicum neonatorum in your newborn would horrify a new mother. But telling the mother that her newborn has minor red bumps on his skin will make fear subside and an understanding of the issue easier to deal with. -Lydia Ulatowski, Niagara Community College, NY

**22. Being disorganized.** This can take place in many forms such as: being late for class (consistently), being unable to find your materials for class quickly, not being comfortable or up to date with the course content (just got the lesson plan for the class a week before class starts or worse, you don't have one!), being uncomfortable with the technology in the class such as PowerPoint, lecterns, DVD's, flash drives ,etc; being unsure of what upcoming assignments are due and a HUGE ONE is passing assignments and exams back weeks after they were due. Students have no idea how they are doing which hinders their ability to make responsible decisions about continuing in the class or withdrawing. -LaVonya Williams, Student Development Faculty, Harper College, IL

**23. Lacking understanding of or interest in the academic preparedness of each student.** Whether it is generational or regional, our classrooms are increasingly filled with students who have such varied backgrounds that it often feels like herding cats just to get them to come together. Whether it's writing or reading skills (or lack thereof) or a sense of entitlement that they deserve A's just for taking a particular class due to years of being taught a self-esteem curriculum, the wide gaps between students' academic skills is an increasing problem. Faculty who focus on content without considering these very real complications end up teaching to only a small percentage of the class. There is a better way! By understanding the academic preparedness and trends they experienced in their K-12 learning experiences, professors can tailor learning activities to not only use what is familiar to the students, but to teach them new skills. They can also structure activities where the students teach each other. At the core, I think all faculty believe that students are capable of learning. Rather than growing frustrated about what they do not know, we can teach them what they need to know. If they missed learning how to read, listen and take notes, why not teach them? If they have never experienced failure or constructive feedback we can teach them how to do that in the safety of a classroom before their job depends on it. Every discipline could teach self-discipline and self efficacy! If we truly believe they are capable of learning, then let's TEACH them! --Anne K. Robey-Graham, Adjunct Professor of Communication

**24. Telling your students, "This is easy" or worse, "This is so easy."** The message it conveys to students is that if they don't find it easy, they are not very bright. Better: "This problem requires some thought and time but with effort you will get it." --Joyce ZAritsky, Faculty and Program Director, Academic Peer Instruction (API), Communication Skills Department, LaGuardia Community College, NY

**25. Not knowing every student's name by the second week of class.** -Liesel Reinhart, Mt San Antonio College, Ca

**26. Telling students they must read the textbook or other materials and then not following up on that requirement.** Students today often spend over a hundred dollars for our texts and then find they never had to buy it in the first place...much less read it. Instructors who do not use the text are cheating their students from practicing the important skill of reading to learn new information. A well chosen text adds new perspective to the lecture as well as reemphasizing the points of lecture and adding creditability to the instructor. If there are discrepancies in ideas or theories from the lecture to the text the student will have the opportunity to critically examine the multiple possibilities. Students that have read texts (because the instructor has accountability for same) come to class better able to discuss these ideas. I require students to have completed handwritten reading notes on the chapter I am about to lecture on each class...and I let them use those handwritten notes on quizzes before the lecture. No reading notes in their handwriting, no quiz...that way I actually know which students are doing the reading and which are not. There is a high correlation to students with reading notes and A's and B's. A side benefit of knowing your students all have reading notes...I never do definitions...lecture is a lot more interesting for me and for them. -Linda Tyson, Faculty, Natural Sciences, Santa Fe College, FL

**27. Not setting high enough goals/ expecting too little from the students.** Others include spoon feeding students information, most "extra credit" assignments, and not listening, truly listening, to your students. -Keith Krapf, John A. Logan College, IL

**28. Having a class online so that the computer is doing all scoring and the teacher and student know which items are wrong, but they do not know why problems/questions are wrong.** If the item involves calculation, the students who omit the item, try the item not knowing how to work it, and those who really know how to work it but have a trivial error with the calculator all miss the item and get the same score. This is not teaching! It is evaluating for the purpose of grading. And students continue practicing their mistakes! --Olin Wood, NC

**29. Not giving clear explanations.** Students say that their teachers talk too fast or don't talk to them, they teach to the board. Our verbal explanations for difficult concepts, such as in math, is our main mode of teaching for our students. Consider using fewer words in trying to explain these concepts, and speak slower when doing so. Pausing after an explanation will give their brain time to catch up after hearing this new information. It takes students time to digest what they hear and instead of rambling through several examples, consider doing fewer examples with clearer explanations, and speak slowly. It can be a hard thing to transition to, but when I tried this with my developmental math students, I have gotten a very positive response. -Vicki Garringer, Adjunct Faculty, Mathematics, College of DuPage, IL

**30. Testing for knowledge and understanding of course content through multiple-choice tests and exams only.** This approach merely encourages rote learning on a short-term memory basis. This is not to say that multiple-choice tests do not have a place. However, there are ways to deliver these tests using technology which provides further "teachable moments." For example, using clicker technology to deliver a multi-choice test allows you to collect students' individual responses then respond immediately to the range of answers given by the class. This way, students get instant feedback on their progress; myths, misunderstandings, and misconceptions can be discussed and corrected in real time; and the students remain much more engaged in the process. Getting students to take the knowledge gained from the course and use it in different ways to create responses in different formats allows students with different learning styles to truly show what they know and understand. Some assignments may have to include feedback loops to develop the level of learning you are looking for, such as working on drafts of posters or research papers with feedback prior to final submission. -Fiona Chrystall, Faculty, Environmental Science, Lees-McRae College, NC

**31. Not giving feedback often enough/quickly enough.** -Katherine MacKinnon, Butte College, CA

**32. Teaching the course material rather than teaching students.** I believe that when the focus is on the students learning the material and the students learning how to learn the material, then the material will be learned. When the focus is on the material and not the students, the students are lost along the way. When a class needs more time to absorb a concept or students are excited and running with an area of the curriculum, it is better to adapt the syllabus than to lose students. -Barbara Dean Wolfe, Chair, Department of Academic Strategies, Director, Academic Strategies Center, Hillyer College, University of Hartford, CT

**33. Failing to establish yourself as a credible source.** Too often we say things like "I'm not really an expert at this, but I think....." or "The Dean just told me last week I was teaching this class so I haven't really prepared." True, this lowers expectations, which may make the novice instructor feel more comfortable, but it also greatly lowers the students' interest in and excitement for the class. Instead, let the students know why they are very fortunate to have you as their instructor for this class, based on your experience in the field. -Ellen Sheppard, President, Carolinas College of Health Sciences, NC

**34. Adopting a new strategy just because it is popular, or everybody is doing it, without thinking it through as to whether you really are committed to that strategy.** Another big mistake: Trying to be someone you're not. Always be yourself. -G erald Mozur, Professor of Philosophy, Lewis & Clark Community College, IL

**35. Making a hard and fast deadline for every major assignment and allowing no make-up or extra-credit alternatives to meeting course objectives.** Today's non-traditional students have lives that are logistical nightmares, so one effective way to ease students out of the course is to make a hard and fast deadline for every major assignment and allow no make-up or extra-credit alternatives to meeting course objectives. That way, if the baby-sitter doesn't show up or the student has even a flat tire (let alone an accident) and misses a test, they have a permanent zero. That'll teach 'em! Instead, never let them off the hook; let the assignment remain due at least a week or schedule one make-up day for giving alternative forms of all tests (or, better, use the on-campus testing/learning/tutoring center for alternative proctored tests). The fundamental question is "Do you want students to pass your course?" If yes, then maximize ways to avoid zeroes, and assume that

most students are honest (or at least want to save face) and want to pass the course. -Eric Hibbison, Program Head for Reading, J. Sargeant Reynolds Community College, VA

**36. Forgetting that every new term brings new students who have not learned your material already.** Just because YOU have repeated the information a hundred times (throughout all your years of teaching) does not mean that THEY have heard it before or should know it! Yes, you DO have to start all over again at the beginning every time. This mistake results in impatience, condescension, and irritation on the part of the faculty, and a general squashing of new students' desire to learn and self-confidence—not to mention a "students these days don't learn as well as they used to" attitude which I get REALLY tired of hearing from my colleagues! --Ruth Rodgers, Teaching & Learning Specialist, Centre for Academic Excellence and Innovation, Durham College/UOIT, Ontario, Canada

**37. Ignoring the Affective Domain.** Bloom's famous committee defined three major learning domains, but 95% of college instruction addresses only the cognitive and (when appropriate) psychomotor, or hands-on, domains. Yet many courses list affective outcomes; research and our own experience as learners confirm that emotional reactions powerfully influence how much is learned. Teaching strategies, course content and teacher personalities may stimulate motivation, boredom, resistance, confusion, and so on. Teachers should monitor the factors that produce learning-relevant affective reactions, and evaluate a learning in areas like attitudes. Those who ignore their students' emotions during classes are unlikely to fully engage their students, or refine their own strategies to make them . -John Oughton, Professor of Learning and Teaching, Centre for Organizational Learning and Teaching, Office of Organizational Learning, Centennial College, Ontario, Canada

**38. Failing to allow enough time for discussion, exploration, practice, and innovation for students while they are discovering/learning a new skill or revisiting an old skill.** Teachers/trainers would benefit best by allowing students to discover answers, rather than "giving" all of the answers. -Terry Toman, School of Adult and General Education (SAGE), Central New Mexico Community College (CNM), NM

**39. Telling students you don't care.** Of course no teacher would say they don't care if students learn, or they don't care about the students. But as a wise man once told me, if you tell a student that you don't care if they attend class, what the student hears is "I don't care," even if you meant to say that attendance does not directly impact your grade. The words "I don't care" should be banned from the classroom in any context. -Steve Frye, Professor of Mathematics, Polk Community College, FL

**40. Practicing a "do as I say, not as I do" philosophy.** If students catch you making mistakes, and you try to cover up for them, they lose all respect for your authority. Since they don't know the subject matter as well as a qualified faculty member, they don't know what else you've said that might be wrong. And why should they spend time/effort learning stuff that's potentially wrong? So, this means do your own homework, study and learn the material you're teaching, practice working the problems, look up the answers in the back of the book - whatever it takes to master your own curriculum, before trying to teach it to others. -Margaret (Betsy) Ott, Biology Instructor, Tyler Junior College, TX

**41. Relying too heavily or only on exams as a means of assessing student learning.** Some students do not have solid testing skills. There are other ways to have students show if they have learned what we hope they are supposed to learn in a class. Projects, papers, group presentations, etc... Shifting the learning focus away from tests also requires students to be more actively engaged in the learning process. They rely less on the mindset of "tell me what I need to know for the test" and this is where I'll place my focus. -Karin Rivers, Harper College, IL

**42. Asking a closed-ended question and then having students try to guess the exact wording of the answer you are looking for.** I've watched teachers do this and have wanted to mime charades-like clues (sounds like..., second syllable)...) --Susan Andrien, Director, Learning Resources, College of Marin, CA

**43. Failing to give students immediate feedback on completed assignment before assigning a related task.** I have observed that students need immediate feedback on short-term assignments because feedback facilitates information processing through working memory, reinforces efficacy, and provides specific directions for improvement. Also, immediate feedback provides self-assessment. This means that the student can recognize strengths and challenges and use that information to improve academic performance. -Esther E. Berry, Social Science Department, Palm Beach Community College, FL

**44. Not following up on the policy to correct inattentive or negative classroom behaviors.** For example, on day one instructors go over the syllabi with students, quickly informing them about what would happen if they are found texting during class sessions. However, students still text during class and completely ignore what's going on in class. The instructor is too chicken to tell the student to leave the class. -Tanisca M. Wilson, Delgado Community College, LA

**45. Providing a syllabus that lacks all / many / some of the following features.....**actually this is a rubric for evaluating syllabi:

* A Course overview, behavior and grading policy as well as pre-requisite courses, skills and fulfillment standards are clearly articulated
* Topics are clearly stated
* Text and reading assignments are clearly denoted
* Chapter(s) section(s) and articles are clearly referenced
* Assignments, especially Laboratory assignments are modeled and / or templated
* Exam and Quiz dates along with their respective topic constituents are clearly denoted
* Assignment initiations and due dates are clearly denoted
* The syllabus is current within a weekly or better yet a daily resolution of accuracy
* The syllabus is available via the internet for 24 / 7 reference.
* The syllabus is reviewed routinely with the students as a dynamic pacing calendar
* There is an individual syllabus for each section of each course
* The syllabus is reviewed routinely with other instructors in the same or related discipline and is continually upgraded for inclusion of "best practices," i.e. new information, new methods, new evaluation techniques....etc.

--Bruce Alex Riddell, Biology Instructor, Solano Community College, CA

**46. Not allowing time to discuss expectations: students' and the instructor's.** Students and the instructor come to class on day one thinking that each to the other will meet expectations; not so! Some individuals within the student body are ill-prepared and hope the teacher will mitigate the gap; likewise the instructor is prepare to present at level 4 or 5 only to determine too late that very few members of the student body in class are prepared to receive at that level. Day one is like a 1st dance with a new partner: are we both prepared for what is to follow. --George Green, Adjunct Faculty, Communication Studies and Psychology, Maricopa Community College, AZ System.

**47. Invalidating students' opinions and viewpoints.** Nobody likes know it all's. Especially students with their instructors. If a student shares a viewpoint that is based on opinion, conjecture, extrapolation or observations; the quickest way to cut off further sharing is to invalidate the students opinion by saying something like "I fail to see how that factors into or applies to....." Instead a simple "That may be so....." followed by your assessment defuses the appearance of an outright rejection and allows the possibility of the students opinion as valid which will encourage further discussion. -Chuck Manuel, Adjunct Art Faculty, Graceland University, IA and MO

**48. Coming to class unprepared and without passion.** I shudder to think of teachers who start class by asking Where did we stop last class? Teaching is like theater: a teacher should start his/her performance with passion. A bored teacher results in an uninspired, boring class. Also, each class the teacher must 'refresh' himself/herself by reading into source materials. This invigorates the teacher and the students. I learned this from my English Civilization professor many years ago. Each lecture day he would arise at 5:00 a.m. and read into source materials. Over half of his lectures received a standing ovation from nearly 100 rather jaded Yale students. -K. Wheelock

**49. Yelling at students.** I say this because I did it once early in my career and basically lost the class—even though they'd admit I was a decent teacher. But it the end, when you yell at them, they see that you have lost control. So they lose respect for you, and then it's over. Again, the disciplined students will work for grades, but others lose motivation. The solution is your own personal development, and I mean at a spiritual level. Meditate, pray, exercise a lot, or develop a hobby that broadens you. The long run aim of these practices would be to develop a healthy sort of detachment about what you do. A modest teacher is actually a better

teacher, especially if it is coupled with the truer forms of confidence that comes being truly comfortable in your own skin. -Brian de Uriarte, Asst. Professor of Economics, Middlesex County College, NJ

**50. Making all students pay for the misbehaving of one or two students in the group or class.** -Susan Easton, Learning Services Instructor, Saskatchewan Institute of Applied Science and Technology, Saskatchewan, CN

**51. Gluing students to their chairs.** The brain can only absorb what the butt can stand. I take the students outside every so often, and walk them around the campus while talking about whatever subject I'm teaching (Physical, World Regional or Cultural Geography). I have a class size of 40-60, so they have to get close to hear me talk. They can't sit in the back row and chatter, they can't open their laptops and write (read here: play games and chat with friends online). Funny thing, they remember most of what we talk about. So many of them are still in the kinetic stage of growth and change that sitting still for an hour and a half is nearly impossible. Rather than let their minds wander, I get their feet to wander and their minds to focus. -Lisa Chaddock, Dept. of Geography, San Diego City College, CA

**52. Never allowing students to assess their own work.** I'm not sure this qualifies as a number 1 mistake for all -but it was for me! I have found that giving students the opportunity to self assess is one of the best tools that I have to jumpstart group and individual discussions about classroom performance. Reflective writing helps students use analysis and problem solving skills to not only identify areas of strengths and weaknesses, but also to propose solutions. Group discussions let students articulate their assessment of classroom activities and their role in creating a positive learning environment As we prepare students for the workplace, self assessment skills will help them with performance evaluations and promotional opportunities. I did not provide any references - partly because our semester starts in 2 days and partly because there is plethora of supporting information. I would be happy to forward some to you at a later date if you would like. -Pat Sorcic, Bryant and Stratton College, Milwaukee, WI

**53. Making incorrect assumptions about student engagement has been my worst teaching mistake.** The student with his head down on the desk may be listening intently, not dozing. The student who is deeply absorbed in poking the controls of a handheld electronic device may be surfing for information related to the class activity, not texting a buddy or game playing. The student who is chattering so animatedly with her best friend may be involved in peer tutoring, not discussing party plans for the upcoming weekend. The student with the "oh so totally" bored expression may end up rating my class as one of the most interesting educational experiences of his life. My solution is to regularly remind myself to avoid jumping to conclusions. I create frequent opportunities for individual student/teacher engagement. From these, I can get past perceptions to reality. -Cynthia Greyraven, CA

**54. Responding with "You should know that" when a student asks a question.** -Margaret Latimer, Montgomery College, MD

**55. Assuming students know academic language.** Professors assume that students are familiar with the vocabulary of the discipline. Similarly, math professors believe that math is a universal language, so foreign students won't need extra time to solve the math problems. At our community college, I teach developmental reading and writing and ESOL courses. Unlike many of my colleagues, I do not assume that my students know academic language, the specific vocabulary of the discipline, or are familiar with historical (or other famous) names. Teachers will lecture under these assumptions; later, these same professors are frustrated that the students did not understand or follow through. Even though today's students are electronically connected, many students are not connected to the culture of academia or knowledgeable of current events or procedures. This does not mean that instructors need to lower their standards. During the first week of classes, professors need to find out about their students' background: How connected are they? Do students have the skills needed to pass the class? I believe professors and students can benefit by learning about the professors' expectations and the students' readiness. -Dolores Quiles, SUNY Ulster, NY

**56. Failing to assess learning objectives.** Daily lesson plans should include student learning objectives. When you identify a student learning objective for a day's lesson, assess it. For each objective, identify how you'll teach it (i.e. hands-on activity, lecture, demonstration) and how you'll determine whether the students have learned it. If you continue teaching lessons without assessing them, students may not learn content necessary for successive lessons and compound learning. As a result, students may disengage, avoid participating, give you blank stares, avoid letting you know they're falling behind, or perform poorly on periodic tests or projects.

Waiting until the end to assess learning (i.e. through an exam or project) may not provide you enough time to re-teach, thus students may miss content they should carry into the next course or apply elsewhere. One way to assess daily objectives is through activities found in Classroom Assessment Techniques (CATs: by Tom Angelo and Pat Cross). -Pam Weigand, Professor and Director, Business & Marketing Education and Plan 2 Certification, Eastern Washington University, WA

**57. Getting too familiar with your students.** In order for students to respect you as an educator, it is necessary to maintain a line between your personal relationships and your professional relationship with your students. Too many instructors, in their desire to be liked by the students, give up the need to be respected by the students. It is possible to have a good working relationship with students that is both friendly and professional, and it is necessary to maintain that boundary if you expect to continue teaching for any length of time. -Lynn DuPree, Faculty Professional Development Coordinator, Herzing University, WI

**58. Asking a question which seeks the answer without the process.** As teachers, we should care whether the students know how to answer the question, not what the answer actually is. All questions should include a "how did you get that?" component or it become a useless drill rather than a learning opportunity. -Virginia H. Rich, Business Division, Caldwell College, NJ\

**59. Destroying the students' inborn, natural desire to learn through competition and grades.** The best reference on this is to the work's of the late Dr. W. Edwards Deming . You can begin with a review of the "management of people" chapter from The New Economics. There's so much good stuff in there, including the 14 rules/guidelines for a manager of people to follow. You can read that online at google books (for free). There's so much that's re-stated, from Deming, in many of the more recent books about Toyota. You definitely see the Deming influence coming through. So it's sometimes interesting to go back and re-read earlier books. In the chapter, Deming rails against business schools, pointing out what they SHOULD teach, which is, of course, the opposite of what's taught. Deming says business schools should teach students about the "evils" of short-term thinking and the "evils" of the merit system and ranking people. There's also a somewhat bleak chart on page 122 that makes the case that schools and management systems do nothing but demoralize people throughout their lives until they die. Deming then, on page 145, rails against grading students and grading teachers or schools. Deming's argument is that grades (especially forced ranking and grading curves) rob students of their intrinsic motivation to learn (and probably robs teachers of their joy in teaching). Deming recommends:

* Abolish grades (A, B, C, D) in school
* Abolish merit ratings for teachers
* Abolish comparison of schools on the basis of scores
* Abolish gold stars for athletics or for best costume

He writes, "Our schools must preserve and nurture the yearning for learning that everyone is born with." In recent years, the trend has been toward "merit pay" for teachers and schools which only replaces collaboration with competition, totally harmful to the students. I had the good fortune to learn the basics from Dr. Deming in the late 80's and dropped grading from all my classes through my retirement. -Del Nelson, Retired Prof. of Management, American River College, CA

**60. Not knowing the material in your discipline or passing on incorrect or fallacious information to students.** Acting as if you are God, i.e.- omniscient, and refusing to admit when you are wrong or have stated something incorrectly. -Cathy Della Penta, Mesa Community College, AZ

**61. Letting students get you to change your mind about a grade when you know in your heart that the grade they have received is the grade they have earned.** Students learn very quickly how to work the system and they will sometimes pull out every trick in the book to get you to change their grade, including crying, lying and threatening. This "going along to get along" often results in you feeling bad about yourself, and the sad part is that even if you do give in to the student, he or she will lose respect for you anyway because giving in is seen as a sign of weakness. - Lawrence McClain

**62. Saying "okay" about thirty times a class**—once I realized I was doing it, I consciously tried to stop because it was just blather wasting time and sent the message that "none of this is really important, okay?" Also, college teachers are people who never say anything just once. And that constant repetition also sends the

wrong message—"You can't possibly get this in one try. I'll say it again." --Sander Zulauf, County College of Morris, NJ

**63. Realizing you have made a mistake that adversely affects students' academic success, self-esteem, or respect for the academic discipline and then not admitting the mistake, making an apology, and correcting the mistake as best you can.** -Judy Luckett, University of Central Florida, FL

**64. Sitting behind a desk or podium and speaking at the students in a monotonous tone of voice from a stationary position.** In a conversation with a colleague I discovered that he did that on purpose because he thought that moving around or varying his voice would distract the students from what he was saying. I pointed out to him that the human sensory system is designed to stop paying attention to constant stimuli so that failing to move at all meant that he might become invisible! -Nathalie Cote, Department of Psychology, Belmont Abbey College, NC

**65. Believing that you are the answer person for the students, that you should never admit that you don't know something, because students might lose respect for you as the professor.** Every teacher is fallible and doesn't know everything. You aren't there to be the answer person for every question in your field. You are there to direct learning and guide students to good study habits and valuable tools and resources. Be ready to admit that you don't have all the answers, but there are tools and resources that can be used to help discover answers, and you can help them find the answers. The students will respect you more for your honesty and helpful guidance. They will learn how to find the answers for themselves and be comfortable not having all the answers. -Edwin Reynolds, Professor of New Testament, Southern Adventist University, TN

**66. Teaching evening classes and not realizing that most of the students have already put in a full day and are tired.** Solutions include 'get up' activities that pertain to the subject matter. Having a 'get up' exercise every 30 minutes is very helpful to keeping students alert and focused. These exercises can be small group discussions, close up examinations of posters or pictures, demonstrations around a table, etc., etc. A second help is a late break with sugar to help wake up their brains for a bit longer. Both seem to work well no matter the subject. -Mike &/or Lynne Schafer

**67. Trying to be a friend to the student, providing the student an easy A, without the student really learning the material.** -Dianne Beedle, Metropolitan Community College, MO

* * * * *

The ON COURSE NEWSLETTER publishes innovative strategies for helping students become active, responsible learners. To subscribe to this bi-weekly (monthly in the summer) e-newsletter, click here and send the resulting e-mail. No need to type anything. Our computer will automatically add your return address to the list of subscribers. You're always in charge of your subscription, with a subscribe/unsubscribe link in every newsletter. Have a best practice to share? Click here and request our publication guidelines.

# Building Your Self-Esteem

**What is Self-Esteem?** Your self-esteem reflects how you feel about yourself. It is your self-image and it is made up of your thoughts and feelings. The more positive your feelings are about yourself, the higher your self-esteem. The more negative your feelings are about yourself, the lower your self-esteem.

Building self-esteem involves both thinking positively and taking action. Here are a few ideas to help you build your self-esteem:

- **Engage in positive self-talk** – when a negative thought enters your mind ("I'm not very smart"), replace it with a positive thought ("It won't be easy, but I'm smart enough to figure it out"). Engaging in positive self-talk will help to boost your self-esteem.

- **Support your positive self-talk** – if you believe that you will make a "B" in your English class, then support it by getting tutoring and seeking help from classmates or your instructor.

- **Recognize your accomplishments** – recognize any positive steps that you have accomplished (passing your test or getting a higher grade on your essay). Coming to college might be challenging for you, but reward yourself for being here.

- **Take pride in yourself and your abilities** – you are a unique individual and there is no one else in the world like you. Do not compare yourself to other people. Be proud of who you are and where you come from.

- **Develop a positive attitude** – You have control over your attitude and you can make it either negative or positive. Engaging in a positive attitude will help develop positive self-esteem.

- **Use affirmations** – write a positive statement about yourself ("I am somebody, I love myself, I believe in myself") and repeat the statement several times during the day. While you repeat your affirmation, allow yourself to experience the positive feelings your statement brings.

- **Associate with positive people** – your self-esteem will increase when you surround yourself with positive people. Surrounding yourself with negative people could lower your self-esteem.

- **Make a list of your positive qualities** – many people dwell on their inadequacies instead of focusing on their abilities. Are you honest? Helpful? Caring? These are great qualities that you should make you proud.

**List six positive qualities about yourself:**

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Review this list from time to time and remind yourself that you are a truly unique and special individual. Everyone has the ability to build their self-esteem with dedication and determination. It might take some time, but YOU are well worth the effort!

# Self – Reflection Photo Journal Project

Listed below are questions that you must address in your assignment. You may be as creative as you like. Assignment can include collages or simple photos with captions. You must be able to turn in assignment in a presentable form. I must be able to tell that you have answered each question.

Discuss the reasons why you are attending college.

Did anyone else in your family attend college, and if so, does that make any difference in your desire to succeed in college?

Was anyone else an influence to you to attend college?

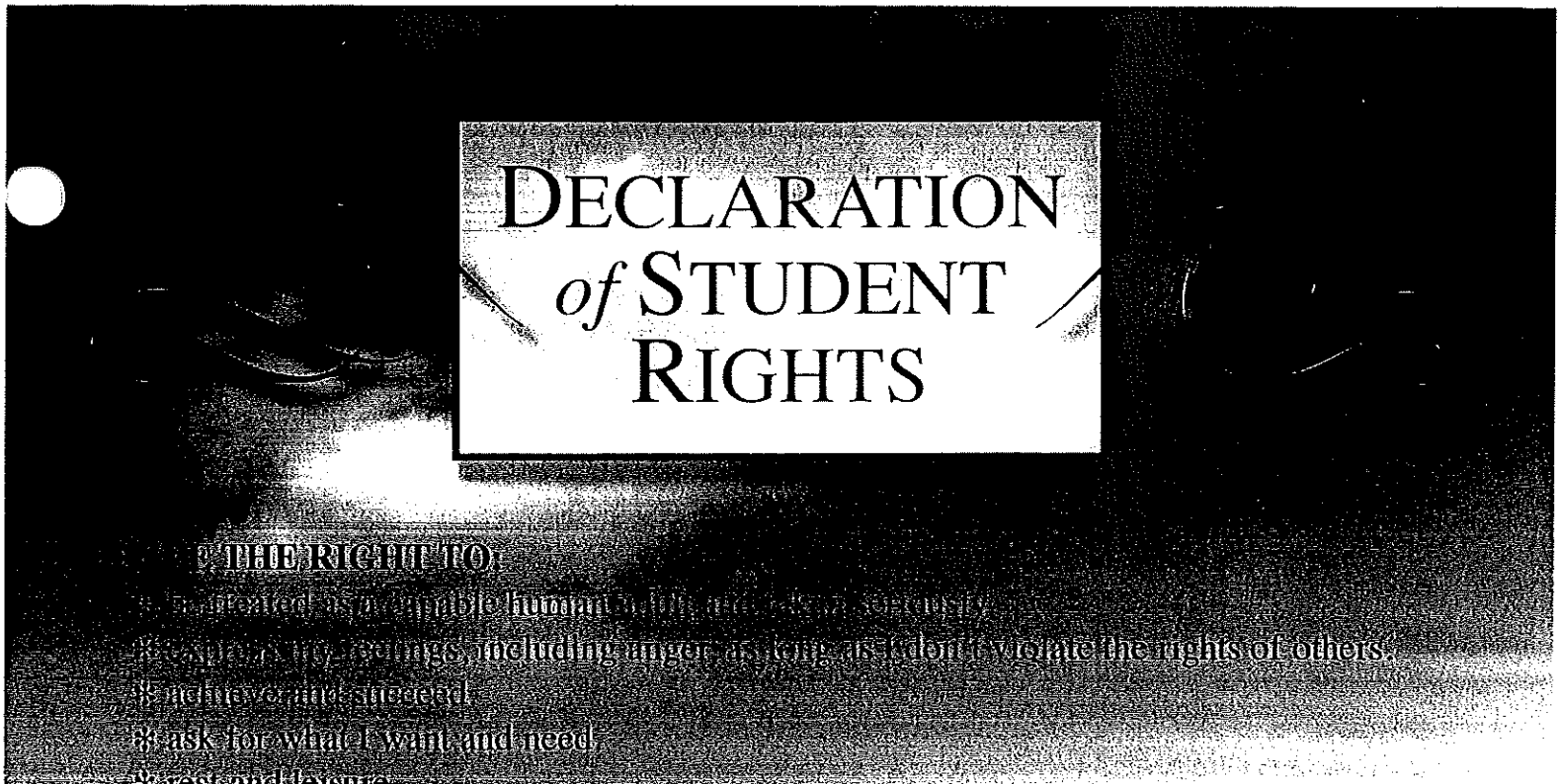
What or Who is your motivation to complete your degree and be successful?

What are some of the obstacles that you have had to overcome to get to college?

What is your greatest concern about succeeding in college?

Overall, what was your first impression of Palo Alto College? What did you like? What didn't you like?

What would you do differently if you could repeat your first semester at PAC?



# DECLARATION *of* STUDENT RIGHTS

**I HAVE THE RIGHT TO:**

* be treated as a responsible human being and taken seriously.
* express my feelings, including anger, as long as I don't violate the rights of others.
* achieve and succeed.
* ask for what I want and need.
* rest and leisure.
* have my needs be as important as the needs of other people.
* decide which activities will fulfill those needs.
* make mistakes and be responsible for them.
* say "No" without having to feel guilty or selfish.
* have my opinions given the same respect and consideration that other people's opinions are given.
* change my mind.
* form and to express my own opinions and to be listened to and taken seriously.
* set my own priorities.
* decide whether to meet the expectations of others or to set my own standards.
* judge my own behavior, thoughts and emotions and to take the responsibility for their initiation and consequences.
* be independent.
* say "I don't know" and "I don't understand."
* get what I pay for.
* ask for information from professors and professionals.
* change and grow.
* decide when to be assertive.

**I GIVE MYSELF THESE RIGHTS.**
**NO ONE CAN GIVE THEM TO ME OR TAKE THEM AWAY FROM ME.**

**I HAVE THE RESPONSIBILITY OF RECOGNIZING THAT EVERYONE ELSE HAS THESE RIGHTS AS WELL.**

# BELIEFS THAT WILL NOT CAUSE [redacted]

## EVERYBODY DOESN'T HAVE TO LOVE ME

1. Not everybody has to love me or even like me. I don't necessarily like everybody I know, so why should everybody else like me? People being liked and being loved, but if somebody doesn't like me, I will still be OK and still feel like I am an OK person. I cannot "make" somebody like me any more than someone can get me to like them. I don't need approval all the time. If someone does not approve of me, I will still be OK.

## IT IS OK TO MAKE MISTAKES

2. It is OK to make a mistake. Making mistakes is something we all do. I am still a nice and worthwhile person when I make mistakes. There is no reason for me to get upset when I make a mistake. I am trying and if I make a mistake, I am going to continue trying. It can handle making a mistake. It is OK for others to make mistakes too. I will accept mistakes in myself and also mistakes that others make.

## OTHER PEOPLE ARE OK AND I AM OK

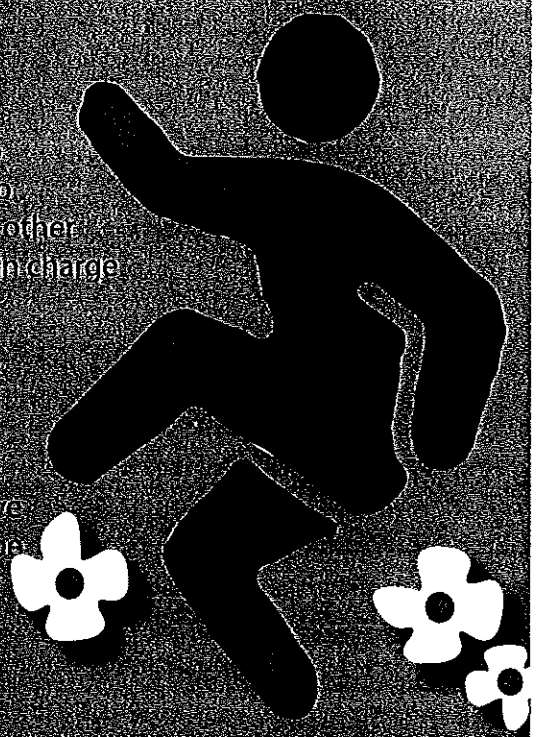
3. People who do things I don't like are not necessarily bad people. They should not necessarily be punished just because I don't like what they do or did. There is no reason why another person should be the way I want them to be. There is no reason why I should be the way somebody else wants me to be. People will be whatever they want to be and I will be whatever I want to be. I cannot control other people or change them. They are who they are, we all deserve basic respect and reasonable treatment.

## I DON'T HAVE TO CONTROL THINGS

4. I will survive if things are different than what I want them to be. I can accept things the way they are, accept people the way they are, and accept myself the way I am. There is no reason to get upset if I can't change things to fit my idea of how they ought to be. There is no reason why I should have to like everything. Even if I don't like it, I can live with it.

## I AM RESPONSIBLE FOR MY DAY

5. I am responsible for how I feel, and for what I do. Nobody can make me feel anything. If I have a rotten day, I am the one who allowed it to be that way. If I have a great day, I am the one who deserves credit for being positive. It is not the responsibility of other people to change so that I can feel better. I am the one who is in charge of my life.



## I CAN HANDLE IT WHEN THINGS GO WRONG

6. I don't need to watch out for things to go wrong. Things usually go just fine and when they don't, I can handle it. I don't have to waste my energy worrying. The sky won't fall in, things will be OK.

## IT IS IMPORTANT TO TRY

7. I can. Even though I may be faced with difficult tasks, it is better to try than to avoid them. Avoiding a task does not give me any opportunities for success or joy. But trying does. Things worthwhile are worth the effort. I might not be able to do everything, but I can do something.

## I AM CAPABLE

8. I don't need someone else to take care of my problems. I am capable. I can take care of myself. I can make decisions for myself. I am doing things for myself. I don't have to depend on somebody else to take care of me.

## I CAN CHANGE

9. I can change. I don't have to be a certain way because of what has happened in the past. Every day is a new day. It's silly to think I am trapped the way I am. Of course I can.

## OTHER PEOPLE ARE CAPABLE

10. I can't solve other people's problems for them. I don't have to take on other people's problems as if they were my own. I don't need to change other people, or fix up their lives. They are capable and can take care of themselves, and can solve their own problems. I can care and be of some help, but I can't do everything for them.

## I CAN BE FLEXIBLE

11. There is more than one way to do something. More than one person has good ideas that will work. There is no one and only "best" way. Everybody has ideas that are worthwhile. Some may make more sense to me than others, but everyone's ideas are worthwhile, and everyone has something worthwhile to contribute.

# Teacher (instructor/professor) Strategies

**Be certain you know what the instructor expects**

Be alert to what your instructor expects on papers and for tests. Most will be clear about expectations, but they might not repeat them unless asked. Ask. Don't assume one teacher will have the expectations you are used to with another.

If you're not getting the grade you want, ask your instructor to help you figure out why. Instructors have office hours so they can be available to sit down and go over concerns, tests and study strategies to help you figure out how to do your best in class. (Note: some instructors are better at being instructors than others, so if you get help that doesn't seem like help, don't assume it's a hopeless problem -- but you might need to go elsewhere -- like Student Assistance -- to get help.)

If you're not getting the grade you want, ask your instructor if there is anything you can do for extra credit. It never hurts to ask if there is a paper, special assignment or extra test you can take to bolster a weak grade. More work, yes.

An apple for the teacher: stay awake and apologize if you fall asleep

Teachers work best when it looks as if their students are awake and interested. Respectful attitude is also nice. If you act bored or sleepy, the teacher will usually take it personally. If you yawn a lot through class or fall asleep, go up after class and give a reasonable excuse for your sleepiness that gives another explanation than disinterest. A teacher that feels you don't care about what he/she has to say is a teacher that won't care much about your situation. You never know when you might need some sympathetic understanding.

# TOP 10 WAYS TO SUCCESSFULLY ADJUST TO COLLEGE LIFE

1. **Get involved.** *Involvement with others and campus activities are healthy pursuits. Involvement can breed positive thoughts and feelings and is related to good self-esteem and academic success.*

2. **Stay positive.** *Work toward maintaining an optimistic attitude and interacting with others in productive ways. Be accepting and tolerant of yourself and others.*

3. **Go to class.** *Attendance in class ought to be one of your top priorities. Your academic success and successful stress management is dependent upon good attendance.*

4. **Party smart.** *If you choose to drink alcohol and enjoy partying, do it in ways that don't result in harm to yourself or others, and doesn't result in poor academic performance. Do everything in moderation.*

5. **Stay on campus when you can.** *The college years are a time to develop independence and autonomy. This occurs when you become your own person and develop new relationships in your new community.*

6. **Eat and sleep well.** *We function at our best when our bodies are appropriately nurtured.*

7. **Practice good stress management.** *While some stress is inevitable, there are things we can do to prevent or reduce stress. Seek out and learn these methods.*

8. **Communicate productively.** *Be assertive with others so that your own needs are met, but do this in ways that respect others and their differences.*

9. **Maintain healthy relationships.** *Work to avoid "toxic" relationships, but also do a lot of give and take with your friends. Put effort into resolving conflicts in ways that honor yourself and others. Stay in touch with those who support you.*

10. **Stay focused.** *Academic life requires students to focus and concentrate. Work to avoid or reduce things that interfere with your concentration.*

CUESTA COLLEGE

ACADEMIC SUPPORT



Characteristics of a Successful Student
Motivation and Goal Setting
12 Steps for Effective Studying
Time Management
Listening and Note Taking
Memory and Learning Styles
Reading Strategies
Memory Tips and Test Taking Strategies

# Characteristics of a Successful Student

Many students new to college do not know what it takes to be successful in the college environment. They understand good and bad grades in a general way, and they sense that they should attend classes, but that is where their knowledge begins and ends.

Most instructors know what a good student is - and is not. For one thing, a good student is not necessarily the most intelligent individual in the class.

The following is a list of some characteristics of good students. This list is a description of what a hard-working student does and what a teacher likes to see. By learning these characteristics, you may better understand the day-to-day and class-to-class behavior of successful students. The idea is to provide you with guidelines you can follow which will help you get down to the business of becoming a serious, successful student.

1. Successful students attend classes regularly. They are on time. They listen and train themselves to pay attention. If they miss a session, they feel obligated to let the instructor know why before class begins, if possible, and their excuses are legitimate and reasonable. They make sure they get all missed assignments (by contacting the instructor or another student), and understand specifically what was covered in class. Successful students take responsibility for themselves and their actions.

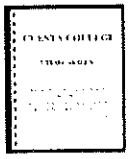
2. Successful students take advantage of extra credit opportunities when offered. They demonstrate that they care about their grades and are willing to work to improve them. They often do the optional (and frequently challenging) assignments that many students avoid.

3. Successful students are attentive in class. They don't talk, read, or stare out windows. In other words, they are polite and respectful, even if they get a little bored. They also participate in class even if their attempts are a bit clumsy and difficult. They ask questions that the instructor knows many other students may also have.

4. Successful students see their instructors before or after class or during office hours about grades, comments on their papers, and upcoming tests. Successful students end up at their instructor's office door at least once during the semester. They'll go out of their way to find the instructor and engage in meaningful conversation. These students demonstrate to the instructor that they are active participants in the learning process and that they take the job of being a student seriously.

5. Successful students turn in assignments that look neat and sharp.

They take the time to produce a final product that looks good, and reflects of a care and pride in their work. Successful students seem driven to complete their assignments. All work and assignments are turned in, even if some of their responses are not brilliant.



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# Some General Helpful Tips for Student Success

**Get to know how a library works -- especially the one at your school.**

Ask the librarian to give you a brief tour of the library and its facilities.

**Ask college students or former college students for examples of papers they have written to see what college instructors may generally expect.**

High school does not usually prepare you for what is expected in the way of college research papers. If you're in a liberal arts program, you'll be taking an English class focused on learning how to write papers during your first year. You may need to know what is expected, though, for your other classes until you get through that English class or if you aren't in a program that requires a paper-writing course.

**You will need access to a computer with text editing capabilities.**

You will be expected to turn in papers type-written, double-spaced, and very neat in appearance. Check your school's computer center. Your school will probably have a room or a building or two full of computers for students to share.

**Make a copy! Before you hand in any work always make a copy and keep it safe.**

It's your responsibility to get your assignment to your instructor. Instructors assume that you are responsible to hand in assignments that will not be misplaced or destroyed in their handling. You will be expected to furnish another copy if your instructor loses the one you turn in.

**Always do your own work.**

College can seem fun and games at times. Some people may not realize that it is *not* considered "cute" or "impish" to sometimes do other people's work for them, or to offer another's work as one's own. It is usually considered permissible to have a typist.

**Strategies for Book Buying, Underlining/Highlighting**

Highlighting and underlining are the practices of marking your text book to show sections that are important for later review. Look at some used books at the college book store to see some of the

strategies others have used in highlighting (with a colored marker) and underlining (with pen or pencil).

**Books required by instructors are available at the college book store.** You can usually buy the books you need either new or used. Used books are cheaper but they are usually marked in by their previous owner. You might be able to find a used book without any marks in it. Do not buy previously underlined/highlighted books: You don't know how successful that student was in marking the right material for later review. It can distract you or mislead you.

# How College is Different From High School

*by Jennifer Klein and Alicia LaPolla*

In the movie Old School, Luke Wilson and Vince Vaughn start a fake fraternity just so they can relive their college experience. To keep their status as a student organization, they must excel in a wide range of tasks that prove they are true college students. They master everything from academics to community service. Although the tale is just a movie, and you shouldn't believe everything you hear, sometimes Hollywood gets a few things right. College really is the best time of your life. It is a time to be involved in everything your college or university will have to offer. When you reach your 30s, you will likely look back at your college experience and wish you really could do it all over again. College is a time when the "cool kids" disappear. Who you eat lunch with does not define you as a person. There is no such thing as "un-cool." Welcome to college, where you are now considered an adult.

**High School vs. College: Being a First-Year Student/Orientation**
Being a first-year student is fun! Unlike high school, where your first year is usually filled with anxiety and the occasional wrong-classroom mishap, colleges prepare first-year students with an orientation that builds a strong bond among class members. Many colleges offer additional early orientation programs (usually a camping trip or gathering hosted in a nearby city) to foster relationships before the school year even begins. Attend as many orientations options as possible. It will make your college transition easier if you already have bonds with your classmates. Once orientation is over and the upper-class students are back on campus, you will find that they are excited to meet the first-year students, and you become very comfortable in the college setting very quickly.

**High School vs. College: The Learning Environment**
Get used to saying "Professor" or "Dr." Your teachers are no longer Mr. or Ms. Brown, but Professor or Dr. Brown, and guess what? You are expected to have an opinion! You are no longer a passive learner who just sits and listens to a teacher, occasionally writes a paper, and takes a test in which you are expected to simply reiterate what you have learned or been told by the teacher. You will not be provided with notes; rather, you are expected to figure out on your own what's important. (Professors are available during their office hours for help if what's important is ever unclear.) In college your professors are expecting you to voice your thoughts, and disagreeing with the professor's opinion is considered an interesting debate, not deviant behavior. Class participation and providing your own perspective and analysis are key to success in the college learning environment.

**High School vs. College: Your Social Life**
Balancing academic and social life is difficult. This balance is something that most likely your parents helped you with in high school. Now that you are in college, you can no longer rely on your parents for structure, rules, or academic motivation. All of these are now in your hands. Being at college can be socially overwhelming — an array of evening and weekend activities is open to you, including lectures, club/organization events, formals, dorm events, and of course, parties. In addition, many students go to schools in a locale they have not lived in before, so a lot of time is spent exploring your new surroundings. Some students become so involved in social activities that they neglect their academics. While it is good to explore new surroundings and take advantage of social opportunities, it is imperative that you cut out time to focus on your studies. Some students find it helpful to spend studying time in the school library, where they can focus without any interruption. Forming study groups with peers from your classes can also be extremely helpful, as well as agreeing on a daily "study time" with your roommate, where your dorm room will adopt the atmosphere of the library. And speaking of roommates....

**High School vs. College: Roommates**
Many high school students have their own rooms. If high-school students do share a room, it is usually with a sibling, and not a stranger. Unless you are coming from boarding school, you most likely will need to adapt to life with roommate. Although some think having a roommate is an infringement on privacy, a roommate is actually a great benefit in college. The first few weeks of college can be a lonely time -- you are in a new place with new surroundings. A roommate can keep you company and will help you adapt to college life because you are adapting together. You immediately have someone who can go to the dining hall with you, explore the campus with you, help you find a class location, and share your social network. In addition, with a roommate you can share the costs of college life. You and your roommate can figure out who can bring what into the dorm room, and can split groceries, additional furnishings, and other costs.

**High School vs. College: Culture**
If you are from anywhere other than a big city, most of your friends are probably a lot like you. You may not all share the same personality, but the things you consider "normal" are probably the same. Your parents are probably a lot like your friends' parents. They probably even share the same tax bracket. You go to the same type of restaurants as your friends. You and your friends probably share similar ideas of what is fun to do on a Friday night. Until you get to college, it rarely

occurs to you that life could be any different -- until you find yourself surrounded by hundreds of students just like you, with very different stories. You quickly learn that "normal" simply doesn't exist. One of the best things about going to college is the opportunity to interact with a wide variety of cultures. Students from the other side of the world and the othe side of the county will likely both be living on your dorm floor. Take advantage of this amazing multicultural environment that you might never have access to again.

**High School vs. College: What to Eat/The Freshman 15**
In high school, most likely your parent or guardian did most of the grocery shopping and cooking. Eating healthy was not something that you needed to think about because somebody else was buying and cooking the healthful food. Once in college, you have a wide variety of healthful and unhealthful foods to choose from every meal. Buffets of desserts are offered for both lunch and dinner. Empty carbohydrate snacks are usually staples of a dorm room. People make jokes about the "Freshmen 15," but it is reality for many students. Less important than the weight gain is the unhealthful diet. Remember that it is very easy to eat healthfully while at college; you just need to make that effort. There are just as many nutritious foods in dining halls as there are junk foods. You need to make the decision to eat healthfully on your own.

**High School vs. College: Making Your Own Choices**
When you are in high school, your parents are often there to stand between you and temptations. Once parents are removed from the equation, you are left with you and your choices. Just because your parents said you cannot do something does not mean you cannot do it. However, this is where personal choice and responsibility come in. Once you are in college in many ways you are considered an adult, and you have more opportunities to be sexually active. You might have been exposed to some of these things in high school, but the "barrier" of your parents' rules (or boarding-school regulations) made decisions easier. You choose how to balance your academic and social life. You make all of your own decisions, and you are responsible for the consequences. You choose whether or not you are comfortable with drinking, drugs and/or sex. Remember that being an adult does not mean you need to figure everything out by yourself. Gathering information about these and other decisions, and talking to parents, siblings, and friends can help you make these important decisions. Most campuses also have counselors and health-care workers available to provide information and a listening ear. (And, of course you can also ask your roommate.)

Questions about some of the terminology used in this article? Get more information (definitions and links) on key college, career, and job-search terms by going to our Job-Seeker's Glossary of Job-Hunting Terms.

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# Assignments and Activities for Online Courses

We encourage you to take full advantage of the possibilities suggested by the online environment and to experiment with new approaches to student learning. The suggestions offered in this topic for creating assignments and activities are drawn from many different teaching and learning approaches.

## Create a Good Balance and Variety of Student Learning Activities

Create a variety of learning activities that employ different strategies for attaining the learning outcomes. In doing so, you will be more likely to appeal to the different learning styles that are present in the student population. You will also create opportunities for students to be exposed to diverse perspectives and to "stretch" themselves by trying new approaches.

When appropriate, vary individual reports and papers by having students create one or more of their papers as part of a small group assignment. Small group assignments, when well constructed, can help students understand the team approach to projects which is prevalent in nearly every field today. You may also find that many of your students take to this approach quite well because they are already familiar with it in the workplace.

Here is an annotated list of some types of student learning activities that can be successfully carried out online in the WebTycho environment:

### Ice-breakers

This is an activity which enables students to get to know each other better at the start of a course or at the beginning of a small group activity. It is recommended that an online course begin with an exercise in which participants are asked to introduce themselves in the Conference area. Beyond general directions to introduce themselves, students can be asked a question that probes their initial understanding of a course topic, or elicits information about prior experience or current situation. For example, students might be asked, "What do you hope to get out of this course?" Or, in a philosophy class focused on contemporary moral issues, students might be asked "Which of the moral issues outlined in the text do you think are of most importance to society today?"

## Read, Reflect, and Report

Students can be asked to reflect on, summarize, analyze or synthesize ideas based on their required or optional readings (whether the latter are online or offline) and even on the weekly class activities and discussions themselves. Such reports and summaries can be presented either directly to the instructor or shared with classmates when appropriate. The instructor may also want to ask each student to take a turn to be responsible for one report or summary delivered to the class.

For example, "This week, Sara, John and Barbara will be responsible for summarizing lessons learned from chapters 10, 11 and 12 respectively. Please post your summary in the week two, readings conference by September 12. Your classmates will have the chance to ask questions or make comments from September 12-15. The three students and/or the instructor will respond to these questions and comments."

## Read/Do and Discuss

Students discuss either with the entire class or in small groups (in the Study Group area) questions and issues raised by the assigned readings, the instructor's commentary or a particular activity (such as a visit to a website). Whenever possible, the instructor should provide guideline questions or other clear indications of the scope and focus of the discussions. For example, ask students to "Read and discuss the chapter on modernization in Japan. What were the main stages of development? How were Western political and social ideas adapted to the needs of the Meiji government?"

## Case Studies and Scenarios

Case studies and scenarios can transform an abstract discussion into an opportunity to demonstrate concrete problem-solving skills. Instructors can present case studies and ask students to apply analysis to and answer questions based on case studies (as part of a quiz or a paper or a discussion) or they can ask students to identify or devise a plan or solution to a problem presented in a case study. Such assignments may be completed by individual students or students working in teams. Case studies may be relatively simple or quite complex but they are usually very effective when drawn from concrete real-life situations and help students translate principles into practice. For example, a case study in an accounting class might describe the accounting procedures used for a business and ask students to critique and devise a better approach. Scenarios can be more open-ended, asking students to respond to a series of changing factors and ramifications. A scenario may be combined with a role-playing or debate exercise.

## Role Playing and Debates

Instructors can ask students to research and take the part of a particular player in a given situation. (Online resources might be used to do this research.) For example, students can be asked to play the role of someone conducting an interview with a client, employee or student. Students may be asked to research the types of questions the law permits interviewers to ask in a particular situation. A debate is particularly effective in highlighting and bringing to life a current issue in the news and helping students to see more than one side of an issue. For example, students might be asked to read about proposed changes to certain policies and assigned to defend one side of the issue or the other. (An effective technique is to ask students to play the side with which they have the least sympathy or agreement!) You can also divide students into small groups and have each group research, present, and defend their assigned position. Finally, role playing and debates are made even more effective when they are followed up by an activity that asks students to reflect on what they have learned from their own involvement in the activity as well as from listening to others in the debate.

## Guest Speakers

Guest speakers can be introduced to provide alternate perspectives or to give students the benefit of their specific expertise and experience. It is essential that students are prepared in advance of the guest visit so that they can get the most out of the event. Guests will vary in their ability to participate asynchronously within the classroom or to supply information solely via email, so the instructor needs to be prepared to act in the capacity of both producer and director of guest "spots." (See more on Guest Speakers in week 4 of this training).

## Peer-to-Peer and Paired

Sometimes two is the best small group. By pairing up students to critique each other's work according to a specific rubric, students are able to focus on what goes into the making of a first-class assignment. Pairs of students can also work well together to produce short papers and projects. To reassure students that their individual effort is appreciated, instructors should ask to see each student's contribution (for example, early drafts) to a combined project or require that all work accomplished be visible in the Study Group conference area. Students can also be graded on how well they evaluate their classmates' work.

## Projects and Portfolios

Generally a project or portfolio is a work which occupies the greater part or all of the length of the course. It may be research-based, or involve creation of essays, reports, PowerPoint presentations, etc. A portfolio should ideally require that students choose and evaluate representative work.
Some activities are suggested by the nature of the course subject matter. For example, a course in marketing might have students work as a team on a mock marketing campaign, then present it to the entire class. A course involving environmental issues might ask students to identify, research, and report on problems in their local areas.

As you develop your course activities, be sure to work out all the details in terms of pacing, and write adequate instructions for carrying out the activities. Creating a balance between individual assignments submitted only to the instructor and other assignments, both formal and informal, shared with classmates is the key to producing a dynamic and engaging learning environment.

## Using the Conferences Area in WebTycho

It is often said that the Conferences area is the heart of WebTycho because the various forms of online dialogue most frequently occur in this part of the classroom. It is in the Conferences area that students ask questions of the teacher; it is here where students discuss ideas amongst themselves; it is here where individual students give presentations; finally, it is here where the teachers provide short commentary and clarification of ideas. While all areas of WebTycho are important, the living exchange of ideas between students and teachers happens for the most part in conferences.

In addition, the Conferences area should be the hub of your course. Even though, visually, the areas of WebTycho are distinct, they should not be intellectually or pedagogically distinct from each other. As you plan your course, you should make sure that there are clear relationships between the material in Course Content, Conferences, Webliography, and Study Groups.

Bear in mind that the Conferences area in WebTycho need not be limited to hosting "discussions" in the traditional sense, but may also be used as an area for presentation of projects or sharing of assignments with classmates. Many of the activities listed above can be successfully carried out in the Conferences area.

Here are some tips for organizing activities of any type in the Conferences area:

1. Carefully label each conference with titles and dates corresponding to each week of your class. If you know that certain topics are likely to stimulate a lot of discussion, consider breaking down the conference into two parts. This will keep the discussion manageable and easy to follow. For example, if you have six major subjects for discussion in one week, most or all of them likely to occasion a great deal of discussion, consider creating two conferences for that week, each containing three Main Topic threads.
2. Use the Policy Notes text box to write a short description of what is expected for each conference and instructions if needed. (For example, "This conference is for discussion of all week 1 topics" or "This conference is for posting of assignment #2 by June 10th. Be sure to create a new main topic with your name in the title.")
3. Make sure that you have a sufficient number of conferences to support your activities. There should be a conference created for each major activity in the course that involves discussion, sharing of assignments, or collaboration.
4. Always provide a casual conference such as a CyberCafe or lounge for students to socialize, introduce themselves, ask questions on the course as a whole or raise "off-topic" issues. This will ensure that students are posting only relevant messages in the regular weekly conferences.
5. Start the major Topic threads yourself, unless the conference is intended for the posting of student assignments. Label the Topic threads so that they clearly signify the subject of discussion. Initiating the Topic threads provides greater clarity and better organization and also has the added benefit of jump starting discussion among students.
6. Narrow down your Main Topics. An overly broad topic (e.g., The French Revolution: What Was It All About?) will result in fragmented discussion, with students creating too many subtopics.
7. Encourage students to follow some of the tips given in the introductory topic in this course on "How to Get the Most Out of These Training Conferences," especially those related to changing the subject Title of a response, when to respond rather than starting a new Main Topic, and quoting a portion of what one is responding to in one's own message.

## Pay Special Attention to the First Two Weeks of Your Course

While you don't want to overwhelm students at the beginning, do give students a schedule of activities that will:

- set a baseline for the pace of the entire course
- give students an indication of your expectations
- help you gauge student strengths and weaknesses
- give students an assignment that they can build on in subsequent weeks--limited enough in scope so it can be accomplished while students are still getting accustomed to the classroom

It's important to set aside some time during and after the teaching of your first online course to review and reflect on the effectiveness of your activities, assignments, and quality of interaction. Don't be afraid to trim back or augment an assignment, to change the organization of your conferences based on the degree of interaction stimulated by a topic, or to provide additional instructions or a new timeline that might salvage an assignment that proved confusing or overwhelming to students.

Wednesday, June 3, 2009

# Professors' Guide

By Lynn F. Jacobs and Jeremy S. Hyman

## The 15 Habits of Top College Students

May 13, 2009 05:00 PM ET | Lynn F. Jacobs, Jeremy S. Hyman | Permanent Link |

Now that the semester is just about over, we thought we'd take a look back and see what makes some college students successful. Sometimes, it's a question of intelligence or insight. And sometimes, it's sheer good luck. But a lot of the time—unbeknownst to some students—it's a question of good habits: things you do on a regular basis that set you aside from the hordes of other, more scattered students. In the hopes of separating the sheep from the goats, here are what we've found to be the 15 habits of the most successful college students. You'll find that these scholars:

**1. Plan ahead.** Not only do they know when the tests and papers fall in the semester, but they have a pretty good sense of what work needs to be done each week. Nice and balanced: no panic attacks or all-nighters come the tests or papers.

**2. Divide up the tasks.** Readings get divided up into manageable chunks (not 200 pages in one sitting). Quizzes and tests are studied for over the course of a week (not at 3 a.m. the night before). And paper ideas start gestating when the assignment is handed out (not two days before it's due when you can barely formulate an idea, much less think through an issue).

**3. Manage their surroundings.** It's hard to do any real work without the tools for the job: a working computer with the right software, a printer, and even ink and paper to go with it. Not to mention the materials of the course: a full set of lecture notes, the textbooks and articles, and course handouts and assignments.

Likewise, hanging out with friends who don't know what courses they're taking—or why they're even in college—can create an environment so toxic that all attempts to study immediately wither and die.

**4. Don't kid themselves.** For instance, when you think you're studying but you're really

tweeting about how you barely survived your bonfire-jumping last night. Or when you're alternating between reading the E-article and checking out your friend's Facebook page every eight seconds or so. Or when the only thing being studied in your study group is the other members of your study group. You're the easiest person you know to deceive. Don't.

**5. Manage their feelings.** It's difficult to excel in a course if you're feeling inadequate, bummed out, or doomed to fail. Students who know how to focus on their own positive achievements—rather than on what they got on the quiz that counts about 2 percent of the course grade—have a leg up on the rest.

**6. Challenge themselves.** Successful students are intellectually energetic. So when they read, they think actively about what they are reading. When they go to class, they don't zone out or text (at least most of the time). On tests and papers, they pounce on the questions and answer them directly and fully. This distinguishes their work from that of their cohorts trying to BS their way through the question.

**7. Are persistent.** In some courses, some of the work is tough. Maybe it's a problem set that needs really hard thinking, or a paper that has to go through a number of painful drafts, or a presentation that has to be rehearsed repeatedly. The successful student doesn't flinch at the extra effort needed or the uncertainty of the result. His or her motto is: I'll get this right if it kills me. (Don't worry, it won't.)

**8. Don't cut corners.** Tired or hung over? "I'm still going to make it to that 9 a.m. lecture." Late-night review session? "Like the owl, I do my best work at night." Three-hour final? "I'll stay to the bitter end. Maybe I can touch up my essay and collect a few extra points."

**9. Are open to feedback.** While it's easy and more fun to throw away your graded papers and exams or conveniently forget to pick them up, the best students carefully study the comments and go over any mistakes they've made. And then when the next graded piece of work rolls around, they take another look at the previous set of comments to see if there are any mistakes that they can correct on the new piece of work.

**10. Engage the prof.** No, not in preparation for marriage but by demonstrating a genuine interest in learning the material that the professor has devoted his or her life to mastering. Like going to an office hour, talking to the professor before or after class, or

even sending a short E-mail asking some erudite question. People like someone who shares their interests.

**11. Keep themselves in tip-top shape.** Never underestimate the value of sleeping and eating right. As basic as it may sound, staying healthy is a crucial part of a successful semester. For some reason, being sick as a dog just isn't conducive to mastering topology, Russian history, or international finance.

**12. Look out for No. 1.** While some students are willing to blow off a week of school to satisfy the needs of others—for example, a demanding boss during busy season or an Uncle Dick who schedules his third wedding two days before finals—successful students know that college is their job and make doing well their highest priority. Especially during the *college* busy season, the last month of the semester when those big-ticket items like the term paper and the final exam roll around and two thirds of the grade is won or lost.

**13. Visualize success.** It always helps you achieve a goal if you devote some time to visualizing yourself achieving it. Not just vaguely daydreaming but seeing yourself a success and experiencing the feelings that go with success. This will give you the motivation to go out and do what you have to do to make it happen.

**14. Learn from experience.** Instead of coming unglued if something goes wrong in a course—say, bombing a test or paper—the best students view any setbacks as learning experiences that, in the end, teach them what they need to know to do better in this course—and all their other courses too.

**15. Aim high (or at least to a decent level).** In college, simple regurgitation of the basics doesn't cut it. Top students know that the minimum gets a B minus, at best. And that, in many courses, a B minus puts you toward the bottom of the heap.

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# Your First Year of College: 25 Tips to Help You Survive and Thrive Your Freshman Year and Beyond

*by Randall S. Hansen, Ph.D.*

Perhaps you were class president in high school. Or perhaps you were a member of the honor society. You could have graduated in the top percentile of your graduating class; perhaps you were even valedictorian. Maybe your were in the honors program or the International Baccalaureate program. Actually, it doesn't really matter what you did in high school as you make the transition to college. High school success (or lack of it) doesn't automatically apply to college.

You start college with a clean academic slate, along with a lot of independence and a myriad of critical decisions as you begin the transition into adulthood. The decisions that you make and the actions you take during this first year of college will have a major impact on the rest of your college experience.

According to American College Testing (ACT), one in every four college students leaves before completing their sophomore year - and nearly half of all freshmen will either drop out before obtaining a degree or complete their college education elsewhere.

But wait! This article is not meant to scare you or take away any of the joy, excitement, and anticipation you feel about going to college. Quite the opposite. This article is all about the things you need to do to not only survive your first year of college, but to thrive in college. And many of the tools, skills, and habits you develop through this article can not only be used to help you succeed in college, but in your future career as well.

**Top 10 Reasons College Students Leave/Drop-Out**

1. Too much fun at the expense of classes and grades
2. A sense of not belonging; a sense of isolation, homesickness
3. Academically unprepared; burned-out on education
4. Financial constraints; low on funds
5. Personal family issues
6. Academic climate/fit
7. Choice of wrong major; major not offered
8. Lack of advising, guidance
9. Demands from part-time or full-time employment
10. Move to a different geographic location

Source: A variety of college institutional research sources

The first few weeks on campus are extremely critical for all new students. It is during this time that you make critical decisions that will have an effect on the rest of your life. Some of these 25 tips are critical during your first weeks, while the others are meant for longer-term guidance and survival. Whatever you do, be sure to be yourself and try to enjoy your college experience as much as possible. Expect to feel some stress and homesickness, but don't let these issues wear you down.

1. **Go to all orientations.** Do you really need to go on yet *another* campus tour? Yes. The faster you learn your way around campus -- and around all the red tape -- the more at ease you'll feel and the better prepared you'll be when issues arise.
2. **Get to know your roommate and others in your residence hall.** The people you live with, most of whom are going through similar experiences and emotions, are your main safety net -- not only this year, but for all your years. You may change roommates after the first semester or you may stay roommates for all four years -- just take the time to get to know your fellow first-year students.
3. **Get Organized.** In high school, the teachers tended to lead you through all the homework and due dates. In college, the professors post the assignments -- often for the entire semester -- and expect you to be prepared. Buy an organizer, a PDA, a big wall calendar -- whatever it takes for you to know when assignments are due.
4. **Find the ideal place for you to study.** It may be your dorm room or a cozy corner of the library, but find a place that works best for you to get your work done -- while avoiding as many distractions as possible.

5. **Go to class.** Obvious, right? Maybe, but sleeping in and skipping that 8 am class will be tempting at times. Avoid the temptation. Besides learning the material by attending classes, you'll also receive vital information from the professors about what to expect on tests, changes in due dates, etc.
6. **Become an expert on course requirements and due dates.** Professors spend hours and hours preparing course syllabi and calendars so that you will know exactly what is expected of you -- and when. One of the lamest excuses a student can give a professor: "I didn't know it was due today."
7. **Meet with your professors.** Speaking as a professor, I can assure you there are only upsides to getting to know your professors, especially if later in the semester you run into some snags. Professors schedule office hours for the sole purpose of meeting with students -- take advantage of that time.
8. **Get to know your academic adviser.** This is the person who will help you with course conflicts, adding or dropping courses, scheduling of classes for future semesters, deciding on majors and minors. This person is a key resource for you -- and should be the person you turn to with any academic issues or conflicts. And don't be afraid of requesting another adviser if you don't click with the one first assigned to you.
9. **Seek a balance.** College life is a mixture of social and academic happenings. Don't tip the balance too far in either direction. One of my favorite former students always used to say her motto was to "study hard so she could play hard."
10. **Get involved on campus.** A big problem for a lot of new students is a combination of homesickness and a feeling of not quite belonging. A solution? Consider joining a select group -- and be careful not to go overboard -- of student organizations, clubs, sororities or fraternities, or sports teams. You'll make new friends, learn new skills, and feel more connected to your school.
11. **Strive for good grades.** Another obvious one here, right? Remember the words of the opening paragraph; while good grades could have come naturally to you in high school, you will have to earn them in college -- and that means setting some goals for yourself and then making sure you work as hard as you can to achieve them.
12. **Take advantage of the study resources on campus.** Just about all colleges have learning labs and tutors available. If you're having some troubles, these resources are another tool available to you. Another idea: form study groups.
13. **Make time for you.** Be sure you set aside some time and activities that help you relax and take the stress out of your day or week. Whether it's enlisting yoga techniques, watching your favorite television shows, or writing in a journal, be good to yourself.
14. **Don't feel pressured to make a hasty decision about a career or a major.** It doesn't matter if it seems as though everyone else seems to know what they're doing with their lives -- believe me, they don't -- college is the time for you to really discover who you are, what you enjoy doing, what you're good at, and what you want to be. It's not a race; take your time and enjoy exploring your options.
15. **Take responsibility for yourself and your actions.** Don't look to place the blame on others for your mistakes; own up to them and move on. Being an adult means taking responsibility for everything that happens to you.
16. **Make connections with students in your classes.** One of my best students said his technique in the first week of classes was to meet at least one new person in each of his classes. It expanded his network of friends -- and was a crucial resource at times when he had to miss a class.
17. **Find the Career Services Office.** Regardless of whether you are entering college as undeclared or have your entire future mapped out, seek out the wonderful professionals in your college's career services office and get started on planning, preparing, and acting on your future.
18. **Don't procrastinate; prioritize your life.** It may have been easy in high school to wait until the last minute to complete an assignment and still get a good grade, but that kind of stuff will not work for you in college. Give yourself deadlines -- and stick to them.
19. **Stay healthy/Eat Right.** A lot of problems first-year students face can be traced back to an illness that kept them away from classes for an extended period of time that led to a downward

spiraling effect. Get enough sleep, take your vitamins, and eat right. If you haven't heard the jokes about college food, you soon will. And without mom or dad there to serve you a balanced meal, you may be tempted to go for those extra fries or cookies. Stay healthy and avoid the dreaded extra "Freshman 15" pounds by sticking to a balanced diet.

20. **Learn to cope with homesickness.** It's only natural that there will be times when you miss your family, even if you were one of those kids who couldn't wait to get away. Find a way to deal with those feelings, such as making a phone call or sending some email home.
21. **Stay on campus as much as possible.** Whether it's homesickness, a job, or a boyfriend or girlfriend from home, try not to leave campus too soon or too often. The more time you spend on getting to know the campus and your new friends, the more you'll feel at home at school. And why not take advantage of all the cultural and social events that happen on campus?
22. **Seek professional help when you need it.** Most colleges have health and counseling centers. If you're sick or feeling isolated or depressed, please take advantage of the many services these offices provide students. You don't have to face these issues by yourself.
23. **Keep track of your money.** If you've never had to create a budget, now is the time to do so. Find ways to stretch your money - and as best you can, avoid all those credit card solicitations you'll soon be receiving. The average credit card debt of college grads is staggering.
24. **Don't cut corners.** College is all about learning. If you procrastinate and cram, you may still do well on tests, but you'll learn very little. Even worse, don't cheat on term papers or tests.
25. **Be prepared to feel overwhelmed.** There's a lot going in your life right now. Expect to have moments where it seems a bit too much. As one student says, be prepared to feel completely unprepared. The trick is knowing that you're not the only one feeling that way.

**Final Words of Advice**

You've done all the prep work -- you've gotten good grades in high school, scored well on a standardized test, and been accepted into the college you want to attend -- so enjoy all your hard work while laying the groundwork for a successful college career. Don't be a statistic; be determined to make it through your freshman year -- and beyond. Take advantage of your network of new friends and professors, have fun while learning as much as you can, and get the most out of your college experience.

# SUGGESTIONS FOR NEW STUDENTS

Jerry O'Connor
New Mexico State University

To students:

These are some ideas for your consideration. The university wants you to succeed and if you met the entry requirements, you have the capabilities to earn your degree. These suggestions are derived from those who were successful. Some may seem repetitious in nature, nevertheless there are different nuances in each of these admonitions.
So, apply them to yourself as you progress through collegiate studies and your program will be enhanced.

1. BRING AN OPEN MIND, NOT A VACANT ONE. you are in college to learn, not find verification of your own biases and prejudices. You are going to face intellectual challenges to many of your pet theories, personal beliefs and values. The challenges do not mean what you consider dear or important are necessarily incorrect, but it does mean you may have to rethink the reasons why you hold them.

2. GO TO CLASS. You might hear that in college "a person can go to class any time he or she wants." NOT TRUE! Yes, some classes will be boring but not everything in life is interesting and collegiate studies are not a matter of you being entertained. So learn to handle the "grunt work" and then you will demonstrate a pattern of good work habits that can only
enhance your achievement. Once in class, pay attention. You will soon realize that collegiate studies are not an extension of the high school experience.

3. GO TO CLASS EVEN IF YOUR ARE GOING TO BE LATE. Too often students arrive a few minutes late, feel embarrassed and leave. You should simply slip into the class as quietly as possible, sit in the back of the class
and then, make it a point to apologize to the professor after the class if finished. Very rarely will he mind unless, of course, your tardiness becomes a habit. There is no excuse for that.

4. GO TO CLASS PREPARED. Students often complain that a class is boring. Boredom is usually a result of one not understanding the material or hasn't completed the required reading before the class. Just be warned, if you didn't do the required reading or research before hand, you will likely not understand what the professor is talking about. Such lack of
understanding will certainly make any presentation boring.

5. READ THE CLASS SYLLABUS. Every class has (or should) a syllabus. If you are lucky, the professor may explain it in detail. Whether that happens or not, once you get your copy, READ IT! I said read it, not scan it. It should outline the professors expectations for the class, what will be required for success and how students will be evaluated (OK, graded). In many instances it specifies the dates certain projects or papers are due, when exams will be given and expected classroom performances. If you wait and read it "at a convenient time," you may find yourself playing academic catch-up, a no-win situation.

6. TYPE YOUR NOTES AS SOON AS POSSIBLE. Sitting down at the computer and typing up your notes is an excellent way to remember the material presented in the class. In addition, it usually means that three pages of hand-written notes often ends up as single page which will make them easier to study when it comes time for review.

7. SIT AS CLOSE TO THE FRONT OF THE LECTURE ROOM AS POSSIBLE. This is not "brown-nosing." It is easier to hear a professor's lectures or comments, see materials if he or she is using A-V equipment, and be more easily identifiable by the professor when that all important letter of reference becomes necessary later in your academic career.

8. SHARE YOUR NOTES. Now this does not mean you take notes for others. It means you should share what you got out of a class and that favor should be returned by others with whom you study. You may learn that you missed an important fact, your notes were incomplete or even incorrectly prepared. Studying together means, helping others as well as yourself master the material.

9. LEAVE THAT BLASTED CELL PHONE IN YOUR ROOM OR AT LEAST KEEP IT TURNED OFF. Cell phones are supposed to be utilitarian, not status symbols. It has done more, in my opinion, to contribute to rude and deliberately insensitive behavior on the part of many students. There is nothing more important than for you to get a good education. And no one gives a 'diddely squat' if you are the most sought after cute chick or gorgeous hunk on campus. If you want to be important, improve your mind. If you want to be a pain, make everyone around you aware of your new toy and that you know how to use it. People who have this 'cell phone' addiction are those who talk too much and communicate so little.

10. LEARN THE CAMPUS. Every year many new students literally get lost. The initial campus tour seldom provides the geographic knowledge essential to letting around any major university. So become an explorer and spend some time learning where all the academic departments and student services units are located. Don't become one of those seniors still looking for the library.

11. UNDERSTAND THAT THE UNIVERSITY HAS RULES. Even if there are more than can be memorized (and there are), always have a copy of them handy. Your student handbook will have them. Remember, ignorance of what is required is no excuse for failing to perform. Contusion is one thing but ignorance of the rules says volumes. Do not become one who frequently states, "But no one told me . . . "

12. IGNORE RUMORS. Rumors of all types abound on a campus. Almost all have a semblance of truth and an abundance of fiction. So if you hear a statement which, if followed could affect your program, check with your advisor. Acting on or putting your faith in the validity of a rumor could prove embarrassing.

13. BUDGET TIME. This includes having a social life but you must learn to plan your study time properly. This means you do not start studying for that all important quiz the night before it is given or initiate writing that report the day before it is due (otherwise known as the red-eye special). To utter the statement, "I work best under pressure . . . " is really a silly excuse made by those who have no choice. Just remember, your lack of foresight is not going to be your advisor's or professor's emergency.

14. ACCEPT CONSTRUCTIVE CRITICISM. Bear in mind that a professor will critique your work and be doing you a favor. Such criticism is not meant to be personal nor should you take it that way. No matter how competent you may be, all work can be improved. Indeed, if your work is heavily RED LINED, it means that your professor took a lot of time to show you the need to improve and how to do it. How would you feel if a professor didn't read the paper or test and simply assigned a grade? Wouldn't you be just a little angry? If you feel free to criticize your instructors (and you will), be prepared to understand and accept academic criticism.

15. UNDERSTAND THAT BEING A STUDENT IS A FULL TIME JOB. You cannot work hard one day a week and hope your grades will be above average. In addition, you must focus on not just academics, but also on good social skills, interaction with others in university sponsored activities and still know when to study. Collegiate studies with the attendant
activities is a full time job.

16. DEVELOP AN APPRECIATION FOR THE MASTERY OF THE LANGUAGE. No matter what your major or discipline of interest, the single most important life skill is communication. It is how you use language that places you above the animals when properly used, or below them when abused. It is how you communicate yours skills that demonstrates the depth of your education. A person who only speaks in cliches conveys the shallowness of their studies. For example, when a student utters, "I want to work with people, I am a people person," I can only respond, "You have a choice? Can you name one career in which you do not need people skills?"

17. BECOME PART OF THE UNIVERSITY. Becoming part of the university community is just as important as going to class, writing papers and taking exams. This does not mean you should join every social group but learn to be selective and then participate. Explore your options and learn where you fit in and your college experiences will be enhanced.

Being involved is another very important part of your education. Don't become a hermit.

18. GET TO KNOW SOME PROFESSORS BEFORE YOU GRADUATE. This is hard for new students but you can target some faculty who, you think, are worth knowing before you graduate. Your professors are the individuals who evaluate the
quality of work, will supply references for your career packet or graduate application, and guide your intellectual development. Should you be fortunate enough to develop a bond of friendship, you will find they are invaluable mentors during the rough periods of your academic life. It is true you may develop negative feelings towards some. This would be true at any university. But the vast majority are quite approachable and don't let the titles of professor or doctor intimidate you. Those appellations were their achievements and now they want you to attain the goals you have set for yourself. It is to the university's benefit to help you achieve those goals.

19. THERE IS NOTHING WRONG IN BEING INITIALLY CONFUSED. Don't get upset when you realize you haven't mastered all the facets of collegiate life during your first term. You might even get more upset when you find you cannot answer that horrible but well meaning question, "What are you going to do when you graduate?" (and only a freshman yet). Bear in mind that college is way of life. You will be learning to cope with it every day and that is as it should be. So if you are worried about your initial confusion, you are only normal. Being normal is a state you work to maintain and not assume it will just miraculously happen. By the way, seniors about to graduate often express greater anxiety about leaving college than do new freshmen just entering school. So if you think being a freshman is tough, try being a senior.

20. BE PATIENT WITH YOURSELF. You will make errors or seeming mistakes during your collegiate career. Please be assured you are not DOOMED. When you realize or even think you have made a "goof," don't run to your roommate, coffee buddy or spiritual guru; contact your academic advisor and set out to remove or correct the situation. If you don't, it can
fester and create other problems.

21. MAKE YOUR OWN DECISIONS. Seeking advice is always wise. Trying to play it safe and avoid making choices can lean to serious personal dissatisfaction and likely failure. You must learn to take a chance (not a needless risk) when options become available and accept responsibility for your decisions. If you can do that, you are displaying the attributes
of responsible adulthood.

22. DON'T PLAN YOUR FUTURE AND IGNORE THE PRESENT. You may end fouling up both. Planning ahead is wise. To lay out a life plan and then consider it an accomplished fact is to court disaster. When confronted with an academic glitch, not achieving a desired grade needed for graduate school or missing out on a sought internship possibility, you may find the most optimistic and well laid plan becomes a shambles. You may want to be a doctor, lawyer or Las Vegas CROUPIER but talking about it will not make it so. Your only obligation is to be the best first year student possible.
By focusing on those initial academic requirements however onerous or tedious, you can make your goals possible. If they do prove elusive, you will at least have the superior base for developing new goals.

23. REMEMBER, YOU ARE IN SCHOOL FOR YOUR EDUCATION, NOT FOR SOMEONE ELSE'S. If you entered college just to please someone else, or anyone else, you will end up pleasing no one, least of all yourself. While parents, guardians and friends should be concerned about your academic welfare, it is your education, your degree and your life. LEAD IT! You can then take pride in thinking for yourself and, at the same time, educate others as to your competence But if you let others decide just what you are going to study and just what you are going to be, you have abnegated all responsibility to yourself. Yes, making decisions and worrying about the possible consequences is hard BUT YOU CAN DO IT.

24. KNOW YOUR ACADEMIC SITUATION PRIOR TO THE WITHDRAWAL FROM CLASS DEADLINE. If you have a question about how you are doing in a class, take your concerns as an opportunity to g visit the professor and discuss your
situation. If your fears are justified and a worst-case scenario is developing, find out how to alter and improve your study habits. To wait until after mid-terms or waiting until the last week to "see how things are going" will lead to playing academic roulette. Keep yourself informed.

25. LEARN TO COMMUNICATE IN THE CLASSROOM. There are no dumb questions concerning classroom

content. If you don't know or don't understand something about what is going on in the classroom, you can be sure that many of your peers don't either. Learning to ask questions is a real skill and you must develop it.

26. SAFEGUARD YOUR PHYSICAL AND MENTAL WELL-BEING. When exhausted, rest. Eat proper food and know when to relax (not sluff-off). No one is going to thank you for working yourself to a frazzle or getting ill by ignoring your body's or mind's basic needs. It is foolish for you to clamber for your "independence" and then once "free," simply do not know how to take care of yourself.

27. ACCEPT RESPONSIBILITY FOR YOURSELF AND YOUR BEHAVIOR. If what you say and do is prompted by others, or if nothing is ever your fault because others allegedly"pushed" you, you really cannot claim to be an adult, just a pathetic follower. If you are not doing well academically, get help. There is no shame in getting help and very few get through college
without some form of assistance. So what if it takes a little longer to learn the material or even to graduate? But if you are having academic problems and can only offer a myriad of excuses or blame others for your failure to perform, you are simply seeking a "cop-out" for your ineptitude.

28. LOCATE AND USE ALL UNIVERSITY SERVICES. Contrary to what some believe, the university does want you to succeed and will help you by means of all its services. These range from writing and math development to personal counseling when stressed. Let the university serve you. You don 't need anyone's approval t seek such services. After all, it is your school and you are paying for those services. USE THEM!

29. DON'T DEPEND UPON OTHERS TO DO YOUR WORK. Asking someone else to take class notes or have others inform you of just what is going on in a class so that you can "sluff off" is an abnegation of your responsibilities to yourself. If there is a true emergency wherein you will miss classes, contact the student affairs or Dean's office and they will notify your professors who later will help you get back on track. But if you seek to rely on others for what you should be doing, you are certainly being "less than intelligent."

30. THE COMPUTER IS NOT THE SOLUTION TO ALL YOUR ACADEMIC WEAKNESSES. The "knowledge" contained in a computer system was entered by someone who could not and cannot know what any user's intent might be. To claim that
spell check and other aids excuses you from learning just what is correct form and style (e.g. To, too, two) is a form of arrogance and indicative of a lazy mind. The computer is your aid, not your alter-ego.

31. NOT EVERYONE GRADUATES IN FOUR YEARS. Shocking as that statement may see, there is nothing magical about the number four. If you change majors, hit academic snags, are offered an internship possibility or select a program of studies that requires more outside experiences, it may not be possible to be part of the four year crowd. Indeed, the majority of all students who do graduate take longer than four years. While the idea of a four year program is thought of as the norm, the reality is, there can be many circumstances that will mitigate against it.

32. BEAR IN MIND THAT ONCE A DEGREE IS ACQUIRED, IT STILL DOES NOT GUARANTEE YOU A GREAT CAREER, SUCCESS OR A LARGE BAG OF MONEY. A degree is supposed to be indicative of some sort of intellectual and academic
achievement. Employers will hire you assuming that you can demonstrate superior intellectual skills such as writing, speaking, research, observation and the like. It is you who will be considered for a position, not the diploma. Success is never guaranteed.

33. DON'T ASSUME THAT ADVISORS CAN PERFORM MIRACLES WHEN ASKED TO DO THE IMPOSSIBLE. If you try t continually schedule classes long after they have started, try to enroll classes even though you failed the pre-requisite, seek exceptions to the hard and fast rules or design a schedule allowing you to sleep late and play often, you don't want advice, you want a miracle. Remember, there is much in the 5P adage, PRIOR PLANNING PREVENTS POOR PERFORMANCE. If you have slovenly study habits, demonstrate little or no planning skills and then request the advisor to
"bail you out," you should ask yourself just what in heaven's name are you doing in college.

34. SAVE ALL ITEMS OR DOCUMENTS THAT HAVE SOMETHING TO DO WITH YOUR PROGRAM OF STUDIES. When you officially drop a class, save your copy of the drop slip. If you make one or more significant programmatic changes

which involves paper work, save the student copy. If there are no copies because you transacted such business on the web, check, recheck and then check again your procedures and, if possible, make a print copy of the transaction. You cannot "claim" you have officially dropped a course in which you received a failing grade and then offer no proof. While
university offices can make mistakes, they are more than helpful if you or any student can offer evidence that they really did follow the correct procedures.

35. DON'T ALWAYS INSIST THAT YOUR SCHEDULE MUST BE ONLY A CERTAIN WAY. Trying to only have a full schedule between 10 am and 2 pm and only on MWF or Tuesdays and Thursdays so that you can sleep late, enjoy late afternoon coffee klatches, tour the countryside and the maybe, just maybe do a little studying is indicative of someone who sees college as a game. Even if you have a job, it makes more sense for you to try and schedule your work time around your classes. You can become an entrepreneur after you graduate.

36. A DEGREE IS NOT AN ENTITLEMENT, YOU MUST EARN IT. This should be obvious. Yet advisors are often bombarded with requests for exceptions to university rules, complaints about how unfair class standards are or that the poor grades "awarded" i certain classes are not a true measure of a student's competencies. I am certain many advisors have heard "I have a right to a degree." No, you or any student has a right to EARN a degree. If you accept and understand that premise, you will likely be successful in attaining your goal. But if you claim degree reception is a right, you
really have no place in college.

37. SPARE YOURSELF AND OTHERS FROM UTTERING LAME EXCUSES. Many students have excuses for their alleged incompetencies. "I don't test well" or "That class isn't relevant" are often heard. Accept the fact that you will have to take tests which are designed to show if you have mastered subject content. If you did poorly on a test, then you haven't mastered the content or, what is worse, didn't consider it important. As for a class being relevant or irrelevant, how did you arrive at that conclusion? Certainly not by means of any competent research efforts and definitely not because of your vast life experiences. Lame excuses, like the continual use of four letter words, are the largess of the impoverished
mind.

38. DON'T ASK TO TAKE A SUPERIOR COURSES IF YOU DON'T HAVE THE ACADEMIC BACKGROUND. Just because an upper division course sounds more interesting will not make it easy to master. If you tell an advisor, "I just know I can handle harder classes that what my high school grades show" or "My real interests are along that line," you may be bluntly told, "No, you can't and being interested doesn't meet the prerequisite." Sounding and looking very earnest may be good acting, but they are not substitutes for performance, past or otherwise. Wanting something does not automatically
translate into ability.

39. ALL THE "DETERMINATION" IN THE WORLD WILL NEGATE IGNORANCE. "I can be anything I want to be if I work hard enough." Now that is a good statement philosophically but in practice, it might prove difficult to put into action. If the skills essential to academic success are present and put to use, then such stated goals are attainable. If those skills are
not present, then you must either do a lot of make up to develop them, or you are in for some serious setbacks.

40. DON'T TALK A GOOD STGRY, DEVELOP A FOCUS AND THEN GO FOR IT. Talking a good story is, to this advisor's mind, indicative of one who knows they blew past opportunities. So if you enjoy spending your time regaling listeners about your future expertise, it may sound impressive but it would be better for you to keep your mouth shut and take inventory
of just what it is you need to do in order to succeed. THEN DO IT! Bear in mind that no one is really impressed about what you say you are going to do an if you make strong assertive statements to impress the listeners, you are being childish. Playing to the crowd is a losing game. Always keep in mind that you will be evaluated on your actual performance, not your promises of performance. You do not want it said, "I thought he was a man of promise;; but it appears he is a young man of promises."

41. THEREFORE, BE CAREFUL OF FORMULATING A "PLAN B." As discussed above, you have a plan A for what you plan to do after college, focus on it. Many enter school without a focus while others espouse their aspirations from the date of entry. It has been my experience that when a person talks Plan A but also relates how they have a plan B and even a

Plan C, they usually end up dropping Plan A. T have two or more options may seem like sound planning, but it usually means one's energies become diffused. They just are not developing a solid focus. If Plan A proves impossible of attainment, an academic counselor will gladly work with you to formulate a Plan B.

42. YOU WILL BE DIFFERENT. The collegiate experience, if enthusiastically engaged in, will effect a transformation in you. You will become a different person. Not that you will be any better or worse than your peers, but by the time you return home for that first extended break you will notice that former high school friends, who did not go for post high
school studies, will view you a bit differently and you will return the favor. Those who went to other colleges can share common experiences but even then you will view each other just a bit differently. The changes are often nothing more than a felt attitude, an awareness that you re-developing new insights, raising new questions and the like, but they are
there. University studies can enhance your individuality. As a high school senior you were aware of the differences in yourself between the ages of 14 and 18. The changes that will transpire in you between the ages of 18 and 22 or so will make the high school changes seem miniscule. If nothing else, collegiate studies should make you a more interesting as
will as a more productive person. Look forward to it.

43. KEEP YOUR INTEGRITY. You may be tempted to "cut corners" indeed, you will soon be aware that a few of your peers think nothing of cheating. Overt plagiarism, use of crib notes and purchased term papers are the largess of those I term "academic sociopaths." Their concern over what grades they want as opposed to what they should learn is a disease. If they are caught, they often evince surprise at the long term repercussions. Not only will they fail the class (and should), but they will find it hard to get references (after all, what is there to recommend?), will likely find it impossible to take advantage of other university opportunities such as internships (they would be poor representatives of the university) and, if they are perceptive, will soon realize that no one trusts them. Why should they? I mention this because the
temptation t follow suit is often quite strong when you realize others are getting away with such activities, especially in a highly competitive
program. Always be cognizant that, like good study habits, integrity is something you are not only raised with but is a character trait you can enhance by adhering to a code of ethical behavior. Once integrity is lost, it may take something like forever to recover it.

44. SPARE YOUR ADVISOR, PROFESSORS AND ROOMMATES ANY WHINING STORIES OF "ALL YOUR PERSONAL PROBLEMS" If you have problems of a personal nature, tend to them. University studies are no escape and to enter school with the idea they might go away or use them as excuses not to perform is reprehensible. Sad or as traumatic as they may be, they are your problems, no one else's. If you need help, get it. But for heaven's sake don't sit around whining in an attempt to gain sympathy and doing nothing about them. If you can't handle them, there are agencies or university
personnel who will gladly provide assistance. Just remember, everyone has problems.

45. DON'T TAKE COUNSEL OF YOUR FEARS. You entered college knowing that seeking an education was going to require hard work. Some areas may prove more difficult than others. But,like any challenge you will face, you must meet it head on. Too many students are fearful of not doing well and start telling themselves they can't do this or handle that. Just keep in mind the adage, "if you say you can, or say you can't, you are probably right."

46. YOU HAVE EVERY RIGHT TO REMEMBER PAST SUCCESSES WITH PRIDE AND FONDNESS, BUT YOU ARE NOT BACK AT SQUARE ONE. Your past achievements are to serve as a base for future successes. You may have been the student body president, valedictorian, homecoming queen or the state spelling bee champ in high school and you have every right to be proud of those accomplishments. But they are in the past. Now you are starting over. Accept that fact and you will pleasantly surprised that you have removed a proverbial "monkey off your back."

47. WRITE OR E-MAIL HOME. It may sound silly but your parents can prove to be your strongest support service. They want to know honestly and truthfully just how you are doing. They may not know how to help other than by listening, but that act alone is essential to your well-being.

Years ago a young student screamed at this adviser stating that the father ". . . won't understand my situation."

My response was "but he will know you are hurting so call him." The student used my phone. Her father flew out on the next available flight and the two of them had a great reunion. The student graduated CUM LAUDE three years later but confessed, "I didn't realize that my father was so caring." I found that a very interesting perception.

48. BEAR IN MIND "EXTRA CREDIT" WORK IS FOR BABIES, NOT SCHOLARS. Please, do not ask any college instructor to do 'extra credit' work in lieu of what is required. There are too many students entering universities having received stellar high school GPAs and yet cannot demonstrate basic academic skills. Possibly there are legitimate reasons for such activity but 'extra credit' substitutions in no way prepares a person for collegiate academic performance. Students are expected to give their best efforts if they are insufficient, they then realize just what they must do to achieve an acceptable standard of performance. Too many students speak and write in glib cliches, use incomplete sentences and have no idea of how to compose a decent sentence let alone a paragraph. 'Extra credit' exercises may be great time killers, but have little to do with skill development.

49. READ! Read to enjoy. Read to relax the mind. Read to become acquainted with and enjoy the comfort of good language expression. Readers stand out in most classes, in interviews, in seminars. They are the people who often read their essays, research papers or personal letters aloud to themselves to check for errors of composition, thought clarification, format and style. Show me a person who enjoys reading, be it the classics, westerns, mysteries, historical fiction or even romance novels and I will show you someone who will get an education, not a piece of paper.

50. YOUR SELF ESTEEM MUST BE EARNED, IT WILL NOT BE GIVEN. The old bromide, 'If you can't stand the heat, get out of the kitchen' is very apropos. All collegiate work will be reviewed, critiqued and perhaps, incontinently brutalized. If a person wants self esteem, they must earn it. The things that hurt, instruct. Almost all students can be and often are critical of their instructors and such criticism may be merited. But instructors have an obligation to review and evaluate a student's work. Keep in mind you are not in school to be amused, adjusted, accommodated or entertained. You are in school to be educated. If you or any student does a lousy piece of work, you should and will be so informed. If it is meritorious, they will be informed how it can be improved. Even the best work can always be improved. So, look to learn in school, not be coddled and pampered.

51. REMEMBER, NO EXCUSES ARE ACCEPTABLE. If you did a poor piece of work, blew an exam, or missed a deadline, no excuse will rectify the error. It may explain the problem, but it does not make them any less of an error. So, if you know you made a serious error, produced a poor piece of work, or missed a deadline, set out to rectify it. If it is too late, then make a resolution not to make such errors a habit.

52. OK! YOU ARE PHYSICALLY AN ADULT, BUT SO WHAT! Physical maturation does not automatically mean you are ready for prime time adult responsibility. You are different now than when you were a high school freshman. You will be much different upon completion of your collegiate studies. And even a much different person when you are twenty-eight, thirty and beyond. So do not assume that with physical maturation, intellectual growth is automatic. It must be cultivated.

Jerry O'Connor
New Mexico State University

# The Missed Test

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**BACKGROUND**: At MiraCosta College (CA), we have a facility called the Math Learning Center (MLC) which has two purposes: It offers self-paced courses and supports classroom teachers. I was the designer and original coordinator of the MLC, as well as the current chair of the MLC committee in the Mathematics department. I have worked in the MLC each semester since it opened. Students can attend the Center any hour it is open and at either of our two campuses. The self-paced courses that are offered in the MLC are Prealgebra, Elementary Algebra, Intermediate Algebra, and Trigonometry. Each class begins with an orientation. Since the MLC is open 63 hours on one campus and 54 hours on a second campus, many different instructors administer the orientation. Orientation times are listed in the class schedule, along with a description of the nature of the self-paced classes. Each of the Algebra courses and Prealgebra has 9 tests and a final, with the trigonometry class having 5 tests and a final. Students in the class must pass a computerized practice test at 70% as a prerequisite to taking the written test. Only written tests count towards their grade.

The structure of the self-paced courses has always had the challenge of demanding more responsibility from the students than a classroom courses. The students must have self-motivation to attend at a time of their own choosing and track their own efforts to make sure they're making significant progress. They must maintain these disciplines throughout a course, which lasts up to 32 school weeks. Significant progress is defined as completing a test every 3 to 4 weeks, depending on the difficulty of the chapter. The students are given a schedule, which they are expected to meet.

**PURPOSE**: I decided to create a case study similar to one we did at the On Course Workshop. In consultation with the MLC Coordinators, we identified lessons we wanted the students to learn from the case study and came up with these two:

1. Make students aware of common problems students have making test deadlines, as well as the consequences of missing test deadlines.

2. Provide new students and continuing students with updated information about how the course is run. (There was one procedural change from last semester.)

**SUPPLIES/SET UP**

- Copies of the Case Study: "The Missed Test" for each student (appended below)
- A Script for the instructors who administer the case study in the orientation; at the pre-semester staff meeting I administered the case study to the faculty and staff as though they were students, thus training them to give the orientation to the students in the course.

**DIRECTIONS**: During the orientation process, students read the case study as a group, then were given time to determine the responsibility of each participant. A few students were then asked to explain their choices.

The instructor who administered a particular orientation was determined by time of day and the day of the week. For example, if Beth were the instructor for Thursday night, she would administer the orientation on Thursday night. Towards the end of the semester, it was determined that two instructors did not administer

the case study at their orientation.

**OUTCOMES/EXPERIENCES:** Every student who participated responded that Jane, the student, was most responsible. There were varying opinions as to who was the next most responsible. All the students took the case study seriously and appeared to enjoy it.

This semester, there has been a great increase in awareness concerning test deadlines, in that students called in throughout the semester concerned about their status if they didn't meet their test deadline. The MLC coordinators reported that this was a big change from previous semesters.

In addition, fewer students were dropped for not completing the first test. The drop rate for not completing the first test went from 25% to 16.5% in the two Algebra courses and the Prealgebra course. (I only report the Algebra courses and the Prealgebra course because we do not have legacy data on the trigonometry course.)

In an evaluation after students took their second test, students reported 2 opinions.

1. "The Missed Test" case study taught me some of the rules of the course. (Of the 24 responses, 88% said this was true.)

2. "The Missed Test" case study made me conscious of deadlines for this class. (On a scale from 0 = never to 4 = always, the mean response was 3.2.)

The responses to these two questions indicate the impact that the case study had upon the students. The students learned about the course rules and deadlines through the case study.

**LESSONS LEARNED:** My first lesson was that we have to check up on faculty to insure they complete the orientation. It was unfortunate that some of the faculty failed to administer the whole orientation to the students.

In developing this tool, the MLC coordinators expressed some lack of confidence in the effectiveness of the case-study approach. The orientation is a very valuable time for the coordinators and the students, and a great deal of information must be conveyed in a short amount of time. Most of them now believe that the time spent in this case study is very valuable, and the case study will be used in subsequent semesters. The students as a whole have been more aware of the workings of the MLC and very aware of the test deadlines.

Student behavior in mathematics courses can be improved if the instructor teaches to the whole student, including shaping their perceptions of the course, giving them expectations and allowing them to better visualize certain pieces of the course. Allowing the student to have a better perspective of the course produces more responsible actions from more of the students.

* * * * *

## THE CASE STUDY: THE MISSED TEST

**PROFESSOR HEPATEA** announced that her self-paced math course consisted of 9 tests and a final. In her syllabus she told students that tests could only be taken from 9:00 am to 8:00 pm, and that students may not start a test after 7:00 pm. Before taking the written test for a grade, each student must pass a computerized practice test with at least a 70%. In addition, a student who missed a test deadline could be dropped from the course.

**JANE** had a history of doing well in most classes, but struggled with Math. She found the self-paced class to be working for her because she could work at home. Jane held an "A" average through the first 3 tests, but often found herself taking the practice test and the written test on the day of the deadline. For some chapters she had to take the practice test twice before passing it at 70%. This math class was her last requirement before

she transferred to Movinon University.

**ALBERT**, Jane's husband, worked hard at his job, trying to move up the ladder in the computer company he worked for. He often arrived at home at night just to say hi, give Jane a kiss, and sit down at their computer to work late into the night.

Albert was working on a project that had a deadline of March 15. **DILBERT**, Albert's boss, had told him that not meeting the deadline would have serious consequences and could lead to a downsizing of the department. This pressure lead to Albert's ignoring Jane, and there was tension developing in their marriage. Jane found concentrating on school was becoming more and more difficult.

Jane was able to complete her homework but received a grade of only 65 on her practice test a week before her test deadline. Driving to school the next day with **SHELLY**, her classmate and car-pool friend, Jane told Shelly how the class was going. Shelly responded, "I got an 85 on this chapter, but once got a 60 on a practice test, and they never checked the score. I was still able to take the real test. I don't think you'll have any problem with a 65."

A week later, on the test deadline, Jane and Shelly arrived at the college at 4:00 pm to take their test. Not wanting to take the test on an empty stomach, they went to the cafeteria to get something to eat. As they ate, they went over questions they thought would be on the test.

At 5:30 they went to the Math Learning Center to get their last few questions answered. After getting them answered, at 6:15 they came to the window to start the test. DAVE, the Instructional Aide, saw that Shelly had an 85 on her practice test and issued her a written test. Jane stepped up to the window and Dave looked up her practice test score. Seeing a 65, Dave told her she needed a 70 and refused to give her a test. Jane told Dave about the 60 that Shelly had gotten on a previous practice test, but that did not persuade him to issue her a written test. Dave told her to quickly take the practice test and come back.

Jane retook the practice test and got a 75, but when she returned to the window, it was 7:15, past the starting deadline, and Dave would not give her a test. The next day Prof. Hepatea dropped Jane from the class.

* * *

Listed below are the characters in this story. Rank them in order of their responsibility for Jane's being dropped from the class. Give different scores to each character. Be prepared to explain your choices.

Most responsible -- 1 2 3 4 5 6 -- Least responsible

_____Prof. Hepatea, the teacher _____Dilbert, Albert's boss

_____Jane, the math student _____Shelly, Jane's classmate

_____Albert, Jane's husband _____Dave, an Instructional Aide

Diving Deeper: Is there someone not mentioned in the story who may bear some responsibility for Jane's being dropped from the class?

**--Brent Pickett, Faculty, Mathematics, MiraCosta College (CA)** bpickett@mcc.miracosta.cc.ca.us

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**Individual Models, Universal Solutions**
**THINGS THAT WORK in FYE Courses and Beyond:**
**A Distillation of Key Methods**
**From 20 Years of Programs Under 10 Different Models**

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* * *

## 1. Summary of Presentation/Necessary and Desirable Elements in FYE Courses

***A choice of models.*** These elements will work very well in two or more different models: (1) a traditional, University 101-style first-year seminar; and (2) special first-year seminar sections of regular academic core courses, such as Psychology, English, History, Public Speaking, and even Algebra. Other, more specialized models work, as well. Twenty years of experiments at Mississippi State University have led us to the conclusion that the "magic" of the first-year seminar is in the *method* by which the course is taught, rather than its specific *content*; thus, effective first-year seminars can take a variety of forms and can be delivery vehicles for a variety of contents beyond the traditional first-year orientation. We believe that necessary and/or desirable elements common to successful first-year seminar efforts include the following:

***Excellent, enthusiastic teachers.*** Recruit teachers who communicate caring, enthusiasm, and excitement—and who *want* to teach a course like this. If in doubt about appropriate teachers, ask the students! Great teachers are great to have, but good teachers are good enough to accomplish your goals quite satisfactorily if you train participating faculty in certain models and techniques and make those "signature features" of your program. Faculty development benefits are significant.

***Small, discussion-oriented classes.*** Best class size is about 20-25 students; do *not* exceed 30. Discussion should be included whenever possible. Usually, around 50% discussion is optimal, but the model will still work with 80-90% lecture. Circular or U-shaped seating arrangements are enjoyable and facilitate discussion and interaction. *Classes need to meet at least twice a week;* otherwise, it is very difficult to get proper student-student and faculty-student bonding.

***Personal, mentoring relationships between professors and students.*** These are absolutely essential. Learn names immediately; taking pictures the first day makes this easy. If you have time, meet with students individually outside of class during the first two weeks and again around midterm, especially after midterm grades come out if those are used at your school. Have students keep and turn in weekly summary sheets. Assign an autobiography early in the course. Make detailed comments in student journals.

***Journaling.*** This is an exceedingly powerful and effective tool; it allows the instructor to stay abreast of developments in the students' lives and intervene, if warranted, before problems become severe. Journals are also an excellent place to have students think about and work with concepts covered in class, and to get practice in writing. Read their journals *weekly*, to stay current with events in the students' lives and to provide sufficiently frequent feedback. Take appropriate legal precautions. Always write *comments* in journals; students enjoy them greatly and pay very close attention to whatever you write.

***Awareness and referral to helping services.*** Devote significant space on the syllabus to describing services students are most likely to need, such as study skills centers, career development centers, counseling centers, etc. Name specific individuals at each service whom you can honestly recommend. If you don't know any, take the time to meet some—they'll be delighted, and you'll learn valuable

information to pass on to your students. *Faculty* awareness of helping resources is as important and useful as student awareness. If possible, take classes to key resource offices on campus or invite staff members to class. In matters of health and safety, use your academic freedom to put needed information, such as sex educations topics, in front of students if they are not effectively exposed to it already at your institution. If students appear to need help, they probably do, but usually they do not define themselves as needing help and do not seek it on their own; *you* need to recognize their need and suggest help. Students rarely resent this, and usually they are grateful.

***Frequent graded writing.*** Assignments should include papers, journals, etc. Always mark and grade writing mechanics—almost all students need the practice, and most, after initial griping, will be glad someone is helping them learn to write better. List and discuss commonly occurring mistakes and test students on them. Do not foster the notion that English is important only in English classes!

***Frequent testing/feedback and an academically credible workload.*** Students who are not used to college-level demands need frequent feedback. The course should be demanding and challenging to model rigorous performance expectations. These are best encountered early in the students' careers, at the hands of excellent, caring teachers whose feedback will be taken to heart. Students need *frequent* tests (we favor weekly or biweekly) and *prompt* feedback (our standard is next class period) to recognize shortcomings and master new skills.

***Frequent reading.*** Textbook readings will probably be necessary to cover material not covered by lecture; if students enjoy the class, they won't object to substantial reading. Interesting and/or challenging supplementary readings also work well. Two "sure fire" readings that we have repeatedly used that have been extremely well received by first-year students are: "The Fictional Adult," by Robert Hudson (*Etc.: A Review of General Semantics, 32*(3), 284-286); and *Be True to Your School*, by Bob Greene (Ballantine Books, 1988), a journal of the year 1964, when the author was a junior and senior in high school. The Hudson article is a sweet read and is excellent for discussing perceptions of self and others, and why we never feel as "grown up," wise, masterful, etc. as we once imagined others in our present roles to be. The Greene book models a journal, as well as bringing up inter-generational issues and issues of transition into adulthood. A powerful reading on the African American experience that tends to be a real eye-opener for the white students is *Makes Me Wanna Holler*, by Nathan McCall (Vintage, 1994). McCall is an approximate contemporary of Greene, and his story makes an excellent counterpoint to the relatively secure, carefree upper middle class white existence Greene describes. Lest students believe that blacks invented crime and poverty, a good follow-up reading is *Sleepers*, by Lorenzo Carcaterra (Ballantine, 1995). This is the story of four white boys growing up in the infamous Hell's Kitchen neighborhood in New York, set at about the same time as the Greene and McCall narratives; it is gripping, graphic, and a good counterpoint to simplistic notions that harsh punishment would solve most of our societal ills. Another popular book is *Witness for the Defense*, by Elizabeth Loftus (St. Martin's Press, 1991); this one is another eye and mind opener for students, detailing the fallibility of eyewitness testimony and the miscarriages of justice, sometimes intentionally perpetrated by the authorities, that the author has observed as a forensic memory expert. An article with much impact and one that leads to interesting discussion and follow-up is "White Privilege and Male Privilege: A Personal

Account of Coming to See Correspondences Through Work in Women's Studies," by Peggy McIntosh (available from the author at the Wellesley College Center for Research on Women, Wellesley, MA 02181, (617) 283-2500). Primarily about race and secondarily about gender and sexual orientation, this article points out unacknowledged advantages that persons in the majority have that they don't even think about, such as being able to come to a meeting late and not have it attributed to their race, being able to do a good job without being called a credit to their race, being able to introduce their partner in life without fear of disgrace or denunciation, etc. A popular and somewhat different way of getting into issues of sexual harassment and sexual respect is with the bestselling fictional book *Disclosure*, by Michael Crichton (Knopf, 1994). *The Truth Machine*, by James Halperin (Ballantine, 1997; available for free download at www.truthmachine.com) is a great read and a thought-provoking way to bring up issues of honesty. Highest rated of all by students is *In My Hands* (Anchor, 2001), by Irene Gut Opdyke, a Polish, Gentile survivor of the Holocaust and rescuer whose story is particularly gripping and inspiring. For basic sex education, we use chapters in *Sexuality Today,* by Gary Kelly (McGraw-Hill, 2004). Another interesting book is *The Pursuit of Happiness*, by David Myers (Morrow, 1992); it details for the layperson the findings and implications of psychological research on who is happy and why, with many implications for college students. Do drinking, drugs, and sex actually increase happiness? No. Does money? No. What *does* reliably correlate with happiness is surprising and reassuring.

***Personal, present day, real world applications.*** Specifically assign students the task of *applying* course contents, both to their own lives and to the "real world." Have them try ideas on for size and give their personal reactions in their journals. Assign students the task of scanning newspapers and appropriate magazines for real world illustrations of concepts covered in class, and have them write papers or journal entries based on these. See if you can get them in the habit of reading at least part of a good newspaper, such as the front page and editorial pages, each day. (Warning: Getting students to do this requires persistence!)

***Cultural diversity.*** Specifically incorporate issues of cultural diversity into the course if possible. There is some evidence that students actually respond better to having diversity topics in the context of a regular course than when these topics are segregated into a course of their own. Have students scan news sources for current examples of diversity issues—they are constantly out there. Emphasize local history and context; this has high interest value for the students and can be eye-opening. Find out the diversity questions students are most interested in the answers to—by asking them—consult with campus experts on the best answers, and use the students' own questions as the basis for discussion and response. Start with less controversial topics and then move into the more difficult ones. If desired, a cultural diversity course can double as a first-year seminar if the right teaching methods and course structure are used. It is also feasible to integrate about 1 semester hour's worth of diversity material into either a traditional first-year seminar or core curriculum courses in relevant disciplines.

***Critical and interdisciplinary thinking.*** Use readings, guest speakers, etc.; they add variety to the class and help give a broader university or college perspective. In a first-year seminar, specifically bringing in one speaker from several different colleges or divisions of the institution can be exceedingly valuable; it is amazing how much more understanding students have as a result of just one presentations on,

say, architecture or engineering or agriculture, than they have if they have no exposure at all. This not only suggests career possibilities but also generates a healthy long-term appreciation of the *whole* institution.

***Cultural literacy.*** This cannot possibly be covered by any single course, but students can be introduced to the concept. *The New Dictionary of Cultural Literacy: What Every American Needs to Know*, 3rd edition, by E. D. Hirsch, Jr., Joseph Kett, and James Trefil (Houghton Mifflin Co., 2002) is remarkably well received by students. Pick perhaps 100-300 relevant terms, break them down into lists, and have students look up and learn a certain number of them each week. Give frequent quizzes on these. Students are typically delighted to notice terms that they have studied show up in newscasts, books, magazines, etc. Contrary to popular belief, students do not *want* to be ignorant!

***Additional faculty-student interaction.*** Alexander Astin's research shows that faculty-student *interaction* is positively correlated with just about every student outcome we could wish for; and by providing similar levels of faculty-student interaction, even large universities can equal the levels of student satisfaction achieved by small colleges. Weekly journals provide a particularly powerful form of ongoing faculty-student interaction. A small, discussion-oriented class helps. While not strictly necessary, faculty-student interaction out of class is much appreciated and long remembered by students. Play "Ozzie and Harriet": Invite your students over to dinner and let them meet your spouse and/or kids if you have them; this is not difficult, it needn't be expensive, and surprisingly, it means a *great* deal to the students. Many other activities/programs are possible. Do small, unexpected acts of kindness for your students and classes. Use your imagination: The possibilities are endless, the results delightful.

***Parent contact.*** *This is gold!* It is not *necessary* for your course to work, but it generates enormous institutional goodwill. Write to parents about a month into the semester. Then telephone them. Send something at mid-semester, if you can. Write again at the end of the semester, and put it in a holiday greeting card. (Send a card and note to each student, too.) Talk in detail about the course, the student, and yourself. This is *greatly* appreciated by almost all parents, and it is highly satisfying and humanizing for instructors, as well. If you haven't time for repeated contacts, even *one* good letter to parents can do wonders! Make these contacts, of course, with students' permission and in such a way as not to violate their privacy. Tell them directly what you want to do and why; they very seldom object.

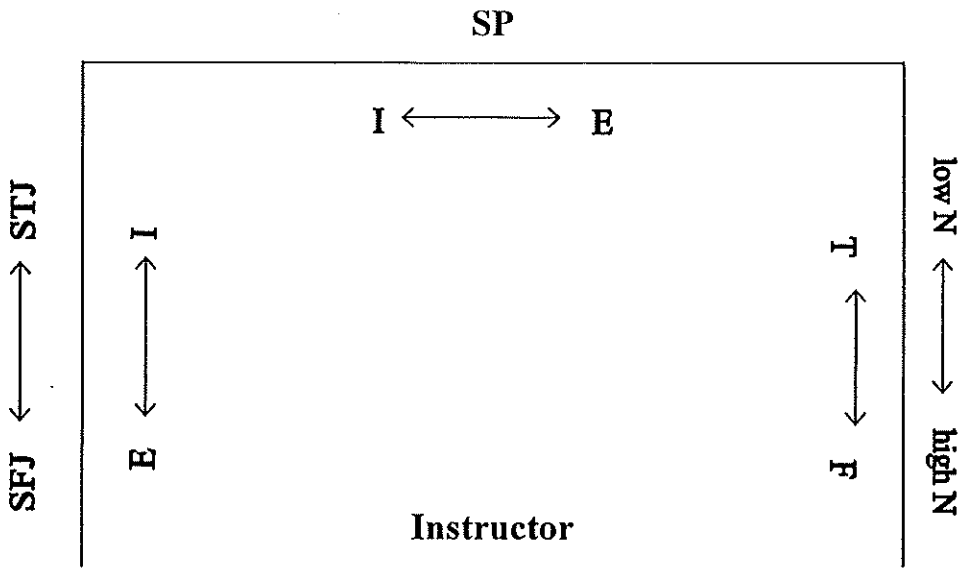
***Pros and cons.*** Compared to the traditional, University 101-style first-year seminar, incorporating a first-year seminar into one or more core courses will inevitably result in less introduction to the college or university as a whole and less direct consideration of first-year developmental and adjustment issues. Any extensive treatment of study skills, career planning, etc. will have to come from referral to services or from outside readings rather than in your regular class time.

Advantages of using existing academic courses as vehicles for a first-year seminar include the capability of providing the spirit of the traditional first-year seminar in regular content courses for which students can receive normal credit, applicable to their majors. The excitement of the class and the close mentoring relationship with the instructor can occur in a wide variety of courses. Even College Algebra can

become a course to write home about! Faculty recruiting and compensation issues are usually easier because faculty are teaching courses their departments would be teaching anyway. Courses can be open to first-year students in general, departmental majors, honors students, etc., or to any appropriate group—including groups where building cohesion is desired, such as at-risk students, minority students, nontraditional students, social (Greek) units, residence hall units, etc. Course techniques need not stop with the first semester: They can be continued into another semester with a different course, and extended to upper-class offerings. Usually, what is good for first-year students is good for all.

* * *

**2. Suggested Classroom Seating Arrangement, Physically and by Psychological Types**




Factors on the *exterior* of the diagram should be the *primary* considerations; those on the interior of the diagram should be secondary, coming into play *within* the primary factors. Overall, you are going from the most Sensing individuals on your left, to the most Intuitive individuals, on your right. Note that students sit *next to* similar, compatible types for comfort and easy friendship; but they *face* students of different types, on the theory that in higher education, we have the *most* to learn from those who are likeliest to see things differently and/or disagree with us.

### 3. Sample Class Card Information Questions for Students

Name /// email address /// Local Phone /// Local Address /// Permanent Phone /// Permanent Address /// Date of Birth /// Age /// Year in School /// Major /// Hometown /// Why are you taking this course? /// Ideal Home: Where would you most like to live? /// Nightmare Home: Where you'd least like to live (and have actually seen) /// Prettiest/Nicest Place (you've ever actually seen) /// Do you read books? If yes, best book or three /// Favorite Movie or three /// Dream Car (but you have to drive it every day and it's your only one) /// Lunch with any person living or dead (other than Jesus Christ; this one is so frequently chosen that it is best to disallow it so you will get more variety.) /// Jobs you have had and how well you liked each /// Smartest thing you ever did/best decision you ever made /// Stupidest thing you ever did/worst decision you ever made /// Most dangerous thing you ever did /// Accomplishment or thing you did that you are proudest of /// Fun (What is fun for you?) /// Two or three interesting things about you that you don't mind sharing, that I would never know or guess unless you told me /// Five adjectives that describe you (three positive and two negative) /// Where you went to high school /// ACT/SAT scores (verbal, math, and composite) /// For each parent: Name; Educational degrees and places received; Occupation; Three adjectives that would describe them; Address; Phone; e-mail address.

## 4. Autobiography (sample instructions to students)

This paper should be typed (double spaced) and well written. Give it careful thought, and allow plenty of time. Length should be about five or six pages. Staple the pages together, and when you get your paper back from me, add it to your journal.

The purpose of this paper is to trace your own personal history, describing the most meaningful people and events in your life, and taking a look into your future as you now see it. It should help you start thinking about yourself and how you want to grow as a person during your college years and beyond. It will also be a very useful way for me to get to know you better. Here are some things to cover as you do this. (If any of these topics make you uncomfortable, omit them; and obviously, don't tell me anything you don't want me to know!)

What was your early childhood like: Who were your parents and family, what happened early in your life, etc.? What were your grade school years like, and what people and events were most important? What were your junior high school and high school years like? What people and events influenced you the most then, and how?

As you look back from where you are now, how would you characterize your past and present relationships with: your parents; your family; your friends; your boyfriends or girlfriends; people you go to school with; people you work with; and people who don't yet know you? What pictures do all of these people have of you?

How would you describe your personality and your lifestyle as they are now, and why are they that way? How well do you like them? In the past, what conditions have given you the greatest happiness? What conditions do you anticipate will give you the greatest happiness in the future, and exactly how do you plan to bring these about? What are your most important strengths and shortcomings? What do you want to change about yourself, and realistically, how do you plan to do this?

What are your hopes and dreams for the future? Describe the life you see for yourself five, ten, and twenty years from now.

**5. General Journal Assignment (taken verbatim from an actual syllabus)**

Rather than do a library-style term paper, your writing assignment in this class will be to keep a journal. You must write an entry of *at least* three sentences each day, and four entries per week must be *at least* 150 words. Your longer entries should be divided into two sections: *Events*—i.e., what is happening in your life; and *Thoughts*—i.e., your ideas or thoughts about things. Often I will give you a specific topic to think about for one of your journal entries (or part of one); other times, you may write about your thoughts or ideas concerning anything you wish.

Each weekly journal will be *limited* to a *maximum* of five typed, double spaced pages. (It may be as short as 2-3 pages.) I do not want you to write more or less at random in some kind of extended stream of consciousness. First carefully think through what you want to say, and then write in it a concise and proper form. Often I will assign topics to include in your journal entries. If I have assigned journal topics, write down where I will find your discussion of each topic, before the text of your journal begins. (Do not skip assigned topics; skipping assigned topics lowers your grade substantially.) Each Friday you will hand in your journal entries for that week. Label entries for each day with both the date and the day of the week; put your name on each page, and *staple* each week's pages together in the upper left corner. After the course is over, I urge you to *save your journals*; in years to come, you will treasure having a record of your life events and your thinking during your first semester in college.

Early in the semester, in your journal I will ask you to write a short autobiography, both to get you thinking about yourself, and to help me get to know you; and late in the semester, I will give you another special topic for your journal that I think you will find very interesting to think and write about. For the semester that we have this course together, I can be something of an informal advisor and mentor for you, and in general I am quite interested in how you are doing, both in this course and in your life outside of our class. (Naturally, my interest in you does not stop when this course if over; I just won't have the pleasure of seeing you on a regular class schedule.) If for any reason, however, you are uncomfortable writing about yourself in your journal, just let me know at the *beginning* of the course, and I will arrange less personal, more academic assignments for you. In your journals, never tell me anything you don't want me to know; if an assigned topic is too personal for you, just say that (so I know you didn't simply forget the assignment) and write on a topic you do feel comfortable with. This is rarely a problem, however. The same principle applies to class discussions: If I ask you something you are not comfortable commenting on, just say that you don't really have any thoughts to share on that topic. Your journals are between you and me—normally I consider them entirely confidential, except for the very rare cases described immediately below.

And now for some "fine print" you must read: Normally, what you write in your journals is just between you and me; there are, however, rare exceptions that for legal reasons I must warn you about. If you describe to me suicidal or potentially suicidal thinking or behavior, or criminal plans or activity, I am legally bound to report that, and your journal would no longer be confidential. I hope it will reassure you to know that I cannot remember even one case in which I had to report something like that. There is also a small but significant possibility that your journal might be stolen or misplaced, in which case its confidentiality might be breached.

Again, this has never actually happened in my experience, but there is a small risk of it, so if you aren't willing to take that chance—then don't. And one more time, this should be obvious: Don't put in your journal anything you don't want me to know! If you are uncomfortable with any topic I suggest or assign, simply tell me, and I will give you a substitute assignment. Really, I will be very surprised if any of you have problems with any of the things in this paragraph. Also please remember that when I grade your journals, I am not grading your life or your personality or your views; I am simply grading the evident effort and care and effectiveness you put into the assignment.

## 6. Glimpses of Student Life
## (sample journal entries from students, quoted with permission)

**Remember Being Young?** "After the meeting was over, I talked to Judy ____. Judy is a remarkably beautiful, compassionate, and sincere Christian who I've been thinking about asking out. I was doing my best to be cool and smooth while talking to her before I actually asked her for a date. I had it all planned out. I was going to take her out to eat Friday night and then we were going to an RUF party.

"It was going great until I offered to refill her mostly empty cup of Coke. I took her cup, turned toward the refreshment table, and I'm not sure what happened next. Somehow her cup went flying through the air, spewing Coke and ice on everyone around me. I don't understand how I did that, but I was so humiliated and my confidence was so shattered that I just couldn't go through with my plans. Maybe some other time.

"[next entry] I did it! I called Judy ____ and asked her for a date, and she said, " I'd love to." Not "yes" or "OK," but "I'd love to." Saturday night we're going to Columbus. We will eat at The Fisherman's Paradise, and we will go to a concert by Dallas Holmes, a Christian performer. It's going to be awesome!"

**A Non-Traditional Student** "Christ Almighty, what have I done? I felt over than God today when I looked around my classes and realized that my mates were four years old when I first started college. It took several hours of introspection before I was able to make this be okay.

"It certainly was more fun to buy books when my daddy paid for them. My God! I spent over $200 and still haven't rounded up all the supplements. Oh, well, in for a penny, in for a pound. (I believe that's the way the old cliché goes.)

"I spent three hours struggling with my new Macintosh. It is not as fancy as I would like and I wish that it had CD/ROM. However, financial reality guided me to this model. I only used IBM machines in the military and enjoy the ease of the Mac. The aspect that I most like is, unlike DOS with its stodgy 8 letter-only file name, if I want to name a file "Pam's bunch of bull****," my Mac will recognize it.

"Life grade: from a D this morning to an A by bedtime."

**Every Parent's Nightmare** "I told him that I wanted to go out with him tonight, so he came and picked me up. We went and hung out at the [fraternity] house where I met all his friends; it was fun. It was soo wild! I saw more drugs, drinking, and fighting in one night than I have in three months. Every guy there was a complete scammer. ...Tonight was soo much fun. All my friends came to the house to watch my brother's band play; we danced and drank and had a good time. It was completely wild. There were drug deals being made every time I turned around, and people doing pot in the room I was in; there were drunk ass***** fighting about nothing and some guy cutting his wrists in front of everyone. Things like this just don't happen at [home]."

**A Partial Orphan, and Feeling It** "I'm sitting in my dorm room by myself thinking too much, as usual. I really need to be studying, but I just cannot concentrate on school. It's weird how you don't think about something very often and then all of a sudden it hits you and then it's all you can think about. I miss my dad! It's been about nine years since he died and I can't believe how much of my life he's missed. The little girl I was when he died is barely the same woman I am now. Each day it gets harder to remember the way he looked in person or the way his voice

sounded. I used to love to hear him laugh and now I can't even recall what his laugh sounded like. Maybe I'm thinking about him tonight because we had a parents' cookout this weekend. I loved having my mom and my step-dad there, but I would have given anything to have had my dad there. It's like he's half of me and none of my friends will ever see where that half originated. I never got a chance to really know about him like I know now about my mom. You know as you get older your parents start to share more about their past with you and you can laugh and relate with them. But, I didn't have that with my dad. Sometimes I do or say something and wonder if I got that from him. I hate nights like this. I miss him so much it literally hurts. When will I see him again? Will I ever see him again? The pain is unbearable."

**Why We Read All Those Journals** "I can't believe this will be my last journal. Although writing my journals requires a lot of time, I enjoy every minute of effort. Having to write down my thoughts and keep them organized, I'm able to better understand myself and my personality. These entries are my life. Regardless of how intimate I may become with someone, no one will ever know me in such depth. Twenty years from now, I'll be able to flip through this folder and remember exactly how I was at 21 years of age. Thanks for giving me this folder, Dr. C.!! I'll remember you always. When I am a professor, I'll tell my class all about you."

***Note.*** Journals are a very good place to assign reactions to academic topics covered in class and/or readings, and we often use them for that; but when given no specific assignment, and/or in addition to an academic assignment, most journals turn personal. This too is good. Alexander Astin, in his extensive research described in a plenary session at FYE '94, found that while entering students are influenced most by their peers, the next most powerful influence on them is their *faculty.* Faculty-student *interaction* is positively correlated with student satisfaction, grades, graduation, honors, graduate school attendance, careers in teaching, positive self-concept measures, and even promoting racial understanding. And what could be a more powerful form of faculty-student *interaction* than the weekly dialogue/relationship that goes on in a good journal assignment?

## 7. Common Grammatical Mistakes (handout to students)

**One word or two?**

a lot (not alot). I talk a lot—NEVER "I talk alot." /// all right (not alright, allright, etc.) /// cannot (not can not) /// everything (not every thing) /// everyday (adjective modifying a noun). I like attending to everyday details. /// every day (phrase modifying a verb). I'll write home every day. /// altogether (adverb modifying an adjective or verb). It was an altogether delightful movie. Altogether it was an enjoyable evening. /// all together (phrase modifying a verb; with each other) We went to the movie all together. /// roommate (not room mate or roomate) /// awhile (adverb modifying a verb). You should stay awhile. /// a while (noun, object of a preposition). Stay for a while. (not stay for awhile)

**Weird tenses and usage.**

I used to live in Colorado. (not I use to) /// I'm supposed to have this done tomorrow. (not suppose to) /// I told Polly to try to finish tonight. (not try and finish) /// I'll find the person who did it. (not that did it, or which did it; if you are referring to people, use who—or whom in the objective case) /// Subjunctive tense. If I were a minister, I'd preach up a storm. (not if I was) /// Plural subjects need plural verbs. Poetry and flowers are still the way to a girl's heart. (not poetry and flowers is the way to a girl's heart...) /// Singular nouns need singular pronouns. A new student must have his or her ID card made right away. (not a new student must have their ID made...)

**Similar sounding words or same words used right and wrong.**

except—other than. Except for this, I'm done for the night. /// accept—receive, admit. I accept what you say. /// lose—misplace. Don't lose my pencil. /// loose—not tight. A piece of trim in my car is loose and rattles. /// breath (noun). I need to catch my breath. /// breathe (verb). I can't breathe well in this heat. /// affect—influence (verb). I can't affect what my former wife does. /// effect---bring about (verb). I effected a change for the better. /// effect—outcome (noun). The main effect of cutting class is failing. /// their—belonging to them. When they see their grades, they'll groan. /// there—in that place. Please park your care over there. /// there (introducing a sentence or clause). There may be a storm today. /// they're (contraction of "they are"). They're going home this weekend. /// like (verb, implying affection or enjoyment). I like you. /// like (preposition, meaning similar to). There no one quite like you. /// like (conjunction, instead of "as if")—WRONG—can't be used this way. It seems as if this always happens—NOT it seems like it happens. /// real (adjective, modifying a noun; actual, genuine). The seats are real leather. /// really (adverb, modifying an adjective or verb). It's really hot out. (not "It's real hot out.") Did he really say that? /// its (possessive—belonging to it) Each car has its problems. (not it's problems) /// it's (contraction for "it is"). It's hot out today. /// good (adjective). This is a good paper. /// good (adverb)—NO SUCH THING—say well. I slept well. (NOT I slept good.) /// sight (something you see). The repair truck was a welcome sight. /// site (a place). This is a beautiful site for building a house.

**COMMA SPLICES! Two independent clauses (parts of a sentence with a subject and verb, which could stand alone as whole sentences) should NOT be connected with only a comma. Make separate sentences, or connect with a conjunction, or use a semicolon, dash, or colon as appropriate. (If you don't**

**know what I'm talking about, then ask your English teacher or go to the Learning Center, 267 Allen Hall, and find out!)**

| | |
|---|---|
| **WRONG:** | I was tired, I went to bed. |
| **ALL RIGHT:** | I was tired, and I went to bed. |
| | I was tired. I went to bed. |
| | I was tired; I went to bed. |
| | I was tired—I went to bed! |

**Weird punctuation.**

Separate two independent clauses with a comma (if you are using a comma instead of some other punctuation) at the end of the first clause. "At first I couldn't decide, but now I know what I want"—NOT "At first I couldn't decide but, now I know what I want." Also use commas after phrases or clauses when necessary to avoid confusion. "After we arrive, there will be plenty to do."

Use apostrophes for possessive cases. For singular nouns, put 's after the noun. Tom's car—NOT Toms car. (For singular proper nouns ending in *s*, you can put the apostrophe after the *s*. Tom Jones' voice is awful.) For plural nouns ending in *s*, put the apostrophe after the *s*. I like hearing the students' ideas.

Punctuation at the end of a direct quotation goes inside the quotation mark if it ends a sentence. The ad said, "Where's the beef?" Other times, commas and periods generally go inside the quotation mark, but other punctuation goes outside. I hope I don't get the "freshman fifteen," because I'm too fat already. I can't stand "morning people." I don't need that "freshman fifteen"; I'll settle for a "freshman five." Does everyone gain the "freshman fifteen"?

When using dashes, type two hyphens directly next to the two words the dash connects. I think—in fact, I'm sure—you do it this way. NOT "I think - in fact, I'm sure - you do it this way." (All these rules, examples, etc. have to be learned. I know you can do it!)

Avoid sexist language—i.e., language that makes it sound as if all people are male. WRONG: Each student picked up his ID card. RIGHT: Each student picked up his or her ID card. (Note: Don't use "his/her"—there is no such word.) ALSO RIGHT: The students picked up their ID cards. (Using plural subjects and pronouns avoids the problem of sexist language and doesn't require the repeated use of "his or her.")

**CAPITALIZATION.** Capitalize:

| | |
|---|---|
| Names of people. | (Tom Carskadon) |
| Names of geographic locations. | (Starkville, Mississippi) |
| Days of the week and month. | (Monday, September 28) |

**Indefinite referents.** Don't use "this" when you really mean "a." "This" should refer to something or someone you have already specifically described. **Wrong:** "I met this girl at the dance; she was really wild." **All right:** I can print in Times or Bookman; this typeface is Bookman.

**References to people.** Use "who" rather than "that" or "which" when referring to people. **Wrong:** Students that take my classes need to observe these rules. **Correct:** Students who take my classes need to observe these rules.

**More Writing Mistakes on Papers**

Reason.... *Don't* say "The reason was *because...*"; say "The reason was *that...*" Wrong: The reason I'm doing this is *because* you need to learn grammar. Right: The reason I'm doing this is *that* you need to learn grammar.

Waiting. Say waiting *for*, not waiting *on*. Right: I'm waiting *for* Susie. Wrong: I'm waiting *on* Susie.

Fixing. Don't use this word when you mean getting ready, intending, etc. Wrong: I'm *fixing* to have dinner soon. Right: I'm *going* to have dinner soon; I *plan* to have dinner soon; I *intend* to have dinner soon; etc.

*Would have* when you mean *had*. Wrong: If he *would have* helped me, I would have been here a lot sooner. Right: If he *had* helped me, I would have been here a lot sooner.

Like/love you to. Don't add an unnecessary *for*. Wrong: I'd love *for* you to see my new baby. Right: I'd love you *to* see my new baby. I'd love it if you saw my new baby.

Double end marks after quotations. If a quotation already contains an end mark, you generally don't put another one outside it to end your sentence. Wrong: He said, "Why do we have to learn grammar?". Right: He said, "Why do we have to learn grammar?"

Names of restaurants, stores, etc. Unless the name itself ends in *s*, names of restaurants, stores, etc. generally end in an *apostrophe s*. Wrong: I ate at *McDonalds*. I shop at *Macys*. right: I ate a *McDonald's*. I shop at *Macy's*.

End marks in parenthetical material. When a *complete sentence* is in parentheses, its end mark is within the parentheses, too (but *not* when the parenthetical material is not a complete sentence). Wrong: You should know this (most good high school English teachers cover it). Right: You should know this. (Most good high school English teachers cover it.)

Master's degree. Use the singular possessive form. Right: I got my *master's* degree in 1971. Wrong: I got my *masters* degree in 1971.

Doctoral degree. A Ph.D., or Doctor of Philosophy degree may be referred to as a *doctoral* degree but never a *doctorial* degree.

I, me, and myself. Don't use *myself* when you really mean *I*. (Usually, *myself* is used in the objective case.) Wrong: Jim Tina, and *myself* went to the show. Right: Jim, Tina, and *I* went to the show. Do use *myself* instead of *me* when you are referring to yourself in connection with your own action. Right: I gave *myself* a reward for sticking to my vow. Wrong: I gave *me* a reward for sticking to my vow.

Generally, don't begin sentences with *so*. Wrong: So now we've all got friends at Chase Manhattan. So the summer is over already.

One-sentence paragraphs. Generally, avoid one-sentence paragraphs. (Dialogue in which there is only one sentence before another person's would be an exception.)

Endless paragraphs. Avoid very long paragraphs. (It's rare for a good paragraph to go more than ten or fifteen lines.) Long paragraphs often contain different thoughts that would be better talked about in separate paragraphs.

Than... Don't use objective case for a pronoun that is the subject of an implied verb. Wrong: My wife is taller than *me*. Right: My wife is taller than *I*. (If you had the verb included, it would be "My wife is taller than I *am*." You wouldn't say, "My wife is taller than *me* am.")

Objective case for pronouns. Do use objective case for pronouns when appropriate. Wrong: I need you to hand Tim and *I* the tools. Right: I need you to hand Tim and *me* the tools. (When in doubt, remove all nouns and just consider the pronoun. You wouldn't say "Hand *I* the tools.")

Who and whom. Use *whom* for the objective case, even if you don't use it in everyday speech. Right: I don't know *whom* to give this to. Wrong: I don't know *who* to give this to. Do use *who* when it is not objective case, however. Right: People *who* learn this will be glad they did. I'll let *whoever* raises his or her hand answer the question.

Prejudice/prejudiced. *Prejudice* is a noun form; *prejudiced* is the verb form used to modify a noun. Right: I hope I can eliminate *prejudice* from my thinking. Wrong: He is *prejudice* against practically every minority group there is. Right: He is *prejudiced* against practically every minority group there is.

Use possessive pronouns rather than objective ones with gerunds. Wrong: I like *you* caring about others. Right: I like *your* caring about others.

That or as/like. Don't use *like* as a conjunction. Wrong: I feel *like* you need to learn grammar. Winston tastes good *like* a cigarette should. Right: I feel *that* you need to learn grammar. Winston tastes good as a cigarette should.

Sure/surely. Don't use *sure* as an adverb, even if you use it that way in everyday speech. Wrong: I *sure* love to eat. Right: I *surely* love to eat.

Superfluous *of*. Don't use *of* when it is unnecessary. Wrong: He made too big *of* a deal about grammar. Right: He made too big a deal about grammar.

Run-on sentences. Don't run one sentence into another without appropriate punctuation. Wrong: I hate grammar I'm not going to learn it. Right: I hate grammar. I'm not going to learn it. I hate grammar; I'm not going to learn it.

Comma/since. *Since* preceded by a comma means *because*; without a comma it refers to passage of *time*. Wrong: I went there since I felt I had to help. Right: I went there, since I felt I had to help. Wrong: I've been sick, since I began my vacation. Right: I've been sick since I began my vacation.

Comma/so. *So* preceded by a comma means *and therefore*; *so* without a comma means *in order that*. Wrong: I was there so I guess I know what I'm talking about. I'm teaching you this, so you'll know how to write more effectively. Right: I was there, so I guess I know what I'm talking about. I'm teaching you this so you'll know how to write more effectively.

*** Remember * Remember * Remember ***

You can find detailed coverage of these and many other important points in a good English Comp. book. If you don't understand something or need help, ask me, as your English teacher, or go to the Learning Center.

## 8. Weekly Summary Sheet for Student Use

Name: _____ Date: from _____ to _____

List each of your courses, and for each day list the time(s) (3:30-4:00, etc.) that you spent outside of class working on each course. Put the total amount of out-of-class time for each course for the whole week under TTL. List class attendance for each course (2/3 for 2 classes out of 3, etc.) under ATN, and for any classes missed, *give the reason* (skipped, overslept, sick, etc.). Finally, under GRA list any grades you got in each course, and what they were on (test, quiz, paper, etc.). Also, for each day indicate how you life is going ("A life," "B life," etc.). *Fill out this form each day as you go along during the week.* (*Don't* rely on your memory at the end of the week.)

| COURSE | FRI | SAT | SUN | MON | TUE | WED | THU | TTL | ATN | GRA |
|---|---|---|---|---|---|---|---|---|---|---|
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| "life grade" | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |

Good things that happened this week:

Problems or bad things that happened this week:

Important or interesting things learned this week:

Any other comments on anything:

## 9. Who's on Welfare?

The purpose of this in-class discussion is to make students more aware of the public assistance that they receive that they probably haven't even thought about, and to get them to feel more responsibility for the way they spend their time. Indirectly, an exercise like this may help students be more sympathetic to people on more conventional kinds of public assistance ("welfare").

Begin by asking if the students have heard about the new welfare proposal; they're likely to give you a blank look, though several will probably evidence irritation at the very *mention* of welfare. Tell them you can't quite remember all the details, but the gist of it is this: It is a 5-year program. Recipients will be placed on jobs and receive minimum wage, to be provided by the government; employers will simply be asked to take the workers—there will be no cost to employers. In year 1, employees will simply have to show up, and observe; no work will be required, but they will be *paid* for full-time work. They *may* work if they want to, but the only *requirement* is that they be there and watch the *other* people work. In year 2, employees must work at least 10 hours a week (one-quarter time) in order to receive full-time pay; again, they *may* work more, but they do not have to. In year 3, employees must work 20 hours a week (one-half time) in order to receive pay for full-time work. In year 4, employees must work 30 hours a week (three-quarters time) for full-time pay. And in year 5, employees will have to work 40 hours a week (full time). After that, the program is over, and participants should be ready to go out on their own and find regular, full-time positions in the job market.

Ask for student reactions. Some will take the program at face value, and try to find value in it. Most will hotly protest, appalled that people can be allowed to take money to work full time but not actually have to do it. Expect some venomous comments about lazy people on welfare ripping off the system, etc. After a while, admit that there is no such program, but that you wanted to see how the students would react to the idea. Ask them why they think you did that. Then point out the difference between public and private education. In nice round figures, a college education at a place like Mississippi State will cost about $30,000; yet at a good private college or university, it is about $120,000. How can that be? Are the people running the private institutions stupid spendthrifts? Do we at Mississippi State know something they do not? Of course, the difference is in public, taxpayer support of state colleges and institutions. Indirectly, the average student at Mississippi State University is getting about $22,500 in benefits each year—significantly more than the median salary of citizens employed at jobs full time. Assuming a 15-week semester, that boils down to about $750 *per week* in "welfare" for each student. Should taxpayers expect *full time* work from students? Are students who take the money but "just watch" any better than the welfare recipients in the above story?

This simple exercise gets students thinking . . . .

## 10. Suggested Class on "Cultural Literacy"

Our purpose is to introduce the students to the notion of cultural literacy. We cannot make up for the educational deficiencies of the last twelve years in just one course; but at least we can take one step in the right direction and light the proverbial candle instead of cursing the darkness.

One day early in the course ask the students to bring to class their copies of *The New Dictionary of Cultural Literacy*, by E. D. Hirsh, Jr., Joseph Kett, and James Trefil. Ask students what they think is meant by the term "cultural literacy," and why it might be important. It will probably take five or ten minutes to get some approximation of the definition that cultural literacy is that body of knowledge that we assume all educated members of our society share and that people make reference to without definition or explanation. Understanding each other, the media, our teachers, etc. thus requires a working cultural literacy.

Now put three chairs up at the front of the classroom, somewhat opposite you. Put the first three students in them, and rotate in a new trio of students every five minutes or so. Appoint one good student to be judge and scorekeeper. Have the remaining students take turns looking in the index of the *New Dictionary of Cultural Literacy* and picking out a term to ask. Have them state the term and also its page number in the dictionary, so the judge can find it quickly. Students can pick terms they know, or ones they would like to know, or ones they think will fool the contestants, etc. Let the three students at the front of the room with you work as a team and confer as much as they want. Let one item go to them first; if they get it right, they earn one point, but if they don't, then you get the chance to answer it correctly and earn a point. Let the next item go to you first, etc. Tell them you will see if you can demonstrate the value of a college education.

Believe it or not, most students will not know most of the terms. Furthermore, they will be astounded that you *do* know the majority of them. It will not be hard to demonstrate the value of a college education; but then you need to hit them with the fact that the items in the index are those that experts agree should be part of a good *high school* education! Explain that you do not blame the students for not knowing that which no one ever taught them; but that that is not a good excuse for failing to get a good education in college.

Pick one or two dozen terms from the *New Dictionary of Cultural Literacy* each week, and have students look them up and learn them. (See our sample lists.) Students should know not only what the terms mean, but also *why* they mean what they mean. Quiz students on these every week or two. Also, ask students to see how many of the terms they can find in the newspaper or hear on radio or television. Students are surprised and delighted when these leap out at them. Another common reaction is, "I always wondered what that meant."

Students rarely complain about this assignment, and most of them actually enjoy it. Contrary to popular opinion, students do not *want* to be ignorant.

## 11. Sample List of Cultural Literacy Terms (12 Weekly Lists) for a Semester

academic freedom / according to Hoyle / Achilles heel / acronym / read the riot act / ad hominem / Spiro Agnew / an albatross around one's neck / Horatio Alger/Horatio Alger story / allusion/allude / amicus curiae / And thereby hangs a tale / Maya Angelou / annus mirabilis / anti-Semitism / apocryphal / as the crow flies / Ask not... / Day of Atonement / Auschwitz / Bakke decision / Balkanization / bar/bat mitzvah / Bastille /

Bay of Pigs / beg the question / Berlin Airlift / beyond the pale / bite the bullet / Black Hole of Calcutta / Blarney Stone/blarney / blue laws / born-again Christian/born again / bourgeois / bowdlerize / brinkmanship / Battle of Britain / bury the hatchet / busman's holiday / buy a pig in a poke / Let them eat cake / Dale Carnegie / carpe diem / carry coals to Newcastle / cause celebre / Chanukah / Chesire cat / chutzpah /

circumlocution / feet of clay / closed shop / cogito ergo sum / sail under false colors / concentration camp / conflict of interest / constant dollars / counterculture / coup d'etat / coup de grace / creationism / critical mass / crocodile tears / cross the Rubicon / Cuban missile crisis / damn with faint praise / dark horse / a date which will live in infamy / de facto / de jure / determinism / give the devil his due / Discretion is the better part of valor /

Do not go gentle... / double jeopardy / double-entendre / draconian / eat crow / e.g. / Elysian Fields / the emperor's new clothes / ergo / esprit de corps / euphemism / ex post facto / Fabian tactics / fait accompli / Faustian bargain / The only thing we have to fear... / Good fences make good neighbors / fetish / fifth column / Final Solution / A foolish consistency... / free will / Freudian slip / future shock /

Society of Friends / fundamentalism / zero sum game / genre / Beware the Greeks bearing gifts / global village / golden mean / Holy Grail / Great Depression / Great Society / gross national product (GNP) / guru / halcyon days / handwriting on the wall / hara-kiri / hawks and doves / hearsay / heresy/heretic / hoi polloi / toot/blow one's own horn / Trojan Horse / humanist / hyperbole / idioms / i.e. / Ignorance is bliss /

In loco parentis / in vino veritas / Industrial revolution / inertia / Inquisition / insider trading / too many irons in the fire / Islam / jargon / jihad / John Birch Society / Johnny Appleseed / Jolly Roger / keeping up with the Joneses / Juggernaut/juggernaut / Kent State / kibbutz / knee-jerk reflex/knee-jerk response / Know-Nothings / left-handed compliment / left-wing / like lemmings to the sea / life of Riley / lip service / A little learning is a dangerous thing / at loggerheads /

lowest common denominator / Machiavelli/Machivellian / perpetual motion machine / Maginot line / magnum opus / make a virtue of necessity / malapropism / mammon/can't serve God and mammon / manifest destiny / A man's reach should exceed his grasp / manslaughter / Marie Antoinette / McCarthyism / mea culpa / method in one's madness / Methuselah / microcosm / promises to keep/miles to go before I sleep / military-industrial

complex / run of the mill / modus operandi (m.o.) / Moral Majority / moratorium / Murphy's Law / My Lai massacre / natural selection /

nature/nurture controversy / N.B. / Necessity is the mother of invention / Nemesis/nemesis / nepotism / Never in the field of human conflict... / non sequitur / nonaligned nations / nouveau riche / nuance / nuclear family / Ockham's razor / Odyssey/odyssey / Oedipus complex / old boy network / olive branch / ombudsman / open shop / order of magnitude / ostracism/ostracize / oxymoron / Pandora's box / paraphrase / pariah / parody / pass the buck /

pecking order / per capita / per diem / persona non grata / Peter Principle / Philistines / planned obsolescence / play to the gallery / pocket veto / pogrom / pork barrel legislation / post mortem / pound of flesh / pro tempore (pro tem) / Prodigal Son / prognosis / proxy / Pygmalion / Pyrrhic victory / quantum leap / raison d'etre / Renaissance Man / rhetorical question / rites of passage / The road to hell is paved with good intentions /

robber barons / fiddle while Rome burns / Roosevelt's Court packing plan / cross the Rubicon / sacred cow / salad days / sanctum sanctorum / Yes, Virginia, there is a Santa Claus / savoir-faire / The Scarlet Letter / schism / Scopes trial / Scylla and Charybdis / semantics / shalom / Shangri-La / shibboleth / shot heard round the world / chip on one's shoulder / Shylock / Sic transit Gloria mundi / silent majority / sine qua non / Sisyphus / Six Day War /

let sleeping dogs lie / Something is rotten... / Sparta/Spartan / Sputniks / star-crossed lovers / straw man / suffer fools gladly / sui generis / talk turkey / Tantalus / tarred with the same brush / Trail of Tears / tenure / thalidomide / Thames River / There is no joy in Mudville / Third World / Those who cannot remember the past... / three sheets to the wind / footprints on the sands of time / to the manner born / carry a torch for / tour de force / trial balloon /

trust busting / the Ugly American / Uncle Tom's Cabin/Uncle Tom / Urals / vested interest / Victorian / WASP / Watts riots / wear one's heart on one's sleeve / Mae West / Win this one for the Gipper / straw in the wind / Brevity is the soul of wit / Frank Lloyd Wright / yarmulke / Young Turk / Zeitgeist /

## 12. Flip a Coin (Pregnancy Prevention Exercise)

By now you have probably heard many times how important it is take precautions against contracting STDs and facing unwanted pregnancies when you are sexually active. Again and again, you are told to use condoms. We urge you to do this, too, ***but*** you must not let this give you a false sense of security. Answer the following questions—use your textbook for the basic information—and you will see why.

1. What is the *actual use failure rate of condoms*, and exactly what does that mean?

2. Given that rate, if Joe and Susie are sexually active while at college, and they spend the average five years here, and they use condoms for birth control, what are the odds that Joe and Susie will be facing a pregnancy before they graduate from college? Show exactly how you calculated this.

Watch out: The answer is really going to shock you, but the numbers do not lie! Now consider what *you* are going to do in light of them.

***Note to workshop participants:*** According to the sex textbook we use, *Sexuality Today*, by Gary Kelly, in actual practice, the typical failure rate of male condoms is about 14%. (This is different from the theoretical, or perfect use failure rate, which is 3% but not indicative of the actual experience of couples in real life.) In other words, for every 100 couples using male condoms as their form of birth control, in one year on average 14% of those couples will face a pregnancy.

Now, to apply this to the example of Joe and Susie (above), the odds of their getting through their first year of college without a pregnancy are 0.86, or 86%. But the odds of their getting through their first *two* years are 0.86 multiplied again by 0.86, or 74%. For *three* years, it is 0.86 x 0.86 x 0.86 = 64%. For *four* years, it is 0.86 x 0.86 x 0.86 x 0.86 = 55%. And for *five* years, it is 0.86 x 0.86 x 0.86 x 0.86 x 0.86 = 47%.

For all practical purposes, ***Joe and Susie can flip a coin!***
Even though they are following the advice they always hear, and using condoms.

If you want to, you can pass out pennies at the beginning of class, and have everybody stand up and flip one after you have gone over the failure rate, the logic, and the calculations. You can have the "losers" remain standing and say to them, "You have a pregnancy!" And to the others you can say, "You're next!"

The visual and mathematical experience will be impactful, but be sure to talk about what students should *do* in light of these numbers.

## 13. The Sex Riddle: Suggestions for Instructors

1. Ask students to write down their estimate of when (at what age) the average person becomes sexually active nowadays. After they have written this down, call out some students' answers (or have them call them out).

Next call out a relatively low number (like 12) and ask everyone who guessed that or lower raise their hands *and keep them raised.*

Go up by 1-year intervals, until it is clear that at least half the hands in the room are up. Typical consensus will be 14-16 years.

2. Next ask students to write down their estimate of the interval after which the average single person will have a new sexual partner. (Every week? Every month? Every year? Etc.) After they have written them down, call out some students' answers (or have them call them out).

Next call out a relatively low estimate (like every 2 years) and ask everyone who guessed that or more to raise their hands *and keep them raised.*

Go up by intervals, until it is clear that at least half the hands in the room are up. Typical consensus will be 2-3 new partners a year.

3. Ask students how many people they would be willing to risk medical exposure to (not the number of direct partners, but the number of persons potentially contributing disease-causing microbes—some direct partners but probably a greater number of indirect "partners" as well). Have them write this number down if you do *not* want to have them called out; f you *do* want them to be called out, ask students to write down the number they think *their best friend* would put. (Obviously, this is to protect the privacy of the students in your class.) Ask them to keep this number in mind when they do the next exercise. (Numbers vary, but are seldom large, most often in the range of 0-12—which is a *great* deal less than the "sex riddle" exercise will yield.

4. Have them do the "sex riddle" exercise (see handout) and turn it in for credit. (The copy in this handout has the correct formulas written in, in case they do not come readily to mind when you first see the questions, but *don't* give these to the students in advance.) It will take significant time and effort to write out the exercise; we think this helps bring home the point. Some students can figure out the formulas, but others cannot. Give the formulas to them in class after the assignment is turned in.

5. Ask for a journal entry on the questions at the end of the exercise, if the students are comfortable writing about those issues. Tell them to think about them but *not* write about them if doing so would be uncomfortable for them.

6. Also use readings—we've had good response to the book *Sexuality Today,* by Gary Kelly—class discussion on the day the sex riddle is due, and maybe a guest lecture from a student health expert.

7. Give students certain types of test questions, and tell them in advance that they will have to answer these. We always ask the failure rate of condoms—most students are surprised at how high it is—and how that failure rate is defined—most students don't know. Ask a question similar to the one on the sex riddle exercise. Also ask one in a different form, such as: "The biggest lecture hall on our campus

holds 250 people. If everyone had the same sexual history (and each person had sex with someone no one else in the group had), how many sex partners would it take for you to have had "sex"—i.e. medical exposure to the microbes of—the entire room full of people? (Answer: 8, since $(2)^8 - 1 = 255$.)

8. Bear in mind that this model is obviously simplistic. If you take it far enough, you can have people with prolific but believable sex lives having "sex" with more people than there are on the planet! This is because the model doesn't account for participants having multiple *shared* partners. Very few students think about this, but it is a handy example of the need for mathematical literacy ("numeracy"?). If you want to, you can discuss what factors would need to be considered in a more comprehensive and sophisticated model. Used with relatively small numbers, though, the simple model makes the intended point in a vivid way.

9. Emphasize the statistical probability of pregnancy that people face *even when they are using recognized birth control devices.* (See "Flip a Coin.")

## 14. The Sex Riddle: Form to Give Students

***Note:*** **For conference participants, answers appear in brackets, but give students this exercise *without* the answers.**

For the sake of this exercise, assume that everyone has the same sexual history—i.e., starts having sex at the same age and has the same number of new partners each year. (Also assume that none of the people in this exercise have sex with more than one other person listed in the exercise—their other partners are not people listed here.) Give the first male you list a name beginning with A, the next one a name beginning with B, etc.; do the same for the females. Underline each new partner. Put each person's age at the time right *after* his or her name.

Assume—and this is probably a conservative assumption; the average single person your age probably started younger and had more sexual partners than this—that people start having sex on their sixteenth birthdays, and have a new partner every half year; let each new year begin with one new partner on the birthday, followed by another six months later.

You probably already realize that in terms of *medical* exposure—i.e., the number of persons whose disease-causing microbes you might be exposed to—you have to count not just the people you have sex with, but *also* all the people *they* had sex with (i.e., the people who had sex with the people you had sex with, etc.).

Plot the "sex" life of April in the way shown below, noting for each age and partner number, the number and names of known and unknown people she has had "sex" with in terms of medical risk, both at the point of that one partner, and cumulatively including all previous partners.

**EXAMPLE: April's Sex Life through her Seventeenth Birthday**

**Partner #1, Age 16**

April 16 has sex with Arnie 16.
Immediate "partners" for April: 1 (Arnie).
**Cumulative "partners" for April: 1:** 1 known to April (Arnie) and 0 unknown to April.

**Partner #2, Age 16.5**

April 16.5 has sex with Bob 16.5
Bob 16 had sex with Betty 16.
Immediate "partners" for April: 2: 1 known to April (Bob) and 1 unknown to April (Betty).
**Cumulative "partners" for April: 3:** 2 known to April (Arnie and Bob) and 1 unknown to her (Betty).

**Partner #3, Age 17**

April 17 has sex with Chad 17
Chad 16.5 had sex with Carol 16.5
Chad 16 had sex with Debbie 16.
Carol 16 had sex with Dick 16.
Immediate "partners" for April: 4: 1 known to April (Chad) and 3 unknown to April (Carol, Debbie, and Dick).
**Cumulative "partners" for April: 7:** 3 known to April (Arnie, Bob, and Chad) and 4 unknown to her (Betty, Carol, Debbie, and Dick).

Continue this progression another couple of rounds, writing down all steps, names, and numbers, until you see the exact mathematical pattern. Now answer the following questions:

***[Note to workshop participants: Answers are given in brackets for your benefit, but remove these when giving this exercise to students.]***

By the end of her 21st birthday (11th partner), how many people has April had "sex" with (i.e. made herself medically vulnerable to) since she became sexually active on her 16th birthday? [2047]

If **n** is the number of the partner (**n** = 1 for the 1st partner, **n** = 2 for the 2nd partner, **n** = 5 for the 5th partner, etc.):

How do you calculate (what formula would you use for) the number of people you are having "sex" with at the moment you are having sex with that **n**th person? [ $2^{(n-1)}$ ]

How many of these people are known to you? [ 1 ]

How many are unknown to you? [ $(2^{(n-1)}) - 1$ ]

**How do you calculate (what formula would you use for) the cumulative number of people that you have had "sex" with—i.e., have had direct or indirect medical exposure to—since you became sexually active? [ $(2^n) - 1$ ]**

How many of these people are known to you? [ n ]

How many are unknown to you? [ $(2^n) - 1 - n$ ]

***Consider:***

Is sex worth the risk at this point in your life?

Are you keeping your number of partners to a minimum?

Are you carefully investigating the possible health and sexual histories of your potential partners and making sober, rational, planned decisions about sex?

Are you practicing "safer sex"—i.e. using condoms ( in addition to supplemental forms of birth control ) if you are having sex?

Have you considered the relative safety yet significant satisfaction of "outercourse"—mutual sexual satisfaction *without* actual intercourse or exchange of bodily fluids?

Have you considered the safety and peace of mind of *abstinence*?

## 15. Barrier Issues: An Approach for Dealing with Issues of Cultural Diversity

Cultural diversity issues are still very salient on any college or university campus, but students may arrive somewhat jaded and unenthused about the subject, feeling that they have already heard more than they really want to on cultural diversity, they don't want to be beaten over the head with demands to be "politically correct," they are tired of radical, seemingly foolish positions and assertions, etc.

One way we have found to get around this problem is to ask the students themselves to identify "barrier issues" that obstruct or prevent their understanding and appreciation of certain groups. Sometimes students will sit through a conventional presentation on cultural diversity and to their surprise find it pleasant and interesting; but they may still have a "yes, but" reaction afterwards, sort of like, "Yeah, I an understand *that* but what about *this*?"

We ask our students to write down for various groups, anonymously, whatever "hard questions" they have that they feel they have never received satisfactory answers to. We tell them not to be hateful, but not to feel they have to be polite, either, and that they should go ahead and ask the blunt and difficult questions that they might have.

Once we have the questions, we distill them and take them to our campus experts and ask for the best, most accurate, most persuasive answers. If we have guest lecturers, we send them the students' questions in advance. Since the students themselves have said that these are questions they want answers to, then they are more invested in listening to those answers, and in the process feels more self-driven and less imposed.

In covering issues of cultural diversity, we usually start with *psychological* diversity, using psychological type and the Myers-Briggs Type Indicator. This is typically fun and upbeat. Then we move to handicapped students. Few students feel hatred or prejudice toward them, but they do have a lot of questions about them, and there are definitely some stereotypes to deal with. *Then* we move on to the more controversial issues of gender, race, and sexual orientation. We also cover athletes as a misunderstood group on campus.

A unique approach to racial issues is to deal with *minority* stereotypes of the *majority*. Our colleague, Dr. Chante Cox of the Carnegie Mellon University Psychology Department, has some wonderful materials on Black stereotypes of Whites. (See below.) Most Whites are surprised that there *are* stereotypes about them! They are also astonished at how silly and/or inaccurate they are—which of course is the point: *all* stereotypes are silly!

## 16. The Affirmative Action Riddle

Before we examine the historical reasons for affirmative action and the benefits it may provide for a diverse society, let us consider the exact cost to the majority in a hypothetical case. (This case is strictly fictional, but the numbers are based on those of a *real* program.)

Suppose that Harvard Medical School creates a highly desirable program for prospective medical students: al their college expenses will be paid, at whatever institution they choose to attend, and upon graduation, they will be guaranteed admission to Harvard Medical School.

There are 12 places in the program, and 1200 students apply for them; 100 of those students are minority candidates. Harvard decides that at least two of the places will be filled by qualified minority candidates, even if the top 12 candidates contain no minorities.

In the worst case (no minorities in the initial top 12, but 2 qualified ones not too far behind) how much will Harvard's affirmative action commitment have changed the chances that a *non*-minority applicant will be admitted to this program? (Be exact and show your calculations.)

The answer may surprise you. Sometimes our personal and social perceptions of the effects of affirmative action commitments greatly exaggerate the mathematical reality of the situation. Bring your work and your thoughts and reactions with you to our next class discussion.

[*Note to conference participants:* Without affirmative action, there are 12 slots for 1200 applicants; the chances are 99% that a given applicant will *not* be admitted into the program. With affirmative action, for the majority there are now 10 slots for 1100 applicants; the chances are not 99.1% that a given applicant will *not* be admitted into the program! Is the majority's giving up *one* chance in a *thousand* a reasonable price for the program's achieving a diversity representative of the society as a whole? We might hope so.]

## 17. **Stereotypes of White Americans Held by Black Americans**

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Below is a list of somewhat negative stereotypes known by most individuals in minority groups (especially African American) but not known by individuals in the stereotyped group—in this case Caucasians. It appears that negative stereotypes that can be viewed as positive in some ways (e.g., all white people are ambitious) are known by all groups; however, those stereotypes that are truly negative and offensive are not as widely known.

**Not Widely Known Stereotypes:** 1. Children talk back to their parents (don't respect them). 2. Parents try to be "friends" with their children. 3. Parents don't discipline their children. 4. Wear shorts the first day the temperature gets above 50. 5. Will go out with no shoes in the cold. 6. Don't wear coats when it is cold. 7. Don't dress children (especially babies) properly for cold weather. 8. Always get head lice. 9. Smell like dogs in the rain. 10. Nasty when it comes to animals (animals eat from the table/sleep in the bed). 11. Marry at an early age. 12. Drink and smoke early. 13. Are mean to the elderly. 14. Don't know how to swear properly. 15. Bathe with their children. 16. Are "back stabbers"—can't be trusted. 17. Are "two faced." 18. Are fake. 19. Women are weak. 20. Engage in unusual sex—especially the women. 21. Eat casseroles. 22. Date several people at once.

**Typical Stereotypes:** 1. Can't dance. 2. Racist. 3. Successful. 4. Wealthy. 5. Stuck up. 6. Not athletic. 7. Prejudiced. 8. Love country music. 9. Love having control. 10. Can't play basketball.

## 18. Adult Advice and Personal Happiness (sample paper assignment)
## Psychological Advice from Non-Psychologists, and Taking Charge of Your Future Happiness

Select five adults *over* twenty-five years old, whom you respect. Interview them in person if you possibly can, and ask them these questions:

1. What were the *best* decisions you made when you were 18-25? What things made you happiest at that age?

2. What were the biggest *mistakes* you made when you were 18-25? What things made you unhappiest at that age?

3. What things make you happiest and unhappiest now that you are an adult? How happy have you been with your adult life? What things, past or present, do you wish you could change?

4. What *advice* would you give someone who is about 18 years old? Would *you* have followed that advice when you were 18?

In writing your paper, identify and describe each person you interview, and then give their answers to each of the questions. After you have done this, try to pull together what you have been told. Do you think you have been given valid psychological insights, or not? Why? Exactly how could you put into effect any good advice you receive? Will you? Why or why not?

Also, consider your own personal happiness. When have you been happiest in the past, and in general, what conditions seemed to facilitate your happiness? Generally, how happy are you at your present stage in life? Again, what are the conditions that seem to make you happiest?

Give yourself your own advice for happiness—you may borrow from what you received above, but add to it, too, with your own thoughts and insights—and plan out specifically the things you can do at each major stage of your life in the future to ensure your own happiness: *Realistically*, what will be the conditions under which you will be happiest; *specifically*, what can you do to attain these conditions; and psychologically, how will you evaluate your progress toward happiness and keep this goal for yourself in mind? (This may sound obvious or easy, but how many adults do you know who have somehow managed to neglect or damage their own happiness? Exactly how are you going to do better than *they* did?)

Be sure to start early on this assignment, and give it careful thought; it will take a substantial amount of preparation and writing. It should, however, be both fun and interesting.

## 19. Suggested Parent Contact Time Line and Tips

**TIME LINE**

**First class period.** Get students' written permission in advance. Explain your reasons and methods for parent contact, and let students know they can change their minds if they later feel uncomfortable. Virtually none will refuse.

**Ca. one month into the semester:** Write individual emails or letters to parents introducing yourself as the first-year seminar instructor, and describing the course and giving preliminary impressions of the student. Say you will be calling in a week or two.

**Ca. five to six weeks into the semester:** Call parents, setting aside 20-30 minutes per call, and discuss the student and respond to questions. Invite calls or letters if parents have any concerns during the semester (or later).

**Ca. three to four weeks before the end of the semester:** Send a "form" email or letter about the course, resources/options for students who do not do well, etc. Promise a personal letter to come at the end of the semester. Jot a short individual note at the end of the "form" letter.

**End of semester:** Write parents individual letters discussing grades, overall impressions, suggestions if any, etc.; invite future contact if you can *ever* be of help. (A few will take you up on this.) Enclose letters in Holiday cards. (Also send the students Holiday cards with personal notes.)

**TIPS**

If you can't do all the above, do part; even *one good letter* does wonders!

Give information about yourself—background, interests, family, etc. Most parents like this a lot, perhaps because it individualizes and humanizes their son or daughter's teacher.

Let parents know in advance you will be calling them; otherwise, if they pick up the phone and hear "This is _____ from _____ University/College," they fear you are calling with bad news (death, accident, illness, problem, etc.).

Make it clear that individual letters are in fact individual. Share your knowledge of the individual students and make it clear you will be personally looking out for each young man or woman.

Encourage parents to monitor student progress, and always tout University resources that can help students; this is not only reassuring, but parents are often effective referral sources.

Give plenty of detail about what is in the course and why; most parents are quite interested in this. Send them a short, interesting reading or handout from your course if this is possible and appropriate.

Accentuate the positive when discussing students, but if there are problems, discuss them—parents can handle it, especially if you suggest solutions. (Rather than being surprised or offended, parents are often relieved that someone else has noticed and is trying to help.) Respect student's privacy, however; steer clear of their love lives and personal issues.

Anticipate a rewarding experience with all of this—most faculty find it *extremely* reinforcing, and parent contact is a *gold mine* of appreciation and long-term institutional support.

## 20. Sample Letter to Parents (one letter at end of semester)

Dear _____ [parent(s)]:

Please allow me to introduce myself. I am Dr. Tom Carskadon (or "Dr.C." as the students call me), _____'s professor this semester in our special First-Year Year Experience (FYE) section of General Psychology. The idea behind this FYE section was to have small, first-year sections of some of the more popular core curriculum courses that would fulfill requirements in almost any major. These small sections would be taught by award-winning faculty who would get to know each individual student well and try to give each of them guidance and advice when needed. Many first-year courses are taught by relatively inexperienced graduate students instead of regular faculty; others are taught by faculty, but the class sizes may be very large. For instance, my other section of General Psychology had 320 students in it, and I was not able to get to know them individually at all. In my FYE section of General Psychology, however, I had the pleasure of getting to know _____ individually, and I am very glad that she was part of my class.

I am happy to say that my FYE students and I had a very enjoyable course together. Before long, the whole class began to feel like a big family—in fact, I even invited the class over to my house for dinner. Our class had a wonderful mix of students: bright, interesting people from all over the University. The students worked hard and did well—significantly better, in fact, than the students in my large class fared. The FYE students wrote journals every week; that was good practice for them, and it also let me know how they were doing during their first semester of college. Urge _____ to keep the journal she wrote for this class. Twenty or thirty years from now, she will treasure having a record of what she was thinking and doing during her first semester of college. As a treat for *you*, I am enclosing a copy of a very short reading that I gave only to my FYE class. I consider it to be the neatest, most insightful three pages in Psychology. If Christmas seems nice, but not quite the way it used to be when you were young, this article will reassure you that the magic is still there; and if you have ever wondered how you can have a son or daughter in college and still not feel completely grown up and wise yourself—well, this article will explain it. Oh, and I am enclosing one more thing: a picture of _____ on her very first day of college! I thought you or she might enjoy having it.

The class as a whole did very well, but I'm sure you would like to hear specifically about _____. _____got a high "A" in the course. In fact, her test average was 100! She was a reliable and hard working student. Beyond that, she is an exceptional young lady. She is bright, warm, caring, respectful, and energetic. I hope she aims high in life, because she can achieve just about any goal she might choose. I wish I could meet you, for if I could, I would congratulate you on a fine job of parenting. People like _____ do not happen by accident, and the parental investment you have made has paid off beautifully. _____ has been a total pleasure to know and teach.

My course with _____ is now over, but my interest in her certainly will continue. If at any time in the future, _____has a problem and isn't sure where to turn, she should find me. I cannot always solve the problem, but I almost always know who can. For future reference, I will mention the three campus resources our students use the most. The Career Services Center helps students determine the best

major for them, and it provides extensive materials on job availability, degree requirements, starting salaries, etc. The average student here (and elsewhere) changes majors one to three times during college; this is normal and healthy as students start exploring all the options a comprehensive university has available for them. There is even a whole course on major and career search that can be taken for academic credit. The Counseling Center offers personal counseling for things like difficult decisions, dating dilemmas, anxiety, depression, alcohol or drug problems, etc. Believe it or not, most of their clients are *normal* students struggling with various difficulties. An unbiased outside viewpoint from a trained counselor can be quite helpful. Finally, our Learning Center offers free tutoring in math and English, help with study skills and time management, and even whole courses in these topics. When students' grades do not match their talents, I often recommend the Learning Center. In my experience, by the way, the most common reason for students' doing poorly is failing to treat college as a full-time job. I want the students to work as hard at college as *you* work to send them here. When students do not do as well as they should, I always ask: "Are you really, truly putting 40-50 hours a week on your studies? Are you in the right major for you? Are any personal problems getting in the way? Are you using campus resources to get help?" I also ask "Are you having fun?" College should be demanding, but also enjoyable; if it is not, then something is wrong.

In closing, I want to thank you for entrusting _____ to us, and add my personal welcome to the Mississippi State University family. As you probably know, MSU has the biggest and most talented student body in the state, and as a modern comprehensive university, we are one of the top 100 research institutions in the nation; but even though we have over 10,000 undergraduates here, let me assure you that *your* student is important to us! If you *ever* have a problem, question, or concern, please call or e-mail me. I promise that we care. University teaching is actually a high stress occupation—sometimes the students keep you young, and sometimes they age you fast—but I would not trade my job for any other. I have taught 30,000 students at Mississippi State, and I am here because I love teaching and I love students. Again I extend to you my thanks for the privilege of serving your family and for the pleasure of knowing _____. I wish all of you a warm and satisfying holiday season.

Sincerely,
Tom Carskadon
Professor of Psychology and
John Grisham Master Teacher

***Note to FYE conference participants: The letter above was about a "model" student. Below is the individual part of another letter about a student who had some difficulties. As you can see, you can talk about problems in an upbeat way.***

The class as a whole did very well, but I bet you would like to hear specifically about your daughter. _____ is delightful, and I am so glad that she is a Psychology major—the only one in the class. She got a low "B" in the course due to low test grades. She never missed a day of class, though, and the journals she wrote were very good. _____ is going to have to work quite hard as a Psychology major, but she can do it. I strongly recommend that next semester she take the course LSK 1023,

College Reading and Study Skills; it will help her in a wide range of academic skills she wasn't fully taught in high school, and it will help her handle more difficult courses to come. _____ is such a good person! She came hours early to help me the night I had the class over for dinner, and she seems to have a warm smile and a kind word for everyone she encounters. I know how proud you must be of her—and with good reason. People like _____ do not happen by accident, and I'm sure the wonderful person we see now is to a significant degree a result of the parenting that you have so wisely invested in her. My congratulations to both of you!

## 21. Sample Parent Responses

"I want to express my sincere appreciation for the manner in which you conducted the general psychology class during the fall semester. The individual attention that you provided to my son, _____, and the genuine concern for his academic and personal success certainly helped him during his first full semester at MSU.

"_____ conveyed several unusual sounding stories about this Dr. C. throughout the semester, including a class trip to his home for a get together. Although I did not read all of _____'s journal entries, I did have the chance to review a few of them during the semester. In many instances I was as interested in your comments as _____'s. Several times you provided him with solid encouragement and helpful advice. One can never tell how significant a single comment or word of encouragement may be to a student in transition from high school to college and from adolescence to adulthood. However, it takes time and effort to learn to know the students and become part of their life. The letter that you shared with us regarding _____ and your experiences with him is something that we will always keep. Several of your comments indicate how well you came to know _____ and how perceptive you were regarding his personality and needs.

"I can't imagine a better classroom experience to help with the transition to university life. Thanks again for taking care of our 180 pound 'baby.'"

"As parents of _____, one of your first semester Freshman psychology majors, we want to say thank you for getting _____ off to a productive and worthwhile beginning in his chosen field. The Christmas greeting, summary of the course, and your personal comments about _____ were appreciated more than you know! Between the two of us, we have completed four college degrees and have never had a professor take such a personal interest as you have demonstrated. From your course outline and _____'s comments, you worked them pretty hard; but it seemed to make _____ all the more committed to his chosen field of study—one that he chose in the eighth grade. It is comforting for us here in _____, ten hours away from Starkville, that our son is so happy with his chosen University and is in such competent and caring hands. Thanks again for your concern and we look forward to _____ having other courses under your leadership."

"All semester I had planned to write a thank you for all that you were doing for _____, but I just let time slip by. She fell in love with you over the summer when you helped her work out her schedule. You proved to be just as nice as she thought.

"I was not expecting her to have to work so hard in general psychology—thank you! Your class was the hardest, but the most rewarding class she took. She has to write more and think more than se did even in English. (She told me that you were an English major; it shows.) *[Actually, I was a Psychology major; I just seem like an ex-English major to the students whose grammar I correct! –T.C.]* Often she would call home, excited about what she did that day. As a result of one assignment, she asked for a subscription to *U.S. News and World Report*, which she now avidly reads. Thank you for encouraging her to go beyond the psychology class. When she told me about the cultural literacy lists, I asked her to make a copy so that I could use them in my Honors classes. I also appreciated your making her dig out information on her own. The best of all was the journal. She brought her journals home and asked me to store them so that she could look back over them in later years. You certainly made her freshman year at MSU rewarding and fun. I know that you spend many more hours in grading because of the kind of assignments you give.

"Thank you for being a teacher who cares, one who sees human beings rather than social security numbers. I hope that _____will stay in touch with you throughout her years at MSU, for you have been a positive influence in her life. She felt your personal touch, and so did we."

**Note to conference participants:** These responses are typical, but I cannot take credit for them personally. *Anyone* reasonably good can get similar results. ***The "magic" is in the *method*, not the course content and not the personality of the instructor.*** Anyone can do this, in any course. Try it!

## 22. 250 Random Acts of Kindness Toward Students

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Many items on this list are things we do or have tried; many other have been gleaned from "student friendly" colleagues; and still others were suggested by students themselves. No one could or should use *all* of these. Just consider this a menu of suggestions; perhaps somewhere in here you will find two or three or five or ten that appeal to *your* style of interaction with students. You may have colleagues who object that things like this amount to childish mollycoddling of students and contribute nothing to their education; our experience, however, is that the more kindness with which we treat our students, the more wiling and eager they are to work unusually hard and accept the high standards we set for them. Most of these suggestions are easy, fun, and rewarding for *us* as well as for the students. Try a few! (And if you know some other good ones, we'd be delighted to have you share them with us so we may add them to this list.)

**Making Class Fun.** Come to class early and chat with students. /// Have students bring in tapes or CDs with their favorite songs on them; put them all onto one, and make a directory of who contributed what; or have one student each day bring in a favorite song on a tape or CD, and play it during the five minutes before class. /// To get students to class on time, instead of lowering their grade or locking the door if they're late, make them sing a song of the class's choosing; and if *you* are late, *you* have to sing, too. /// If the class agrees to it, charge a modest fee if students come in late (or a big one if *you* do), hold a lottery at the end of the course, and give the winner the accumulated cash. /// Begin each class by asking (show of hands) how many students are having an "A" life lately (things going great), "B" life (good), "C" life (problems), or lower than "C" (trouble, big time!). For the last two categories, ask if there is anything you can do. /// Begin class by asking the students if there is anything on their minds; allow the first five minutes of class to be used for whatever they bring up. /// Have a "norming session" near the beginning of the course: Discuss what is and is not appropriate behavior, let them know what ticks you off, and find out what *they* dislike, too. Type up and distribute a list of norms everyone agrees to. Then require a fee for norm violations (like interrupting another student, using foul language, etc.); use the money for class treats or a class party. (Have an alternative penalty for students short on cash.) /// Learn students' names immediately, and always greet/call on students by their names (or nicknames). Be sure to call them what they *want* to be called. /// Have some kind of contest/incentive for students to learn each other's names. /// Early in the course, start using nicknames for each student, to be used in your class only. (If the class comes up with better ones, use them.) /// Bring a treat (cookies, candy, etc.) to class maybe once a week or on special days. /// Each Friday class, have two different students be responsible for bringing the class a treat. (Make a big fuss if they bring something homemade; you can even have a contest for the best treat of the semester.) /// Have class members have secret pals.

Have a "cap day" when everyone wears their favorite cap, and gives the reason or tells the story behind it. /// Have a "T-shirt day" when everyone wears their favorite T-shirt, and gives the reason or tells the story behind it. /// Give students a bit of extra credit for showing up in horrible weather, or for being there on the last day before a holiday (like the Wednesday before Thanksgiving). /// At the end of the course, give each student with perfect attendance a bookmark or some small

souvenir. /// On discussion days, if the class is very small, repair to the bakery/fountain/whatever, buy them a treat, and have the discussion there. /// Have class outside on that perfect spring day. /// Take the whole class to the cafeteria and treat them to ice cream on a hot summer day. /// Have a class costume contest on Halloween. /// Give out Halloween candy on Halloween. /// Buy a box of valentines and give them to the students. /// Bring heart candy on Valentine's Day. /// Have cupcakes on Valentine's Day, some with red icing, and some with black; let students who love Valentine's Day have the red ones, and those who hate it have the black ones. (Students who hate it may need to have their feelings recognized/ventilated/validated.) /// On the last class before Christmas, have everyone bring an inexpensive gift, put them all in a "Santa sack," and have each person reach in without looking and take one. /// Celebrate holidays in class that students don't usually know about. /// Give a modest bonus when there's a big college/university victory. /// Take students somewhere interesting as an optional "field trip." /// Put down the lecture notes and have a spontaneous discussion about something interesting on campus or in the news. /// Tell the class as a whole how much you like them, how happy you are to be with them, and how much you enjoy teaching them. (Tell them often!) /// If you have good seats at an athletic or cultural even but won't be able to use them, bring them to class and give them to some students (by a drawing, or high grade on the last test, or whatever); an unexpected afternoon of baseball on a sunny spring day or a cool concert on an otherwise dreary evening can boost a student's morale! /// Have a bubble gum contest and see who can blow the biggest bubble (as judged by the class).

Have each student tell every other student something he or she likes about that student. /// Have a "warm fuzzy day": Ask your students to write one nice word about each other student; then put all the words for each student on the student's chair before class. /// Take pictures of your students—especially first-year—on the first day of class and then on the last day of class, return them in cards that say "Have you changed since this day?" /// Take pictures of your students—especially first-year—on the first day of class, and send them (with permission) to the students' parents, with a nice little note. /// Develop a class motto. /// Find out the interests of your students and draw on them if there is any way they could help you with the class (if they'd like to). /// On bad weather days, include some small bit of trivia in class, and include it as an extra credit question on the next test as a reward for those who braved the elements and came to class anyway. /// If appropriate, include some personal anecdotes as illustrations in your lectures; then give students a small extra credit bonus on their tests if they remember them. (This keeps students' ears pricked up in class!) /// Send your students half sheet notes called "happy grams" at random times during the semester. /// Have a "fun fact box": Have each student put a fun fact about himself or herself in it, read one at the beginning of class, and let the class try to figure out who it is. Then have that student tell the story behind the fun fact.

**Making Class Less Painful/More Bearable.** If the class is getting glassy-eyed from heavy going, give them one minute to stand up, stomp around, and get their energy/creativity going again. /// If most of your students are in the same classes, check with them and have some flexibility as to dates for tests and major assignments. /// Extend your office hours and/or offer to be called at home just before a big test. /// Give students your home telephone number and hours during

which it is cool to call. (Most of them won't, and will be apologetic if they do; but they really appreciate having the option.) /// Bring extra supplies to class (pens, pencils, paper), especially on test days. /// Bring treats to class on test days. /// Put a cartoon at the end of a hard test. /// Jot a personal note at the end of a test. (Doing this on the test you hand them is very cool; or it can be on the test when you give it back.) /// Mark one test (subtly, in the middle of one of the questions) as a "lottery winner," and give the student who got it some small treat or prize. /// Let students have a "seventh inning stretch" during a long exam. /// After a killer test, meet students at a local relaxation spot and treat them to something. /// Bring a treat when handing back a test, especially if the class did very well or very poorly. /// If you don't let students keep their tests, put post-it notes on them with your comments (hopefully encouraging) so students can keep those. /// Give a free root beer, flower, or whatever to whoever makes the high grade on a test. /// Announce (with permission) names of students who have done very well on tests or improved greatly; make a big deal about it and make them feel special. /// Give a pop quiz; after you take it up, announce it was for extra credit. /// Give an extra credit test just before a holiday. /// Have a designated "gripe day" every now and then when students can gripe for a little while about the class, the test, their other courses, the university, their boss, their true love, their lack of a true love—anything! /// Forgive students unexpectedly once in a while when they screw up; this can be one student or all students.

**Making Office Hours Fun.** Put a "cartoon of the day" on your office door. /// Instead of a pad or card for messages, attach an etch-a-sketch to your door. /// Equip your office with a rocking chair, a funky old chair or couch, a bean-bag chair, or something else unusual/fun/interesting for students to sit in. /// Have "toys" (cool games, puzzles, etc.) for office hours visitors to play with. /// Decorate your office with posters your students give you. /// Decorate your office with pictures of your students. /// Offer students the books you get sent that you don't really want. If they take them, jot a personal note inside. /// Keep a small lending library of cool *non*-academic books and let students borrow them. Let them write a "blurb" inside (like those brief promotional quotes from reviewers) for other students who might consider reading that book. /// Give a bonus point to students who visit at least once during office hours. /// If a student comes by the office, take him or her for coffee or an ice cream cone. /// Keep a bowl of candy on your desk and invite students to help themselves to a piece whenever they would like.

**Humanizing Yourself.** Have an optional once a month (or whenever) old video and/or music get together in your home where you show/play things that were popular when you were in school. /// Share (briefly) your personal good—or bad—news with your students; most classes are surprisingly interested in it. /// Let students in on a big decision you are making, maybe even ask their opinion. /// Lend a student a favorite CD, book, or video. /// Let students join you in your hobbies: cook with you or sample your cooking, pet the dogs you raise, see or drive the car you love, etc. /// Invite students to walk/run/work out with you. (It's easier with company.) /// Play pick-up games with students (hackey-sack, basketball, video games, etc.). /// If you see students in a restaurant or at a movie, invite them to sit with you or send them a free dessert. /// Invite a student or students to a campus event (baseball game, group run to a concert, etc.). /// Visit students' parties (when invited).

**Humanizing/Appreciating/Respecting Your Students.** Go to your students' award ceremonies, and stick around to congratulate/chat with them afterwards. /// Cut out newspaper stories about your students, congratulate them in class, and give them an extra copy of the story. /// If you know that a student has a special talent, ask if he or she would like to share it with the class. /// Compliment students on strengths that aren't necessarily academic. /// Invite students to share interesting trivia about themselves. /// If the class is small enough, have a person of the week or person of the day, pay some special attention to them, give them a little happy, etc. /// Recognize students' birthdays in class. /// Encourage graduate students to use your first name, which is a subtle way to treating them like colleagues. /// Take graduate students to lunch with the strict rule that you/they can talk about anything *other* than their thesis/dissertation research. /// When your graduate students are feeling self-doubts and stress from job searches, give your class a little change of pace and have them make themselves "affirmation cards" out of colored paper, glue and glitter, markers, stickers, etc. It takes them back in a warm and humorous way to a simpler time, subtly reminds them of how far they've come, and brings their strengths back to mind. /// Go to graduation and mingle and congratulate students before and after. /// Go to your students' weddings (when invited). /// Let students try on your academic regalia, for an impactful preview of their ultimate goal: their own graduation. /// At the end of the semester, tell each student what *you* have learned from the *student.* /// Take a tour of the students' rooms as a class ("Metropolitan Homes Tour") and let the students vote on the coolest room. Reward the winner with a batch of homemade cookies provided by you. Alternatively, instead of an actual tour, have students bring in pictures of their rooms, with brief descriptions.

**Mom & Pop/Ozzie and Harriet Stuff.** Invite students over for a home cooked meal and some "family" time. /// Treat a student or students to a meal at that new restaurant in town. /// If a student's parents can't attend some function where parents are usually found, offer to go with the student. /// Before you hire outsiders (to wash your car, clean your house, etc.), ask if any students would like the work. (Sometimes they could use the money; sometimes they just like the contact.) /// When you need a babysitter, ask your students if any of them would like to do it, and pay them decently. (Many like a little family time and/or a little money.) /// Decorate the doors of your students who are in residence halls, especially early in their first semester. /// If students are in one residence hall section, make them breakfast in bed one day during the semester. (Reading day during exams is a good time.) /// At the beginning of the school year, "adopt" a couple of students drawn totally at random (pulled from the crowd at Orientation, for instance). Find out their residence halls, and drop by while they are moving in. Call them a couple of times during the semester and see how they are doing. /// Go to your students' athletic events, plays, concerts, etc. /// Send a card (postal or electronic) to a student who is sick. /// Send a student a birthday card (postal or electronic). /// Send a Christmas/holiday card. /// Send a card to a student who doesn't get much mail. /// If students are nervous, go with them to get a flu shot. If they're scared to see a doctor but need to, offer to go along. /// If you think your students aren't eating right, copy recipes for simple, easily prepared but nutritious meals. /// Offer a student an evening of using your washer and dryer. /// If students are grieving over a romantic break-up, give them a gift-wrapped copy of *How to Survive the Loss of a Love.* /// Send a card or letter to a student who is in crisis; express sympathy, invite an office visit, mention a good counselor. /// If

students seem down, ask what's wrong and if there's anything you can do. /// Help out a student who is in desperate trouble, or take that student to someone who can. /// Send a note to students' parents saying what a pleasure it is to know that student. /// If students are from out of state, send home a local souvenir for their folks. /// If you miss class for a trip, bring the students back some small souvenir. /// Leave a cheerful message on email or voice mail for a special occasion or for no particular reason. /// Make a homemade card for a student who seems to need a boost in spirits, has done something great, or just seems to be floating along. /// Call your students for a quick hello—no particular reason. /// For minority or international students who might be homesick, treat them to some ethnic cooking, and call them now and then to cheer them up.

**But Wait! There's More!** Tell students (especially new freshmen and transfers) where the best restaurants, car repair shops, doctors, vets, etc. are. /// If snow is rare, lead an expedition out to play in it (after class). /// If snow is rare, tell students where and when to meet you to try out a real sled (instead of a cafeteria tray, side of a cardboard box, etc.) /// Bring dog bones in for students who have dogs. (We know: Some of these suggestions sound a little weird; but one of our colleagues swears by this one.) /// Take class members on an expedition to the local animal shelter (pound) and save an animal. Make a big deal of it, give the class updates, etc. Keep the animal yourself (you have to be an animal lover for this), but the rule is you will only do it for that one semester. At end of the semester, someone from the class almost always adopts the animal. /// Send out good jokes to your students on email. /// Stay in email contact with students who have graduated, and keep them up-to-date on things back "home." /// Shake hands with each student as they leave class. /// If your students get in trouble, direct them to a good attorney, go to court with them, even bail them out of jail. /// Bring a roulette wheel to class. Pick a low odds event, spin the wheel each day, and if it comes up, give a small bonus, do something fun instead of lecture, etc. /// Have a cookie-baking contest, let everyone in class be judges, and eat all the entries! /// Around Halloween, have a pumpkin-carving contest. Put them all on a table outside the building one evening, light them up, and serve your students goodies. /// Email cool/interesting/thought-provoking quotes to your students. /// Post neat quotes on your office door and change them daily ("quote of the day"). /// Have a class dance. /// Once a week, give away a good paperback book to someone in the class drawn at random, and encourage the students to pass the books around. /// If you think there are particular students who would especially enjoy a paperback book, invite them to your office and give it to them. /// Post pictures of your kids, dogs, and family on your office door; students love to look at them. /// Get students to contribute photos and email them to the rest of the class, or else make a bulletin board outside your office or outside the classroom. /// When it is time to preregister for next semester's courses, bring or have students bring the course schedule and recommend specific courses and teachers in other departments as well as your own, that you know to be good. Offer to have students come by our office and have you check their tentative schedule; you may catch some obvious mistakes, and if you see students enrolling for a course or teacher you know to be terrible, develop a coughing fit until they take the hint. /// Plan (or even pull) a class prank. (Make sure it is harmless!)

Email daily cultural literacy or interesting vocabulary terms to your students. /// Take your class bowling or skating (as many as would like to participate). /// Make

a class video, and make each student a copy. (Someday they'll treasure it! Their parents would probably enjoy seeing it, too.) /// Go as a group to a cultural or athletic event, especially if one of the students in your class is in it. /// Invite your students who are here for the weekend to prowl garage sales with you. You could even organize a class garage sale of your own at your place if you wanted to. /// Invite you class to watch a popular TV show together. /// If there is an especially popular TV show, videotape it for any students who had to miss it. /// Give students your old books or unsolicited publisher's freebies. /// Bring in your magazines once you have read them and see if any of your students would like them. /// If you have a cool video game, invite students to play. (You will probably lose, by the way.) /// If you teach a tough, high-attrition course, have a "survivor party" at the end for those who stuck it out and made it. /// Lend your extra copy of the textbook to a poor student, or lend desperate students money to buy the book for your course; you will almost always be repaid. /// Create a "MASH sign" of arrows showing how many miles to each student's home. /// Meet students in organizations you advise in your home, and serve them some treats. /// Post notes from students on your office walls; this lets other students know that it's okay and fun to get to know their profs. /// Have students send you postcards from where they travel, and post them; students like to send them, and other students like to see them. /// At the beginning of a school break, leave short messages on students' home answering machines, wishing them a happy vacation, etc. They will be delighted when they find these waiting for them when they get home. /// Display pictures of everyone in your class in your office; this shows that students are important. /// Display special occasion pictures (marriages, awards, new babies, etc.) of your current and former students. /// Once in a while, offer to pick up any carless students and drive them on a run to Wal-Mart.

Put a message board on your door where students can leave you—and each other—messages and funny comments. /// Wear a costume to class every Halloween, dress as Santa around Christmas, etc. /// Get free samples from department stores, food stores, etc. and give them to students in your class or in a residence hall section. /// Take interested class members on a cooperative team-building adventure like rope climbing, etc. /// When you have international students in your class, make a point of learning a few words or phrases in their language. /// Invite anyone who would like to stop by to a "Tuesday Night at the Movies" at your house. /// Give each student a "Get Out of Jail Free" card or an "Emotional Wellness Day" that they can use to miss class on any *one* non-test day without penalty. (They're probably going to miss one, anyway, so why not make them feel special instead of guilty about it?) /// Bring some big balloons and let the students bat them around before class. (Works great in a big auditorium!) /// Students love to be listened to, so invite them to your office individually to get better acquainted and/or talk about anything they would like to for fifteen or twenty minutes. /// Bring a helium balloon to class and tie it to a lucky student's wrist with a ribbon. /// Make it a habit to stay in the classroom until the last student has left, and if possible chat with any who want to. /// Have a day when all students who wear a certain kind of clothing (like green on St. Patrick's Day) get a small bonus, or tell students that each day until it happens you will flip three coins, and when they all come up heads, whoever is wearing that particular color will get a small bonus. /// In the spring, give each student a bulb or seed to plant, and have each student write down a hope it will symbolize.

Have a costume day for the class, like Elvis Day or 50s Day or 70s Day, and give prizes for the best results. /// Have each student bring in a flower, and make a class arrangement; or, you bring the arrangement, and have each student leave with a flower! /// Take up a collection for a student in need. (Make sure donations are anonymous and no one feels pressured.) /// One day have students bring in pictures of "hot women" or "hot men" and display them. It's fun, and then you can talk about how silly this is and how those of us "whose only hope of being on Bay Watch is as a drowning victim" should not take these ideals too seriously. /// If it's feasible, one day bring a dog or cat or two to class for the students to pet while class is going on. /// Give each student a poem, or have each student bring one in, and then pass them out at random so each student gets one. /// Give each student a candle, and let it symbolize something special to that student. /// Adopt a sick kid at the local hospital. Send cards, happies, even visit. /// Talk to the student who is always late. Show concern and make sure nothing is wrong, but also let them know that they can't be late all the time. The student feels noticed and cared about, and the late behavior usually improves without any unpleasantness. /// Talk to the student who is down or always silent. Maybe that student needs help with something, or maybe that student is shy. /// Have a Dr. Seuss reading party, in class or out, where each participating student reads a selection. Or make it a welcome back after a big vacation. Give silly prizes for the best readings. (Try Fox and Socks for laughs!) Serve milk and cookies. Ah, childhood again! /// Students are often frustrated with their dating lives. Put students in groups and have them come up with David Letterman style "Ten Best (or Worst) Pick-Up Lines" or "Ten Biggest Gripes About Men (or Women)." It helps to laugh!

**And Still More!** Celebrate birthdays! Have the class sing a jazzy version of Happy Birthday for each student, and let every student whose birthday doesn't happen during the class pick a "birthday" that does! Buy a birthday package at the arcade, bowling alley, or wherever and hold a joint celebration for everyone. /// Have a closing ceremony for your class, in which each student contributes one gift—maximum value $3—and tells why he or she chose it. It may be homemade. At the ceremony, each student draws one of the gifts at random. /// Play "Johnny Carson" on the last day of class. Remember how Ed McMahon used to begin each show by saying "And now, heeeeeeeeeeere's JOHNNY!" (Actually, your students will *not* remember!) Anyway, gather in a circle, introduce each student ("Heeeere's Karen!") one by one, and everybody clap and cheer. Everyone deserves a standing ovation! It really ends the course on a distinctive, high note. /// Have some office hours in residence halls, especially in the evening. /// Spend a night (i.e., sleep over) in a residence hall. /// As a group, offer to fix up needy houses in the community, clear storm debris, etc. /// Eat a few meals with students in their dining halls. /// In your office (or you can bring it to class), have a Magic 8 Ball, only the students must ask their questions out loud. /// Have a class sleep over at your house—or maybe your president would offer his or hers! /// Invite your president to have lunch with your class—he or she just might surprise you and accept! /// Invite your president, provost, or whomever to come speak to your class, and stress to the class beforehand what an honor it is! /// If you have a big old attic or whatever, offer to let students, especially international students, store some stuff there, like over the summer. /// Have a pancake and prayer breakfast for your class—or just the pancakes. /// Students love sing-alongs! Have one on campus or at your home. /// Give out "Smarties" candies with your test. /// Invite students to your home to work on a class project. /// Get students to show you the cool stuff: cool slang, handshakes,

hip styles, etc. /// Bring a popcorn popper to your test, and make the students some popcorn—or let the first student done with the test start popping it for everybody else. (Make sure the students agree that the popping won't be a distraction.) /// Let students call you by your first name.

Let the students give you a nickname and be the only ones to call you that. /// Take your class on a field trip to a giant bookstore like Barnes and Noble, let everyone look for possibilities, and let the class vote on a class book that everyone will read. Or stay at home, and do it using Amazon.com or a similar online outfit. /// Let international students write your name in their language on your door, and/or let them do it for the other students in your class. /// Put a world map on the wall of your office or classroom, and mark where your students are from. /// Give each student a "survival kit" in one of those zipping plastic bags, containing Smarties candy ("smart pills"), a rubber band (symbolizes flexibility), lifesavers, Hershey chocolate (hugs and kisses), two tea bags (to share a cup with a friend), note cards, pencils, etc. /// Have students write a "one minute paper" asking a question about class material or reacting to it, expressing a personal concern, or whatever. /// Have students *practice* diversity by doing something out of their normal comfort zone (talking to a homeless person, maybe, or attending a racially or ethnically different church) and reporting back to the class. /// Divide the students into work/study groups where they will get to know each other and do better on the material!

If there is a good pay-per-view event, buy it and invite your students over to watch it. /// During finals, serve your students a late-night "breakfast" or other treats in the residence hall. /// Perform a community service project and take students out for pizza afterwards. /// Give the students a big pizza or two, with one topping for each "A" on the last test. /// Hold your FYE class in a residence hall instead of a classroom. /// Wait in line with students and help them through the red tape of registering, etc., and/or have groups of students in your class do it together. /// Never throw anything away without first checking with your students. Your discarded furniture, clothes, etc. just might find a new home! /// If you know a student is sick, recommend a good doctor. (When students are new, they probably don't know one.) /// When students are very sick, visit them in the hospital, and/or send teams of classmates. /// When you are teaching a course for the first time, give each student a "guinea pig award"—a certificate of achievement for surviving and helping with the first run of your course. /// Have office hours at the dining hall once a week. /// Buy a couple of extra sleds, and bring them to campus for your students when it snows. /// Bring food to class that relates to what you are studying. (For instance, if a botany class is studying roses, bring blackberry pies or cobblers, as blackberries are part of the rose family.) /// At the end of the course, have students make something on an 8.5 x 11 inch sheet of paper (drawing, collage, poem, whatever) that represents their FYE experience, and share these with the class. /// With students' permission, write a letter to their parents, telling them how well they did, what good kids they are, how much your appreciate their sending their children to your school.

**Even More Added: We're Now Over 250!** Create an electronic message/bulletin board website for your class; have them use it to discuss class topics and just fun, silly stuff. /// Adopt a class TV show: Choose it democratically, encourage everyone to watch it, and take a few moments to talk about it before class begins. /// Lots of

students don't watch the news. Record the TV news, and when there is an especially interesting story, play it just before class or at the beginning of class. /// Cut out interesting stories/letters/editorials from newspapers or magazines, and pass them out as "food for thought" for journal entries. /// Put a "riddle of the day" on your door and/or e-mail it to your students. /// Have your students keep an eye out for something and bring it to you, like a Sweet 'n' Low sweetener packet or a paper grocery sack they weren't going to keep. For some reason, students love doing this! /// De-mystify the college or university core curriculum requirements for your students by creating a simple, straightforward, student-friendly form or check sheet they can use. (Most university course catalogs are dreadful!) /// Break up class lectures with video examples from popular TV shows or movies. /// Have students take turns sharing their dream vacation fantasies: They can do this in class or, even more fun, email websites to the rest of the class. /// Have students do as above, but with their dream cars. /// Have a karaoke night with your students. It's a riot! /// Give every student a map (these are usually free) of the campus and/or community, but personalize them by marking cool places. /// Have a cool necktie contest. (Include the women!) /// If any of your students wait tables, take them out to dinner so *they* can be waited on! /// At the last class of the spring semester, give each student a cool stamp—the Post Office has boodles of neat commemoratives, etc.—and invite them to drop you a line during the summer and let you know how things are going. /// Bookstores rip off students by paying them very little for their used books, and then tacking on an exorbitant mark-up for the next students buying them. Help your students out by buying a safe number of books at the end of the course, for more than the bookstore would pay, and then sell them to the students in the next class you teach for the same price, which will be much less than the bookstore would charge. Both the buyers and the sellers win! (Make sure this is legal and will not violate any contractual agreement your college or university may have.)

Since students usually don't read the newspaper, bring in coupons you aren't going to use and let the students have them for shopping. /// If you have a suitable set-up, let students wash their cars at your place. /// Find an interesting "website of the day" and email the address to your students. Encourage them to email each other cools ones, too. /// Announce or email health and nutrition tips and warnings. Your student health center will be only too happy to give you some. /// Take an out-of-class field trip to a cool but little known campus attraction. /// Have each student pick a favorite actor/actress/singer, etc. and make a large place card for their desk. Now call on them using that name! /// If you have already read the morning paper and aren't planning to keep it, bring it in and offer it to your students. Same thing for magazines. /// Have an out-of-class book club. Pick a cool book to read each month, then get together to talk about it. /// If you have a large class, have a lottery each class, each Friday, or whatever by drawing seat numbers out of a hat and awarding some small prize. You may even engage students to contribute nifty prizes for the lottery! /// Have an official "paper airplane day." Give each student a sheet of paper, have them each make a paper airplane, and on the count of three, have everybody launch them. You can even have re-launches if you want to. In a big class, it is quite an effect! (Be sure to clean up afterwards.) /// Add some cultural diversity by noting non-Christian, non-American holidays and special occasions/anniversaries, etc. /// If you have one and know how to use it, play your portable instrument in class one day. (What student will forget the teacher who marched into class and played the jazz trombone?) /// Show your students this list, and have them vote for a few to try!

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***One last note:*** We couldn't possible do *all* these things, nor could we do a lot of them for *all* our students; but we could do some for all our students, and a few more for some of our students. If every "student friendly" faculty member and administrator adopted even a few students, think how many students we would reach in total, and what a pleasant educational community we would create. Don't *we* remember kindnesses people did for *us* in school? Our students' memories of our kindnesses may literally exceed our own longevity.

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**FINAL NOTE TO CONFERENCE PARTICIPANTS:** ***Thank you*** for reading your way through this handout! Feel free to contact me for further details or if you would like to arrange a workshop like this on your campus. –Tom

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