BEGIN

THE GOAL OF CORNERSTONES FOR COLLEGE SUCCESS AND OUR COMMITMENT TO YOU

"Talent alone won't make you a success. Neither will being in the right place at the right time, unless you are ready. The most important question is: 'Are you ready?'" —Johnny Carson
If you look at the figure printed here you will see the Chinese symbol meaning **change**. It is made up of two symbols—the first means **to transform** or to be flexible. The second means **to do** or to **deliver**. In its purest form, the symbol means **to deliver transformation**. That is what *Cornerstones* is all about: helping you deliver or bring about transformation, positive change if you will, to your life. It is about helping you discover ways to change your thoughts, change your performance, and change your life.

Our goals in writing *Cornerstones* are to help you discover your academic, social, and personal strengths so that you can build on them, and to provide concrete and useful tools that will help you make the changes necessary for your success. We believe that in helping you identify and transform areas that have challenged you in the past, you can discover your true potential, learn more actively, and have the career you want and deserve.

*Cornerstones for College Success* is written with three major areas of self-development in mind. These three areas will help you create positive change that can help you become the individual you would like to be. These areas are:

### Changing Your Thoughts
addresses a broad spectrum of topics that begins with a focus on change as it relates to becoming a college student in a different culture and setting than you may have known before. In this section, you will be introduced to tools of self-management as they relate to your academic success. You will be exposed to a variety of new terms, ideas, and thoughts—all of which begin your journey of change. You will learn to enhance your communication skills, improve your self-concept, and manage conflict, all valuable tools on the road to change. You will become more adept at critical thinking and problem solving. When you have mastered these areas, you should notice a difference in the way you approach tasks and think about subjects, challenges, and people.

### Changing Your Performance
focuses on you and how you physically and mentally manage yourself. You will begin this part of the journey to change by learning to manage your time while controlling the inherent stress that accompanies being a student. You will realize that you have a dominant intelligence, learning style, and personality type, and learn how to use them to your advantage. Even though you have been reading for some time, you will be shown strategies to improve both your speed and comprehension because reading is a major part of your studies. You will be shown several note-taking systems designed to improve your ability to record what your instructors are teaching. Finally, you will be taught strategies for empowering your memory, learning to study more effectively, and taking tests with confidence. When you master these areas, you should be able to perform most tasks more effectively and confidently.

### Changing Your Life
is designed to round out your total personal profile and springboard you to success as you move into a different realm. To be a completely successful student, you need to address all these areas because they are significant to the changes you need to embrace. You will learn to manage your money and your debts wisely. So many students are burdened with astronomical financial debts when they graduate; our desire is for you to have accumulated as little debt as possible, while at the same time taking advantage of all that your college has to offer. On this important journey to change, you will learn how to immerse yourself in many categories of diversity while you celebrate all kinds of people. You will be taught to be responsible for your own wellness and how to exercise personal responsibility. Finally, you will be introduced to techniques for planning your professional career in the face of dramatic global changes. When you master these areas, you should be prepared to move through the next few years of school and beyond with confidence and optimism.
We know that your time is valuable and that you are pulled in countless directions with work, family, school, previous obligations, and many other tasks. For this reason, we have tried to provide only the most concrete, useful strategies and ideas to help you succeed in this class and beyond.

We have collectively spent over 60 years gathering the information, advice, suggestions, and activities on the following pages. This advice and these activities have come from trial and error, colleagues, former students, instructors across the United States, and solid research. We hope that you will enjoy them, learn from them, and, most of all, use them to change your life and move closer to your dreams.

Let the journey to positive change begin!

IMPORTANT FEATURES OF CORNERSTONES FOR COLLEGE SUCCESS

Throughout the text, you will find several common features to help you master the material. We hope you will use these features to become more engaged with the book, test your mastery, and practice what you have learned. The common features include:

- How College Changed My Life
- From Ordinary to Extraordinary
- Scan and Question
- Bloom's Taxonomy triangles
- Successful Decisions: An Activity for Critical Reflection
- Knowledge in Bloom

CHANGE

How College Changed My Life

From Ordinary to Extraordinary

Scan and Question

Why read

Scan and Question

How College Changed My Life

From Ordinary to Extraordinary
**SQ3R AND SCAN AND QUESTION**

What Is It and Why Do I Need to Know It?

You may be asking, "What does SQ3R mean and what could it possibly have to do with me, my text, this course, and my success?" The answer: SQ3R (S: Scan, Q: Question, 3R: Read, Recite, Review) is one of the most successful and widely used learning and study tools ever introduced.

This simple yet highly effective mnemonic (memory trick) asks that before you actually read the chapter, you look over the contents, check out the figures and photos, look at section headings, and review any graphs or charts. This is called scanning. Step 2, question, asks that you jot down questions that you think you will need to answer about the chapter's content in order to master the material. These questions might come from charts or figures, but most commonly, they come from the chapter's section headings. Examine the questions below derived from a section of *Criminal Justice: A Brief Introduction* (6th ed.) by Frank Schmalleger (Prentice Hall, 2006) on the next page.

Some of the questions you may ask based on the content shown here are:

1. What are the categories of crime?
2. Why do they matter?
3. What is crime typology?
4. When categories of crime are most often used?

After writing these questions from the section heading, you will read this section and then answer those questions. This technique gives you more focus and purpose for your reading. Each chapter in *Cornerstones* begins with this technique in the feature called Scan and Question.

We included this feature in *Cornerstones* to help you become a more active reader with greater comprehension skills in all of your classes. This technique is fully discussed in Chapter 8 of this text.
Special Categories of Crime

A crime typology is a classification scheme that is useful in the study and description of criminal behavior. All crime typologies have an underlying logic, and the system of classification that derives from any particular typology may be based on legal criteria, offender motivation, victim behavior, the characteristics of individual offenders, or the like. Criminologists Garance D. Minthe and Richard C. McCarron note that crime typologies "are designed primarily to simplify social reality by identifying homogeneous groups of crime behaviors that are different from other clusters of crime behaviors." Hence one common but simple typology contains only two categories of crime: violent and property. In fact, many crime typologies contain overlapping or nonexclusive categories—just as violent crimes may involve property offenses, and property offenses may lead to violent crimes. Thus no one typology is likely to capture all of the nuances of criminal offending.

BLOOM’S TAXONOMY OF THINKING AND LEARNING

What Are All of Those Little Triangles Throughout My Book?

Another feature that you will notice throughout your text is a series of small triangles followed by questions pertaining to the content. These triangles help you recognize which of the six levels of learning from Bloom’s Taxonomy is being used. See the quick reference chart of Bloom’s Taxonomy (Revised) at the front of this text.

Bloom’s Taxonomy (also called Levels of Thinking and Learning) is simply a way of explaining the stages at which we all acquire information. These levels progress from simple learning and knowing (levels 1, 2, 3) to more complex learning and thinking (levels 4, 5, 6). In addition to having correlations to Bloom’s Taxonomy throughout your text, each chapter will end with an exercise called Knowledge In Bloom. This chapter-end activity is included to help you process and apply the information from the chapter.

SO, WHY USE BLOOM’S IN THE CORNERSTONES TEXT?

Bloom’s Taxonomy is important because it helps us determine the level at which we understand important information. For example, it is important to be able to answer questions at level 1, such as:

Abraham Lincoln was the _____ president of the United States.

Abraham Lincoln’s wife’s name was ________ ________ Lincoln.

However, it is also important to be able to answer questions at levels 4, 5, and 6, such as:

Compare and contrast the differences between the Union and Confederate military structure, conditions, and leadership.

Based on your knowledge of the American Civil War era, predict what would have happened to the United States without the Emancipation Proclamation. Justify your answer.

Summarize the main events that led to the American Civil War.

As you can clearly see, there is a great difference between these levels of learning. The higher the level, the more information and knowledge you need to be able to understand to respond to the question or problem.

The chapter-end activity, Knowledge In Bloom, will help you process and demonstrate your knowledge at different levels. This is important because you will have professors who teach and
test at levels 1, 2, and 3, and others who teach and test at levels 4, 5, and 6. Learning to process and demonstrate your knowledge at every level can assist you in:

- Doing well in other classes by providing a foundation for effective studying and learning
- Learning to solve problems more thoroughly
- Predicting exam questions
- Learning how to critically evaluate and assess ideas and issues
- Learning to thoroughly and objectively research topics for papers and presentations
- Testing your own reading comprehension

A WORD ABOUT READING AND USING CORNERSTONES

We encourage you to read this text (and every text) with great care so that you can learn from the ideas presented within its pages. We also encourage you to use this book!

- Write in the margins
- Circle important terms
- Highlight key phrases
- Jot down word definitions in the margins
- "Dog-ear" the pages
- Write questions that you have in the spaces provided

Review the following page from another Cornerstones text to see how one student used the book to its fullest.

By treating this book like your "foundation to success," you will begin to see remarkable progress in your study practices, reading comprehension, and learning skills.