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Chapter 1: Beginning College

Chapter Teaching Objectives

1. Discuss making a commitment and staying focused.
2. Help students to begin thinking about making connections with their instructors.
3. Help students understand how relationships can change in college.
4. Address the importance of being active in campus and community life.

Timing of Chapter Coverage

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

About This Chapter

This first chapter sets the tone of what college is all about. It addresses the meaning of the college experience, why college is important today in our society, the different experiences it brings to a student, and the variety of outcomes college brings. The primary reason most students attend college is to prepare themselves for careers that will increase their economic security throughout their lives. The chapter goes on to explore some of the other reasons. However, while it is important to make students aware of the value of a college education, traditional-aged students may not fully understand the

significance of these abstractions this early in their college career. Of course, they'll understand the words, but will the words have the necessary impact? If applicable, try to use the nontraditional students as examples to help make the abstractions concrete. Otherwise, be prepared to use personal examples from your life experiences.

The authors stress how the first-year student needs to be motivated and committed toward a purpose. Students need to recognize early that it is important they make adjustments and establish a deliberate, rational plan to guide their academic and extracurricular life. Addressing the topic of high school versus college is one way to do this; it will emphasize to students the major differences between high school and college and offer suggestions to help them make adjustments to college life. When you present this material, encourage students to use the chapter as a guide to understanding the changes they should expect in their first year and to think more deeply about these issues. Finally, at the end of the term, you can return to the discussion and ask students to reflect on how they have actually changed.

All the students in your class share at least one thing in common—coming to college. Their reasons for being here may vary but their goal for success should be shared. Help them strive for a clearer purpose for being here and set goals for success. The chapters that follow provide the necessary strategies for college success. Help students incorporate these skills into their college lives. Along with introducing this textbook and this beginning chapter, use this time as a means to establish rapport, get to know your students, and connect the students as a class. Identify their commonalities as well as their differences. Use this knowledge as you approach the chapters that follow.

Opening Vignette: Sometimes it helps newcomers to hear from someone who has already been through an experience. Each chapter begins with a true-to-life situation your students may find relatable. Use these short vignettes to show students how the book's topics affect all of us.

Try It! Prompts: In this chapter and all the others, these prompts provide a platform for students to reflect about themselves. These activities provide an opportunity for students to think about issues that are very important as they begin their college careers. Use these topics to get to know your students and their individual needs.

Chapter Review: These new exercises at the end of every chapter help students assess what they've learned. A one-minute paper prompt is a quick and easy assessment tool that will help alert you when students don't understand what was discussed in class. Short answer questions ask students to reflect on chapter material and its relevance to their academic and personal lives both now and in the future. Building Your Portfolio exercises help students to assemble a collection of their own work.

Where to Go for Help: Students need to be reminded, even informed, of the "help" that is readily available to them on campus and by utilizing these services, their success as students could be insured. These sections list the valuable resources available to new students. They should be reminded about the importance of finding help and making the most of these resources.

Suggested Outline for Addressing Topics in Chapter 1

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1. Lecture Launchers and Icebreakers

- Since this is the first chapter/week of the term, a good introduction is to have students participate in a variation of the Name Game. In this exercise, students introduce themselves by adding an adjective in front of their name beginning with the same letter or sound (e.g., “I’m Awesome Amy,” “I’m Cool Kristina”). The trick is that each subsequent student must begin by listing all of the other students who were introduced before (similar to the game, I’m Going On a Picnic). The instructor should be the first and last to participate. This aids in name recognition both for the students and the instructor.
- Another icebreaker that’s helpful is to have students interview each other. One way to approach this is to have students line up across the back of the room by their birthdays, with January on one end and December on the other. Then ask them to pair with someone next to them (this almost always assures they will pair up with a stranger). Have them interview one another (name, hometown, major, future goals, etc.). Give them five minutes and then ask students to introduce their partner to the rest of the class.
- As a follow-up game after the students have already introduced themselves, have the class try to put themselves in alphabetical order by first name (in complete silence with no hand signals). They won’t remember all the names but will have some reference of placement of the names they do recall. After the class has finished their silent line up, start at the front of the line and have them call out their first name one by one. Where there is clearly an error in the order, allow them to reorder themselves. You will notice other students adjusting their positions as they gain more information of others’ names.

- Generate a class discussion about some of the changes students have had to make in order to adapt to college life.

Step 2. Classroom Activities

a. Lecture

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Making a Commitment and Staying Focused
2. Advantages of a College Education
3. How College is Different from High School
4. Setting Goals for Success
5. Connecting with Your Instructors
6. Making the Most of the Learning Relationship
7. How Relationships Change in College
8. Being Active in Campus and Community Life

b. Discussion

- Discuss the purpose of this course and provide a copy of your syllabus. Explain the syllabus and answer any questions students may have. The more your students understand the syllabus, the better they will understand the course. Introduce the required *assignments* and *expectations* for the semester. Introduce the course *calendar* highlighting *due dates*. Make sure that students understand how to read the course calendar if you have one. Highlight the components of each chapter in the book. This will help the students become familiar with the text and make it a user-friendly book.
- Explain the purpose of a syllabus and its importance for every class a student takes. Describe how each syllabus is different and therefore students need to know what information they should look for when reviewing each of the syllabi for all their classes. Consider brainstorming with students on what information would be important to know after the first day of class in their other courses. As an in class activity, have students bring in all of their syllabi for their courses and look for this information. Remind them that it is okay to politely ask instructors if they can't find that information or if it isn't clear.
- If your class is willing to open up, this might be a good time to have a question and answer session regarding their concerns. Many students are probably beginning to have hundreds of questions and fears about life in college. You might have better luck if you invite the students to write their questions, fears, or concerns on an index card. Make sure you let them know that they are not required to identify themselves. Collect all of the cards and answer accordingly. Consider creating an FAQ sheet that

responds to all the anonymous questions and pass it out to students at the next class, or e-mail or post it to a course website—chances are if one student has the concern, there is at least one more student in the class with the same concern.

- Use the short vignette featured in this chapter as a springboard for discussion. Ask how many students are considering joining a campus organization or other social group. Ask students to discuss the potential pros and cons of that type of involvement. Use this discussion as an opportunity for students to get to know one another and to discuss the value of getting involved on campus without overdoing it.

c. Group Activities

- Generate a class discussion about your school’s heritage and highlight some of the positive rituals and traditions of your university. Introduce students to a community creed or covenant if you have one; if not, provide an example of one. Ask students to get into small groups and create a creed. You can also blend in discussion of negative self-talk and how to avoid it.
- Divide the class into groups and have them discuss why they decided to come to college and what they hope to get out of their college experience. This activity will provide an opportunity for students to start opening up by having them discuss this topic in small groups rather than in front of the entire class.
- Another option is to create permanent peer groups within the course. Assign students to different “teams,” either randomly or with certain criteria in mind (i.e., consider factors such as gender or major to help divide the students into a diverse mix). Give the students time to get to know one another, either over an activity (such as the ones

listed above) or perhaps the interviewing icebreaker suggested earlier. Before you end the class session, have each group choose a name for their team.

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- Distribute index cards. Ask students to share some information about themselves: telephone number, e-mail address, birthday, campus box number, etc. (if they choose to do so). Compile a list with the names, numbers, and addresses of the students and give a copy to each student. Do not forget to include your own information. Use the e-mail addresses to create a list-serve and the numbers to give your students a phone call during their first week of college.
- Give a testimonial endorsing the benefit of having a clear purpose for attending college, how and why you succeeded in the college setting, or why you chose to attend college.
- Give a testimonial on your academic career at your university. Be sure to include the qualities/ingredients that helped to make you a successful student. Share with the class some of the changes you have had to make to adapt to university life. Describe the faculty at your university whom you considered to be your mentor. Conclude with the role that person has played in your success as a student and as an individual.

- As a follow-up to this initial session, consider giving each student a call during their first week of college. Find out if they have any questions about the course, the syllabus, or the text. (This would be a good time to use that “extra” information you requested on the index cards.)

e. Case Studies

Alicia

Alicia is going to school and working a full-time job. Her employer generally supports her decision to be in college, but Alicia thinks her boss is asking her to take on more responsibilities than her schedule allows. Alicia decides to arrange a meeting in which she hopes they can both talk frankly about the problem, but she worries that her boss will think she’s being “a complainer.”

Discussion Questions

1. What should Alicia do to prepare for her meeting with her boss?
2. List some possible ways that Alicia’s boss might respond to the issues she plans to raise in their meeting. For example, her boss might be angry or resentful that Alicia is asking to have some of her responsibilities reassigned. How can Alicia “plead her case” without sounding like the “complainer” she fears she will be perceived as?
3. If Alicia’s boss refuses to reduce her workload, what should Alicia do?

Sarah

It’s Friday and Sarah just got a weekend extension on the history essay that was due today. Friday evening her boyfriend calls and says he wants to drive up and spend the

weekend with her. She knows why he wants to come: It's because he's still nervous about them being in different cities. She doesn't think she can afford to socialize all weekend.

She wonders if he understands how worried she is about her courses.

Discussion Questions

1. Should Sarah agree to the impromptu visit with her boyfriend?
2. What factors do you think led to Sarah's need for an extension in the first place?
3. How might Sarah better manage her time so that she can complete her assignments by the due date *and* still spend time with her boyfriend?

Carlos

Carlos thinks his mother has some unrealistic expectations. She likes to tell him that the reason she never finished college was so she could work and give her children the chance to go. Now she expects Carlos to come through his first year with A's in all his courses. Carlos doesn't do all that well on his initial round of exams, and when his mother hears the results, she expresses her disappointment and lectures him about whether or not he's serious about the education she's paying for.

Discussion Questions

1. What are some possible reasons for Carlos's lackluster performance?
2. How do you think Carlos responded to his mother's lecture? How would you responded?
3. What are some strategies for success that Carlos can employ to help improve his grades on future exams?

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

The closing words of this scenario are "Finding your purpose...isn't always easy". Many students would like for someone to just tell them what they should do. In many countries, aptitude tests direct students to career paths. But we ask our students to decide; we give them so many options then tell them to decide. Many students are desperate to make the "purpose" decision. In the rush to do so, they can be swayed by influences which may not be in their best interests, like Career Genies and a myriad of easy solutions.

Perhaps it is better to allow the college experience to slowly unfold, to take Career Genies with a grain of salt, or as part of a larger and evolving discussion on "Who Am I?" It could turn out the "alpaca" business is the right choice. But before approaching such a decision, advise your students to use the college experience to explore.

Step 3. Review

a. Wrap Up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to answer the following:

1. Talk about the commitment they have made to college and why.
2. List four advantages of a college education.
3. Describe at least four differences between high school and college.
4. Identify two guidelines for setting goals.
5. Discuss why it is important to make positive connections with their instructors.
6. Talk about the ways in which relationships can change in college.
7. Identify several ways to become involved on campus and in the local community.

c. Address Common Questions and Concerns of First-Year Students

Why do I have to worry about setting goals? I like to go with the flow.

Answer: Setting goals is the first step toward achievement. It helps students to combat negative self-fulfilling prophecies and allows them to form positive ones.

Commitment issues? I had no trouble getting through high school!

Answer: Forty percent of all students who enroll in four-year schools never finish their degrees, but by applying certain learned strategies, students can set themselves up for success.

Everyone uses social networking to stay connected and express themselves. I don't think it is a big deal.

Answer: Social networking sites are wonderful communication tools, but they are not always as private as we think. It is important to carefully consider the information you post online.

Why do “they” want to change me? I like the way I am!

Answer: College will naturally change a person. Benefits of college include a lower divorce rate, a better appreciation of the arts, and greater self-esteem.

Why are “they” asking me to take courses that raise issues about politics and other cultures? I just want to take courses that relate to my major and career.

Answer: Stress to your students the importance of a liberal arts education, and how courses that initially may not seem applicable to their major and career can be highly beneficial in the long run.

d. Writing Reflection

- At the start or at the end of class, assign your students a ten-minute free write. Let them know even before you give them the topic that this assignment will not be graded. Then pose a writing prompt—perhaps one of the topics featured in the text. This is a great opportunity for them to express themselves through writing and discuss how these topics affect them. Consider establishing a dialog between you and the student and provide an avenue for personal questions
- Ask your students to write what they think their biggest challenge will be starting college. This not only gives you a taste of their writing ability, it also lets you know where their perceived weaknesses lie. If several students express concern about the same concerns, you will then know to focus extra attention on that topic. After the writing exercise, ask your students if any of them care to share what they’ve written. You can then use this to either help generate a class discussion or as a good summary to the session.

- Ask your students to keep a journal that they turn in weekly. Do this activity either in notebooks or online. This is a wonderful opportunity to establish a dialog between you and the student and keep up on how they are doing outside of your class. Be sure to read these weekly journals promptly. Students may share some very personal issues that may require prompt guidance.
- Set up individual appointments to discuss their goals and strategies. Obviously, this is a time-consuming suggestion, but conferencing is one of the most effective ways to reach a student. It is particularly appropriate if you are your students' advisor.

e. Web Resources

About Goal Setting www.about-goal-setting.com

This online tutorial takes roughly 20 minutes to complete; it showcases the “science of goalsetting” and how to apply it to your life.

Goal-Setting for Academic Success <http://lac.smccme.edu/goalsetting.htm>

f. For More Information

Bronson, Po. (2002). *What should I do with my life? The true story of people who answered the ultimate question*. New York: Random House.

Chopra, Deepak. (1994). *The seven spiritual laws of success: A practical guide to the fulfillment of your dreams*. San Rafael, CA: Publishers Group West.

Combs, Patrick and Jack Canfield. (2003). *Major in success: Make college easier, fire up your dreams, and get a very cool job* (4th ed). Berkeley, CA: Ten Speed Press.

Covey, Stephen R. (1989). *The seven habits of highly effective people: Restoring the character ethic*. New York: Simon and Schuster.

Staley, Constance C. (1998). *Teaching college success: The complete resource guide*. Belmont, CA: Wadsworth.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. The fact that you are in college means you
 - a. will automatically find a job when you graduate.
 - b. have the opportunity to change your life for the better.
 - c. will make a good politician.
 - d. do not have to worry about studying.

2. More than 60 percent of college students
 - a. live with someone they knew in high school.
 - b. drop out after the first year.
 - c. change majors at least once.
 - d. Both a and c

3. A short-term goal might be
 - a. to graduate with honors.
 - b. to read twenty pages of your history text twice a week.
 - c. to begin predicting which college courses will help you attain your career goals.
 - d. None of the above

4. Which of the following are advantages of a college education?
 - a. You will have a more stable job history.
 - b. You will earn more promotions.
 - c. You will likely be happier with your work.
 - d. All of the above

5. College classes might be different than high school classes because
 - a. they might be larger.
 - b. they will meet for shorter amounts of time.
 - c. you won't need to study.
 - d. you do not have to attend class regularly.

6. One of the most important types of relationships you will develop in college is
 - a. with your best friend from high school.
 - b. with Facebook friends.
 - c. with your course instructors.

d. Both a & B

7. When comparing college graduates with non-graduates, college graduates tend to

- a. have a more erratic job history.
- b. make more money.
- c. have more children.
- d. be involuntarily unemployed.

8. College is different than high school because

- a. tests are given more frequently.
- b. instructors monitor your progress more.
- c. you will probably do more writing.
- d. you have less potential friends to choose from.

9. What challenge would returning students face that 18 year old college students would not?

- a. They may experience a lack of freedom.
- b. They will probably earn lower grades.
- c. Both a & b
- d. None of the above

10. Academic freedom means

- a. you can only write about approved topics.
- b. speech and research topics will be limited.

- c. Both A & B
- d. virtually unlimited freedom of speech and inquiry.

True/False

- 11. Social networking sites are not very popular with college students.
- 12. The main purpose of the college experience should be enjoying your new found freedom.
- 13. College is an ideal time to begin setting short- and long-term goals.
- 14. College graduates tend to have an easier time finding and keeping a job.
- 15. It is impossible to resolve a conflict with a course instructor.

Short Answer

- 16. List at least two relationships that may change in college.
- 17. List three ways to determine which campus organizations are a good fit for you.
- 18. Describe how college is different than high school.
- 19. Describe two different types of campus organizations.
- 20. Describe the positive outcomes of becoming involved on campus or in the community.

Essay

- 21. Define what college means to you, and describe what you expect to get out the college experience.

22. Identify and describe the strengths you possess which will be an asset to your completing your college education. Consider what might contribute to your risk of not finishing college, and how you think you can best address potential obstacles.
23. Describe a plan of action on how you plan to stay motivated and committed to your studies this coming semester.
24. Identify one staff or faculty person who cares about your well-being and describe how they might help you with your college success.
25. Identify a specific club or organization you are interested in joining and write an essay explaining how and why becoming a member of this club can help you as a student.

Chapter 1 Answer Key

1. b, p. 2
2. c, p. 5
3. b, p. 5
4. d, p. 5
5. a, p. 4
6. c, p. 6
7. b, p. 5
8. c, p. 4
9. a, p. 4

10. d, p. 7

11. False, p. 9

12. False, p. 4

13. True, p. 5

14. True, p. 5

15. False, p. 7

16. Answers will vary; relationships with parents, spouses, partners, families, roommates, friends, social networking and electronic relationships. pp. 8-9

17. Answers will vary; check out campus newspapers, activity fairs, printed guides, open houses, and Web pages. p. 10

18. Answers will vary; more diverse student body, feel like a number, time management is more complex, more potential friends to choose from, familiar assumptions about people may no longer apply, college classes larger, college tests given less frequently, more writing, less monitored, more freedom, more out of class work, etc. p. 4

19. Answers will vary; Greek organizations; political/activist organizations; special-interest groups; career/major organizations pp. 10-11

20. Answers will vary; to find your comfort zone; to ease the transition from high school; to make connections with other students, faculty, and staff members; and prepare for the world of work. p. 10

Tell students the next class will be about managing their time. If you choose to have your students create a schedule of all their term assignments and exams, ask them to bring all their class syllabi to the next class. Tell them that this information will be needed for a class activity. You may choose to have them track how they spend their time instead; ask students to record their activities during each hour of the day for several days. Ask them to bring the results to the next class.

Chapter 2: Managing Your Time

Chapter Teaching Objectives

1. Show students how to take control of their time and their lives.
2. Explain how to create a workable class schedule.
4. Demonstrate how students can organize their day, week, and school term.
5. Illustrate how students can avoid distractions and combat procrastination.

Timing of Chapter Coverage

It is critical that students actively engage in organizing their time from the outset of the academic term. Although some students may not appreciate the importance of developing skills in time management—at least not until they experience a sense of losing control over their time—it is important to link early information about time management to some of the differences between high school and college. For students who tend to ignore time management techniques, assigning tasks that require them to plan will assist them in the long run. Procrastinators will get a better idea of why they behave as they do when they explore learning styles and personality types later in the text.

About This Chapter

This chapter focuses on how time management is a strategy to achieve success in college and in life. The text shares various methods on staying focused by spending your time wisely. The main goal of this chapter is to instill a sense of value to managing time.

Students often do not want to “waste” time on planning and managing their time. They

may think that these activities take more time than they are worth. They may also resist exercises that they perceive to be “busy work.” One way to motivate students and to involve them in the activities in this chapter is to focus on time management as a life skill rather than as a study skill. For those who did not get into the habit of maintaining a planner in high school, and do not necessarily intend to do so now, discuss how professionals use these tools in the world of work. Keep in mind that today’s students find more usefulness in maintaining a planner than in filling out a schedule form. Also focus on how organizing one’s time can assist in reducing stress.

Whereas good time managers usually know they are good at managing their time, poor managers may not be aware of how and when they waste time. This is especially true for students who were able to survive in high school without devoting a lot of time to schoolwork, or without developing organizational strategies. Asking students to assess their attitudes toward time before they actually begin to keep a record of how they spend their time sensitizes them to their individual strengths and weaknesses. **Note:** If you are using peer leaders to co-teach this course, let these peers take a lead when presenting this topic as students are more apt to listen to their peers than their instructor.

Suggested Outline for Addressing Topics in Chapter 2

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion

- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1. Lecture Launchers and Icebreakers

- For this exercise, you will need a package of mini Dixie cups and tooth picks. Follow the steps for this exercise and follow-up with a discussion of the experience. Students will find it not only amusing, but also eye opening to where their priorities lie.

1. Pass out one Dixie cup and one toothpick per student.
2. Tell the students that you are going to read them some questions. They are not to speak. If their answer to a question is “yes,” then they are to do nothing. If their answer to a question is “no,” then they are to poke a hole in the bottom of the Dixie cup.
3. Read each question, providing enough time for those students to poke their cups. (Students may begin to laugh as they hear the sounds of multiple pokes throughout the classroom.) Make sure it is quiet before moving on to the next question. Consider adding more questions regarding additional topics that have been addressed in class.

Questions for Dixie Cup Activity

- I have gone to all my classes so far.
- I have arrived to all my classes on time or early.
- I have bought all my required textbooks for all my classes.
- I am keeping track of all my activities. (ex: keeping a planner)
- I have completed all my reading assignments on time.
- I have completed all my writing assignments on time.
- I have stayed awake in all my classes.
- I have paid attention in all my classes.
- I have taken notes in my lecture classes.
- I have tried to participate and ask questions in my small classes.

- I have come prepared to all my classes. (ex: paper, pen, book, assignments)
 - I am managing my stress well.
 - I have made at least one friend on campus so far.
 - If I am working a part-time job, I am working no more than 15 hours a week.
4. After you have finished reading all the questions, tell students to look at their cups.
 5. For fun, consider asking them to place the cups above their heads and pretend like you are about to go around and pour water in their cups.
 6. Ask them if their cup represented their college life and the water that filled it represented their success, how are things looking right now for them? Are they successful so far? Are their priorities focused on college? If they have a bunch of holes already, what is the likelihood of them having more holes later? Remind them to make sure they start out their college careers on the right foot. There will always be bumps in the road or more holes in the “cup of college life,” so it is important to prevent too many holes. Discuss how they might change their priorities.
 7. You might consider repeating this activity again later in the semester as a “check” on how things are going.
- College students, especially freshman who may be away from home for the first time, may spend excessive amounts of time online. It’s not inconceivable that students will spend more time on e-mail, instant messaging, social networking, and general Internet surfing than they do on their studies. After generating a discussion on how much of

their time your students are using on online pursuits, you can segue into a dialogue about daily planning (i.e., building more structured Internet time into their schedule) or even procrastination (i.e., making sure that Internet time doesn't become a time-sucking distraction from their school work).

Step 2. Classroom Activities

a. Lecture

Review from Last Class

Students were told that the next class would be about managing their time. If you asked them to bring all of their class syllabi, have them create a schedule of all their term assignments and exams. If you have a peer leader, you may consider having him or her lead this activity. If you asked students to record how they spent their time over a couple of days, have your peer leader lead a discussion about how they used their time, looking closely at the what activities students were engaged in the most, where time was wasted, and how they used their time most efficiently.

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Taking Control of Your Time
2. Overcoming Procrastination
3. Setting Priorities
4. Staying Focused
5. Creating a Workable Class Schedule
6. Organizing Your Day
7. Making Sure Your Schedule Works for You
8. Respecting Others' Time

b. Discussion

- This activity gives students a visual perspective on where and how well they are managing their time.
 1. Have students list 20 tasks they need to complete in the next two weeks. They should number the tasks 1-20 in no particular order.
 2. Then provide a short introduction to the author Stephen Covey and his book *Seven Habits of Effective People*. In his book, he talks about how the activities we do can be categorized into one of four quadrants: I. Urgent and Important, II. Not Urgent and Important, III. Urgent and Not Important, and IV. Not Urgent and Not Important. Covey's theory is that we should be spending our time where it counts

(QII) and where there is limited stress (not in QI and QIII) and avoid where time is wasted (QIII and QIV). Although sometimes these other quadrants can't be avoided, if time is managed better, they can be reduced, therefore making your time more efficient.

3. After explaining Covey's time management matrix, pass out handouts of the grid or simply have students draw it themselves. Have your students place the numbers 1- 20 (representing each of the tasks they wrote on their numbered list) in the appropriate quadrant where they fit based on its urgency and importance.

[[Insert 2A, grid]]

4. Facilitate a brainstorm on ways to readjust how they manage their time.
 - What ways to reduce time spent in QI (urgent/important)?
 - What ways to stay in QII (not urgent/important) most of the time?
 - What ways to reduce time spent in QIII (urgent/not important)?
 - What ways to stay out of QIV (not urgent/not important)?
- This may be an appropriate time to discuss the “two for one” rule: students should plan to study two hours outside of class for every hour spent in class. Obviously, the true amount of time needed for each class can depend on the teacher's expectations and the student's previous knowledge, organization, and ability, and can vary considerably from week to week. But it is important early in the term for students to understand differences in expectations between high school and college, and that teachers who assign the equivalent of six hours of reading and homework per week for a three credit hour class are not overloading them. In high

school, students spend six or seven hours per day in class; in college they may spend as few as two or three hours per day in class. It is important that as students plan their time, they acknowledge that they bear more responsibility for their own learning in college than they did in high school.

- Ask students how much time they are spending online. Are they surfing the web? Doing school work? Multitasking by doing both at the same time? Take a poll on how many students feel their time spent online is hurting the quality of their school work. Discuss this issue and strategies to manage such distractions. For those students that feel it isn't a problem, ask them to support why they think it isn't a distraction. Are they settling for fair quality vs. higher quality? Could their grades improve?

c. Group Activities

- Assign students into small groups of three or four. Within each group, assign roles. One will play the role of a student trying to study. The others should provide potential distractions—a roommate who wants to chat, a floor mate who stops by and invites the student out for a pizza, a phone call from an old friend, etc. As a group, these students should work together to create a skit illustrating how the beleaguered students could gracefully (but firmly!) remove themselves from potentially distracting situations. Have each group perform their skits for the entire class. Then ask the class to critique each group's skits.
- As an alternative to the above activity, have students perform their skits impromptu (i.e., improvise as soon as the roles are assigned). Emphasize that

those playing the role of the distracter need to be persistent, as this will test the student's ability to say "no."

- Divide the class into small groups of two to four students. In the small groups, have each student share their current class schedule with the other student(s). The students should exchange ideas on how to effectively handle time management problems and the challenge each sees in the others' schedules. Students should discuss how they would arrange their schedule differently for the next term.

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- Using their syllabi from *all* of the courses they are taking this semester, have students schedule their exams and assignment due dates in their personal student planner. This will be a nice resource for them to keep since it will allow them to see what papers and tests they have during any given week for the entire semester. You may give extra points for this.
- Be prepared to discuss how you make time for different things in your own life, including setting time aside to study. Give a testimonial on how good time management is a major reason for your success as a student.
- Show students your method of time management (planner, daily schedule, etc.) and explain how these methods have been beneficial to you.

- Share with the class your strategies for coping when “the going gets tough.” Be honest; explain how some stress-related situations could have been avoided. This would be a good time to remind students about the numerous support services that are available on campus.

e. Case Studies

Tina

Tina turns in her sample daily planner. It is filled in completely from 6:00 a.m. to 1:30 or 2:00 a.m. every day. As you read through it, you realize that this schedule is not an exaggeration. Tina commutes 75 minutes each way to attend classes. She is a single mother; her son and daughter are both in elementary school and are active in athletics, scouts, and church activities. Tina works full time to support her family and pay for school. She is taking 15 credit hours, including a laboratory science. Tina says she is so stressed out that she is afraid she will never make it to final exams.

Discussion Questions

1. How might you respond to Tina’s concern that she won’t make it to final exams?
2. What are some of the things that Tina can do to keep from feeling overwhelmed?
3. Are there any campus resources that Tina can use to help ease her load?

Charlie

Charlie has always been a C student. Before coming to college, however, he decided that he was going to work harder and reach for higher grades. At first, his mission was successful. He studied mainly in the library, on a regular schedule, and used his planner

to chart out and prioritize his “to do” list. Before long, Charlie was making A’s and B’s. But at a Halloween party, Charlie met Vanessa. The two hit it off and before long, they were practically inseparable. Charlie watched his grades decline. He knew he needed to get his studying back on track, but whenever he blocked off study time, Vanessa would either suggest that they study together (in which case, Charlie accomplished much less than when he studied alone) or go off and pout. Charlie wasn’t sure what to do. He really liked Vanessa and didn’t want to lose her, but he also didn’t want to have to sacrifice his GPA for a girlfriend.

Discussion Questions

1. What are some things Charlie could say to Vanessa to help her understand his situation?
2. How should Charlie handle Vanessa’s pouting and suggestions that they study together instead of alone?
3. Should Charlie break up with Vanessa?

f. Video

- Show the video on the Your College Experience Student Center www.bedfordstmartins.com/gardner that corresponds to this topic.

This scene shows an important method of time management (semester/weekly/daily calendars). It also deals with the need for respect--respect for the academic goals of others, and for one's own academic goals; that respect is part of the time-management mindset.

Making the three calendars, and keeping up with them, is not hard. Students have their difficulty with what the calendars imply--discipline--thinking such a word is surely the antithesis of "fun". Yet, time management will carry them through to graduation. Your students should, early on, become proficient at calendars, setting priorities, making and keeping appointments, managing their short and long term goals... and all matters dealing with time.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. List at least three steps in taking control of your time and your life.
2. Identify one goal for your college career and describe how that goal can guide your planning.
3. Explain how prioritizing your time is important.
4. Create a day, week, and school term plan for yourself. Explain why doing this is helpful.
5. Explain why using "to-do" lists are important.

6. List at least three ways to avoid distractions and combat procrastination.

c. Address Common Questions and Concerns of First-Year Students

- ***Why should I keep a written list of the things I need to do? I can remember everything in my head.***

Answer: By creating a “to do” list, your students can prioritize the tasks they need to accomplish. They can also create a system of differentiating between academic assignments and personal errands, such as denoting each type in a different color. And of course, every time they complete a task, they are rewarded with the satisfaction of being able to physically cross it off the list.

- ***I know I am a procrastinator. Why should I do things any differently in college than I did in high school? I work best under pressure.***

Answer: As the text explains, recent research indicates that procrastinators are more likely to develop unhealthy habits like higher alcohol consumption, smoking, insomnia, poor diet, and lack of exercise. Procrastination can also seep into other areas of a student’s life, creating a pattern of avoidance. It is best to get these tendencies under control earlier rather than later, or else the student could begin to feel overwhelmed by their commitments.

- ***How can I manage my time when my roommate is completely disorganized and keeps me up all night?***

Answer: Encourage your students to create a plan for their living space. They could work with their roommate to set “quiet hours” for studying or sleeping. If the student is not on good terms with his/her roommate, or the roommate refuses

to comply, the student could approach the resident assistant or hall director to help intervene. As a last resort, the student could apply for a room reassignment.

- ***How am I supposed to find enough time to study when I have to work to pay my way through school (or play a collegiate sport, or create time for my family...)?***

Answer: Impress upon your students that time management is key to juggling multiple commitments. Studying doesn't mean that they have to give up all non-academic pursuits. On the contrary, students who work or participate in sports often achieve higher grades than their less-active counterparts—due in part to the important role that time management plays in their lives. However, if your student is truly overloaded with commitments, and cannot reduce their load of responsibility, it may be time for that student to reassess whether or not right now is the right time for their education.

d. Writing Reflection

- Have students pretend they are a personal consultant. Have them write a paper evaluating their current life style. Have them assess how well they spend their time. The paper should include suggestions on ways to improve how they manage their life. Remember, a personal consultant tries to find positive ways to motivate their clients to be better people, so their papers should be written from a positive angle but still include helpful critique.
- Have students make a personal contract to themselves on how they wish to run their life. The contract should include steps for organizing their life and

identifying short term goals to accomplish. Students may choose to include more in their contracts, such as long term goals.

- Use the discussion and writing feature that appears in the chapter as an opportunity for students to reflect on topics discussed in the chapter. This is a great opportunity for them to express themselves by writing and discuss how these topics affect them. Consider establishing a dialog between you and the student and provide an avenue for personal questions.

e. Web Resources

Personal Goal Setting www.time-management-guide.com/personal-goal-setting.html

This comprehensive site offers a wealth of information about personal goal setting, and how students can turn those goals into action plans.

Learn to Prioritize www.suite101.com/reference/prioritize

This website contains many articles on how to prioritize and reduce the level of stress in your life, academic or otherwise. Other related links include time management and how to say “no”.

Printable Checklists www.allfreeprintables.com/checklists/to-do-lists.shtml

Direct your students to this site, where they can print out free to do lists. The site also offers free, printable checklists for other activities such as grocery shopping and childproofing your home.

Student Organizer www.primasoft.com/so.htm

Some students may benefit from an electronic organizer, but cannot afford a PDA. In this case, direct them to the above link for PrimaSoft's Course Book software, which organizes everything from assignments to your own custom dictionary of terms. After a 30-day free trial, students who like the software may purchase it for a small fee (around \$25).

Hints for Planning Study Time

www.coun.uvic.ca/learn/program/hndouts/plan_ho.html

Mind Tools for Getting the Most out of Your Time www.mindtools.com/page5.html

This website contains an index of articles on how to improve time management skills.

Control of the Study Environment www.ucc.vt.edu/stdysk/control.html

f. For More Information

Covey, Stephen. (1990). *Seven Habits of Effective People: The Powerful Lessons in Personal Change*. New York: Simon & Schuster.

Davidson, Jeff. (2001). *The complete idiot's guide to time management* (3rd ed). New York: Alpha Books.

DeGraaf, John, ed. (2003). *Take back your time: Fighting overwork and time poverty in America*. San Francisco, CA: Berrett-Koehler Publishers.

Lagatree, Kirsten. (1999). *Checklists for life: 101 lists to help you get organized, save time, and unclutter your life*. New York: Random House Reference.

Merrill, A. Roger and Rebecca Merrill. (2003). *Life matters: Creating a dynamic balance of work, family, time, and money*. New York: McGraw-Hill.

Sapadin, Linda. (1999). *Beat procrastination and make the grade: The six styles of procrastination and how students can overcome them*. New York: Penguin.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. The first step to effective time management is
 - a. to be selfish with your time.
 - b. to recognize that you can be in control.
 - c. to base your time around other people's needs.
 - d. All of the above

2. Two of the most cited differences between high school and college are increased autonomy and
 - a. increased interdependence.
 - b. greater responsibility.
 - c. less responsibility.
 - d. None of the above

3. A person may procrastinate because

- a. they fear success.
- b. they are bored.
- c. Both a & b
- d. None of the above

4. Setting priorities while in college means:

- a. Balancing your academic schedule with the rest of your life.
- b. Finding time for yourself.
- c. Finding time for social activities.
- d. All of the above

5. For each hour spent in class, you should schedule _____ hour(s) of study time.

- a. 1/2
- b. 1
- c. 1 1/2
- d. 2

6. _____ can help you maintain control of your schedule.

- a. A planner
- b. A to-do list
- c. Both a & b
- d. None of the above

7. An example of using your study time wisely would be
- a. using your waiting time to review.
 - b. multitasking.
 - c. waiting until the end of the day to review.
 - d. All of the above
8. What is the most important reason to be on time for class?
- a. Because it affects your class participation grade.
 - b. Because your parents are paying for it.
 - c. Because it shows respect for both your professor and your classmates.
 - d. Because you might miss something you need to know for a test.
9. Promising yourself a _____ is a good strategy for beating procrastination
- a. reward
 - b. good grade
 - c. poor grade
 - d. none of the above
10. The greatest challenge of prioritizing is balancing school with
- a. napping.
 - b. eating.
 - c. work and family obligations.

- d. watching movies.

True/False

- 11. You should try to schedule three aerobic workouts each week.
- 12. You should always work on a task until it is completely done, no matter how long it takes.
- 13. One way to beat procrastination is to break down large tasks into smaller steps.
- 14. Scheduling all your classes in a block of time is an effective scheduling method.
- 15. It is not important to make time for fun things such as talking with friends, checking out Facebook, watching TV, and going out.

Short Answer

- 16. Name three components of good time management.
- 17. Name one benefit and one drawback to block scheduling.
- 18. List three ways to avoid distractions while studying.
- 19. Name one thing you can do to demonstrate basic politeness in the classroom.
- 20. How can you avoid overextending yourself?

Essay

- 21. What behaviors do you consider to be rude and disrespectful? What role can you play in enhancing civility in the classroom?
- 22. Describe the top five ways that you organize your day. What are the strengths and challenges of these methods/ways/behaviors?

23. Which principle of time management do you consider to be the most important?

Why?

24. What is your ideal class schedule and why?

Chapter 2 Answer Key

1. b, p. 16

2. b, p. 16

3. c, p. 24

4. d, p. 17

5. d, p. 18

6. c, p. 18

7. a, p. 22

8. c, p. 25

9. a, p. 24

10. c, p.17

11. True, p. 21

12. False, p. 22

13. True, p. 24

14. False, pp. 22-23

16. Should include three of the following: knowing what your goals are, setting priorities to meet your goals, anticipating the unexpected (future needs and possible changes), placing yourself in control of your time, making a commitment to being punctual, and carrying out your plans. p. 14

17. Benefits include cutting travel time, providing more flexibility for scheduling employment or family commitments. Drawbacks include little time to process information or student between classes, fatigue, stress, too many exams or projects due on the same day, and each absence due to illness means missing all of your classes, instead of two or three. pp. 22-23

18. Answers will vary; find a quiet place to study; stick to a study routine; break down large tasks; leave the TV, CD player, radio, cell phone, etc off; stay away from the computer if tempted to check e-mail or social networking site; etc. p. 23

19. Answers will vary; be in class on time; arrive early; be on time for scheduled appointments; make adequate plans to be on time to places. p. 24

20. Answers will vary; determine what a realistic workload is for you; don't allow your academic work to take a backseat to extracurricular activities or other time commitments; Do not take on more than you can handle. Learn to say "no." Do not feel obligated to provide a reason; you have the right to decline requests that will prevent you from getting your own work done. p. 23

Preview for Next Class Chapter 3. How You Learn

Tell your students that the next class is about different learning styles. Remind them to review the chapter before the next class.

Chapter 3: How You Learn

Chapter Teaching Objectives

1. Introduce students to many approaches for understanding their learning styles or preferences.
2. Help students recognize how learning styles and teaching styles may differ.
3. Introduce the concept of emotional intelligence.
4. Help students understand and recognize a learning disability.

Timing of Chapter Coverage

For the sake of concentration of effort and continuity, teach this chapter soon after Chapter 2 on time management.

About This Chapter

This chapter can be valuable in showing students that study skills can be linked to an awareness of how they learn. If they know their strengths, they can develop study skills to help them compensate for their weaknesses. Simply having students read this chapter without doing the exercises will not really help them understand learning styles or broaden their own learning style. Some first-year students believe a mystery surrounds the success of some students and the failure of others—that there's a kind of magic that successful students have. You know this isn't true. By teaching study skills in general and addressing learning styles, you can help:

- demystify success and failure.

- provide a series of methods that will encourage being a more deliberate and organized student.
- facilitate the students' self-development.

Demystification

Many first-year students may have already stereotyped themselves according to their academic success. Some students may already see themselves as a “straight-A” student where studying comes easy, while other students may see themselves as an “average C” student where they have to study a lot more to get good grades. It is likely that the A student has had classes that match their learning style, making the classes less of a struggle, or they have figured out how to adjust their study habits according to the instructor's teaching methods. What if the C student just doesn't know how to adapt to classes that do not match their learning style and just studies longer rather than different?

It is important that either student understand how to compensate for the differences between their learning style and an instructor's teaching style. Adapting to these differences can have a great effect on a student's success. First year students will soon discover that their classes will each be different taught by different instructors with different instructional approaches. One student may do well in a course that is primarily done in lecture mode and thinks classroom discussions are a waste of time, while his roommate may think just the opposite and possibly struggle through the class. But what happens when the situation flips and the course is based completely on discussion?

Deliberateness

Since learning styles and teaching styles may not always match up, students need to take charge of their learning strategies. If your students know that classes are not simply chaotic and taught with an instructional style, they should be able to approach learning more deliberately than they would have without this knowledge. Teaching about learning styles is another way you can reinforce that college success depends largely on careful planning.

Self-Development

The sections on learning styles and personality types suggest that as first-year students develop, they will need to expand their learning styles. This is just another way of adding to their “bag of tricks.” As a writing instructor used to respond to her students’ complaints that she was trying to destroy their writing styles, “I’m not trying to destroy your styles at all; I’m trying to help you develop a variety of styles.” As students learn more about how they think and learn, they can strengthen their approaches to process information in and out of the classroom. As students discover that taking control of their academic life brings success, they will be able to build upon these strengths in other parts of their life.

In addition to learning styles, this chapter also introduces emotional intelligence (EI), which is the ability to identify, use, understand, and manage emotions. While there are many EI assessment tools and theories, this chapter focuses on two general abilities, understanding and managing emotions. This is a good place to start a dialogue with students about their observations of their own feelings, reactions, and social behaviors. If this chapter is covered after Chapter 1 you will be able to tie in the high school to college transition issues as well as personal motivation and commitment.

Suggested Outline for Addressing Topics in Chapter 3

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1. Lecture Launchers and Icebreakers

- Ask students to jot down on a scrap of paper their answer to this question: “A meeting scheduled for 10:30 has been moved up 30 minutes. What time does the meeting start?” Pause for a moment and then repeat, “Moved up 30 minutes. What time does the meeting start?” Count the answers for both 10:00 and 11:00. Again, discuss the differences with your students. Have the differing “sides” defend their answers. Tell them it all hinges on the word “up” in time. Encourage students to analyze why “up” in time means that to them. Don’t accept, “That’s just what it means.” Emphasize importance of vocabulary and of asking teachers for clarification when necessary.
- Use these instructions to present an exercise that focuses on the different ways people acquire information. Follow the script and directions with the class:

“I am going to ask you as a class to all do one action and then freeze. Are you ready? Do this and then freeze. Look at your fingernails. Leave your hands frozen and look up at me. Now use one of your hands to raise your hand to respond to one of these questions. How many held out your hands, palm down, fingers pointed away, looking at your nails and the back of your hand?” (Draw on the board a rough figure of a hand and fingers extended. Draw in the nails.)

“Raise your hand if you did this.” (Demonstrate.) Count the number and write it on the board by the figure. “Thank you. Hands down.”

“Now, how many curled your fingers back over your palm and looked at your nails?” (Draw this figure.) “Raise your hand if you did this.” (Demonstrate.) Count this number and write it on the board. “Thank you. Hands down.” “Finally, how many of you just looked at your fingernails without moving your hands at all?” Count again and write this number on the board. “Okay, unfreeze.”

“I asked everyone to do the same simple task, yet I got several different responses. How could I have made my expectations for this task clearer? What could you have done to be sure you correctly understood the assignment?” From here, the discussion can follow in many directions such as how we learn in different ways, how your learning style might differ from your instructor’s, and how different personality types grasp information in different ways. A student may ask, “What is the right answer?” This opens up discussion that many questions in college classes may not have only one answer. You can explain to the students that faculty may be more interested in how a student arrived at the answer, no matter what it is. Encourage students to speak up and ask questions in class or during office hours if they do not fully understand an assignment or something in the syllabus. Chances are other students need clarification too.

Step 2. Classroom Activities

a. Lecture

Review from Last Class

Students were told that the next class would be about how we learn. If students were asked to complete the VARK Learning Styles Inventory before this class, confirm that

they have done so. The information from these inventories may affect the quality of some of the class discussion and exercises.

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Being an engaged learner
2. The VARK Learning Styles Inventory
3. Understanding Emotional Intelligence
4. Learning with Learning Disabilities

b. Discussion

- Provide a short explanation of the VARK Learning Styles Inventory. Allow students to express their understanding of the model. Have students complete the inventory in the textbook and discuss. Topics you might address:
 - Take a poll to see the variety of learning styles among the class. What does this mean for the dynamics of the class?
 - Ask students if they were surprised by how the inventory describes them.
 - Ask students if they will do things differently with this new knowledge.

- Lead a brainstorm discussion by using the board to make connections between teaching styles and learning styles. Draw 3 columns on the board as shown below:

Teaching style

Learning styles that conflict

Strategies to adapt

Ask students to name different teaching styles that they are experiencing in their classes or have experienced in the past. Write them in the first column. In the second column, ask students to list characteristics of learning styles that would conflict with each teaching style. In the third column, have students brainstorm strategies to adjust for the differences between the two styles and adapt to a more appropriate study method.

c. Group Activities

- Divide the class into four groups. Have each group discuss how improving emotional intelligence is linked with college success.
- Divide the class into four groups and using laptops or a computer lab, have each group spend 10 minutes doing online research on the BarOn Emotional Quotient Inventory. Assign each group a career, e.g., sales agent, paralegal, school counselor, computer support specialist, and one of the Bar-On Model categories (Intrapersonal, Interpersonal, Stress Management, Adaptability). Have each group define the category and provide examples of how it relates to success in the career they were assigned.

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- The following tasks will help students analyze and adjust to the different teaching styles of their instructors. It will help them develop learning styles, other than their own preferred style (i.e. less dominant learning style), and increase the flexibility of the way they study:
- Discuss your learning style and how you have adapted to professors who teach in different styles.
- Offer strategies on how students could adapt to a professor whose teaching style does not match their (the students') learning styles.
- Make a list of the preferred learning style of each student. Keep for further classroom assignments.

e. Case Studies

Keisha

Keisha is a first-year student taking 15 credits. She has found out that there is a lot of work required for each class. She also sees that instructors seem to have a different way of teaching their class and emphasizing the material. Keisha seems to be having the most trouble with her Philosophy class and is finding the lecture hard to follow. She got a D on

the first test and is worried because she was a good student in high school. The professor discusses many aspects of the different philosophers' theories during the lecture. Keisha is having difficulty tying them together and is more in tune with the names of key figures, dates, and major points. Her next test is in two weeks.

Discussion Questions

1. Why is Keisha having this difficulty?
2. What can she do to improve her situation?
3. What can Keisha do to better understand each lecture?
4. How can Keisha best prepare for her next exam?

Howie

Howie's lab partner, Kai, has a particular way of completing each assignment. She is thorough and methodical, and seems to have an immediate grasp of all new material they are learning in class. Howie, however, needs more time to digest the concepts they're studying. Kai becomes very critical and impatient with Howie whenever he asks her a question. Clearly, Kai prefers working by herself than with another person. As a result, Kai often completes the assignments with little input from Howie. Howie feels that Kai's interference keeps him from fully learning the material covered by each lab assignment. His mother has suggested he speak to his professor about this problem, but Howie doesn't want to sound like a complainer.

Discussion Questions

1. What psychological types would you assess to both Howie and Kai?

2. How could Howie work with his learning style to improve his relationship with Kai?
3. If you were Howie, what would you do: go to your professor or work things out with Kai on your own?

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

It is important to know whether you learn best with visual, aural, kinesthetic or written input. Knowing this, a student can better develop weaker skills, and gain a level of comfort by relying on strengths.

The luxury of applying this knowledge to the instructor--whether the teaching is in more of a visual, aural, kinesthetic or written style--is an option that is new and foreign to many first-year students. Further, comparing experiences with other students is too often limited to web sites rating professors on whether they are easy or kind—not whether they best accommodate a certain learning style.

This scenario presents four students who are smart enough to drop a professor who is not providing what they need, and wise enough to intuit a solution that will.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Name one way of determining your own learning style.
2. Explain the difference between a learning style and a teaching style and why they may differ.
3. Describe your own learning style.
4. Provide at least two examples of a teaching style that is not your preferred style and explain how you would adjust your study methods for that class.
5. Name at least two learning disabilities and describe the attributes of each disorder.

c. Address Common Questions and Concerns of First-Year Students

How can you put people in these little boxes?

Answer: Students should be encouraged to understand psychological types. Have them take the self-assessment at the beginning of the chapter to see where they stand.

Is one learning style better than another?

Answer: The book does not try to privilege any one style over the other. However, students should be aware of the preferred learning styles for acquiring information to be a doctor, lawyer, or teacher.

Why do I really need to develop a wider range of learning styles?

Answer: In order for college to work, students will need a great variety of skills. Really emphasize the importance of sensing, analytical, auditory, and other learning styles.

Will my learning style really be relevant to anything after I graduate from college?

Answer: Stress to your students that they are developing life-long skills.

Emotional intelligence is a really personal topic. Why are we talking about it in class?

Answer: Often we go through our day without giving any thought to why we feel a certain way or react to certain triggers. It is important in college (and in daily life) to reflect on our behaviors and feelings in order to be successful and happy.

I have a friend that seems to need help with improving emotional intelligence and I don't know how to talk to him or her about it.

Answer: Try starting the conversation by describing what you have learned from reading this chapter and our classroom discussions. Give examples from your own life and ways you want to try to improve your EI. And make sure your friend knows about the campus resources available, such as the counseling and wellness centers.

d. Writing Reflection

- Ask students to describe their learning style and how it affects their college studies. Have them expand further by describing how they plan to approach class time, homework, and tests based on their learning style strengths and challenges.
- Use the “How Do You Measure Up?” questionnaire, the VARK questionnaire, the Emotional Intelligence questionnaire, and the “Try It” feature that appears in the chapter as an opportunity for students to reflect on topics discussed in the chapter. Encourage students to express themselves by writing and discuss how these topics affect them. Consider establishing a dialog between you and the student and provide an avenue for personal questions.

e. Web Resources

Temperament Sorter

www.advisorteam.com/temperament_sorter/register.asp?partid=1

This version of the Keirsey Temperament Sorter is partially free (it reveals 1/2 the results), but it is a fairly accurate online tool. If your students would like to know their full types, they may purchase an in-depth report for a small fee (around \$15). The site also offers discounts to instructors.

Index of Learning Styles Questionnaire

www.engr.ncsu.edu/learningstyles/ilsweb.html

The ILS offered on this page was authored by Barbara A. Solomon and Richard M. Felder. It is entirely free and is accompanied by pages explaining the different styles assessed by this questionnaire – a good alternative to the Keirsey link above.

Relationships www.literacynet.org/lp/learn2learn/students/relationships.html

For students interested in knowing more about how their learning styles affect their relationships, this site offers bulleted lists of qualities common among types, as well as strengths and challenges for each individual.

On Learning Styles www.gsu.edu/~dschjb/wwwmbti.html

Georgia State University's master teaching program offers this extensive document, which offers several strategies for teaching each different type of student.

Index of Learning Styles (Assessment) and Other Information on Learning Styles

www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpa.html

General Information <http://www.eiconsortium.org/>

This consortium was created to study EI in the work place, but provides a wealth of general information and resources.

Ability Model of EI <http://www.emotionaliq.com/index.html>

This website provides detailed information about one model used to assess EI.

General Information www.DanielGoleman.info

This website contains information about Dr. Daniel Goleman's EI publications and provides a forum for discussing topics related to EI.

f. For More Information

Avila, Alexander. (1999). *Lovetypes: Discover your romantic style and find your soul mate*. New York: Avon.

Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (Eds.). (2001). *Emotional Intelligence in Everyday Life*. New York: Psychology Press, Inc.

Goleman, D. (1998). *Working With Emotional Intelligence*. New York: Bantam.

Bar-On, R. & Parker, J. D. A. (Eds.). (2000). *The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School and in the Workplace*. San Francisco: Jossey-Bass/Wiley.

Keirse, David. (1998). *Please understand me II: Temperament, character, and intelligence*. Del Mar, CA: Prometheus Nemesis.

Lawrence, Gordon D. (1997). *Looking at type and learning styles*. Gainesville, FL: Center for Applications of Psychological Type.

Tieger, Paul D. and Barbara Barron-Tieger. (2001). *Do what you are: Discover the perfect career for you through the secrets of personality type (3rd ed)*. New York: Little, Brown & Company.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. Your learning style reflects
 - a. your intelligence.
 - b. how hard you study.
 - c. the way you acquire knowledge.
 - d. None of the above

2. The following can be used to measure and describe learning styles.
 - a. VARK Learning Style Inventory
 - b. Myers-Briggs Type Inventory
 - c. Kolb Inventory
 - d. All of the above

3. Pat is taking a History class. The exams focus on events and dates. After each class, he draws timelines and plots the events covered in the lecture using key words. According to the VARK Learning Styles, what is Pat's preference?

- a. Visual
- b. Aural
- c. Read/Write
- d. Kinesthetic

4. Emotional Intelligence refers to

- a. physical abilities.
- b. intelligence quotient (IQ).
- c. psychic abilities.
- d. understanding and managing emotions.

5. A number of studies have linked strong emotional intelligence skills to

- a. higher IQ.
- b. lower IQ.
- c. college success.
- d. increased health problems.

6. You can improve your emotional intelligence by

- a. identifying your strengths and weaknesses
- b. setting realistic goals

- c. formulating a plan and regularly checking progress
 - d. All of the above
7. The benefits of learning teams include
- a. someone else to do all the work.
 - b. the opportunity to learn from one another as well as from
 - a. the instructor.
 - c. less study time.
 - d. none of the above
8. The most productive learning teams have
- a. 4-6 members
 - b. 1-3 members
 - c. 1-10 members
 - d. 20 members
9. Learning teams are especially effective in
- a. English courses.
 - b. Math courses.
 - c. Science Courses.
 - d. Both B & C

10. Individuals with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD)

- a. have difficulty rhyming words.
- b. avoids reading and writing tasks.
- c. have trouble organizing tasks or completing their work
- d. often misreads information.

True/False

11. Students who become genuinely engaged in their college experience have a greater chance of success than those who do not.

12. If you have a visual learning preference, you should talk with others to verify the accuracy of your lecture notes.

13. Understanding your own and others' feelings can help you respond in appropriate ways.

14. You definitely have a learning disability if you have trouble spelling words.

15. A learning disability is not related to intelligence.

Short Answer

16. What are some of the benefits of collaborative learning teams?

17. Name two ways learning teams can be more productive.

18. What does the acronym VARK mean?

19. Identify two ways improving EI can affect success.
20. Describe two types of learning disabilities that most commonly affect college students.

Essay

21. Imagine a world in which everyone had the same learning style as you. How would life be better? How might it be worse? Explain your answers fully.
22. What did you learn from your responses to the Emotional Intelligence Questionnaire? In your opinion, is this kind of activity useful? Why or why not?
23. How can knowing your VARK score help you do better in your college classes? Now that you know your VARK score, what changes do you propose to make in how you study and why?
24. Identify one of your present instructors whose teaching style conflicts with your learning style. Outline in detail some changes that you plan to make to ensure that you make a good grade in this class.
25. What would you advise a new college student, who is struggling to adapt to college life, do to improve their emotional intelligence?

Chapter 3 Answer Key

1. c, p. 34
2. d, p. 34

3. a, p. 37

4. d, p. 38

5. c, p. 40

6. d, p. 40

7. b, p. 30

8. a, p. 31

9. d, pp. 32-33

10. c, p. 42

11. True, p. 28

12. False, p. 37

13. True, p. 38

14. False, p. 43

15. True, p. 43

16. Answers will vary: learners learn from one another as well as from the instructor; collaborative learning is by its nature active learning; collaboration can lead to more ideas, alternative approaches, new perspectives, and better solutions; if you're uneasy about speaking out in large classes, you will tend to be more comfortable participating in small groups, and better communication and better ideas will result; you will develop stronger bonds with other students in the class. pp.30-31

17. Answers will vary: Use learning teams for more than just preparing for exams; seek out team members who will contribute quality and diversity to the group; keep the team small; Hold individual team members personally accountable for contributing to the learning of their teammates. P. 31

18. Visual, Aural, Read/Write, and Kinesthetic. p. 34

19. Answers will vary: emotionally intelligent students get higher grades; students who can't manage their emotions struggle academically; students who can delay gratification tend to do better overall. pp. 38-39

20. Attention disorders and disorders that affect the development of academic skills, including reading, writing, and mathematics. pp. 42-43

Step 5. Preview for Next Class Chapter 4: Thinking Critically

Tell students the next class will be about critical thinking. If you choose to have the class critically discuss a social issue as a Lecture Launcher, make copies of a newspaper or magazine article on a social issue and distribute to the class. Ask your students to read the article before they come to the next class. In addition, they are to look critically at the content. Is there a bias? Did the author approach the subject with an open mind? Are there assumptions or conclusions that do not seem accurate? At the next class, bring in an opinion piece to show students the difference.

Chapter 4: Thinking Critically

Chapter Teaching Objectives

1. Discuss what it means to be a critical thinker
2. Explain what logical fallacies are and how to avoid them
3. Encourage students to Think Critically about Arguments
4. Demonstrate how to evaluate Sources effectively

Timing of Chapter Coverage

You should spend time early in the term helping students understand the differences between high school and college thinking. Some first-year students already may have been exposed to such a process, but it's still worth emphasizing; much of what college success depends on is the ability to work through ideas as opposed to memorizing a series of facts. If we want college graduates to be effective and experienced critical thinkers, the habit of critical thinking needs to be established early in the college experience so that it can be repeatedly practiced, refined, and developed throughout the remaining college years. John Chaffee is director for the Center for Critical Thinking at La Guardia Community College and author of the book *Thinking Critically*. He points out the importance of introducing the development of critical thinking skills at the beginning of the college experience:

Becoming a critical thinker is a complex developmental process. This process is best grounded in a meaningful and coherent introduction to the field of Critical Thinking. Once established, this intellectual foundation can be further elaborated

through students' coursework and reflection on their own on-going experiences (1994, p. 8).

The first-year seminar can help students develop critical thinking from the very beginning of college. Give students permission to voice their most absurd ideas without fear of criticism. Show how any idea must first be weighed against evidence before it is discarded. Stress the relationship of critical thinking, not only to writing and speaking, but to most things that crop up in their daily lives: choosing what to do on a weekend, deciding on a field of study, planning a vacation, or repairing a car.

About This Chapter

Scholars may differ in their definitions of critical thinking. The authors of this text define critical thinking as the thoughtful consideration of the information, ideas, and arguments that you encounter. When students think critically, they not only know the facts, but they go beyond the facts and think about them in a different way from how those facts have been presented to them in class or in the text. Critical thinking involves reflecting on the information received, moving from “surface-learning” toward “deep-learning”, and from learning by *transmission* of knowledge by the teacher or text to learning by *transformation* of knowledge by the learner.

Critical thinking begins with active learning, but it goes further. For instance, writing out accurate and comprehensive notes on information presented in class and from reading assignments is active learning; critical thinking occurs when the student transforms these notes by (a) applying them to personal life experiences, (b) integrating

them with previously learned concepts, (c) evaluating their validity, or (d) creating new ideas or possibilities with them.

The following information will help build upon your personal understanding of critical thinking supported by research. It will also help you introduce your students to the practice of critical thinking, making sure that they have a strong grasp on it as a concept. Consider using one or more of these methods to teach this chapter. The instructional strategies may be used to teach a particular course unit on critical thinking, or they may be used throughout the semester across different course topics. For maximum effect, these strategies should be introduced within the context of an instructional unit devoted exclusively to critical thinking. Then students can use them to practice and reinforce critical thinking skills with respect to different course topics.

Methods to Teach Critical Thinking Skills

Explicitly define critical thinking for students in terms of specific actions and attitudes that can be put into practice. Although the call for critical thinking has been consistent since the early 1980s, there is much less consistency in how critical thinking has been defined or described. Following a 25-year review of the critical thinking literature, McMillan concluded that, “What is lacking in the research is a common definition of critical thinking and a clear definition of the nature of an experience that should enhance critical thinking” (1987, p. 37).

Our broad definition of critical thinking includes a wide variety of specific mental activities. The following list can be shared with students to help them understand what

critical thinking actually is. Students can use this list to determine whether they are actually engaging in critical thinking:

- **Application:** To apply theoretical principles or abstract concepts to practical, real-life situations and concrete problems (e.g., applying learned principles of critical thinking to class discussions and course exams).
- **Analysis:** To break down (deconstruct) information into its parts in order to see the relationships among these parts, or the relationship between the parts and the whole (e.g., to identify the root causes of disagreements during class discussions; to distinguish relevant from irrelevant information; to identify and disclose hidden assumptions or biases).
- **Synthesis:** To build up (reconstruct), combine, or integrate separate pieces of information to create a new pattern or alternative structure (e.g., to combine related ideas discussed in separate sections of the course to form a single, unified product, such as a written paper or concept map).
- **Evaluation:** To judge the truth or value of ideas, data, or products (e.g., to judge the quality of a logical argument using established standards or learned criteria for critical thinking).
- **Deduction:** To draw specific conclusions about particular examples which are logically consistent with, or necessarily follow from general principles and premises (e.g., to deduce what particular enforcement practices or disciplinary actions would follow if the college were to adopt a general “zero tolerance” drug policy on campus).

- **Induction:** To draw out well-reasoned generalizations or principles from specific examples (e.g., to identify recurrent themes or categories among a variety of ideas generated during a group discussion).
- **Adduction:** To make a case for an argument or position by accumulating supporting evidence in the form of logical arguments, factual information, or empirical research.
- **Refutation:** To make a case against an argument or position by accumulating contradictory evidence in the form of logical arguments, factual information, or empirical research.
- **Extrapolation:** To extend, expand, or project beyond information given and identify its implications for other areas (e.g., to extrapolate from present trends to construct an image of the future).
- **Hypothetical Reasoning:** To create tentative ideas or explanations for purposes of testing their validity or predicting their accuracy (e.g., to develop a survey or questionnaire designed to test the hypothesis that students are dissatisfied with the social climate on campus).
- **Perspective-Taking:** To view an issue from different viewpoints or positions in order to gain a more complete understanding (e.g., to view an issue from the perspective of someone different than yourself in terms of gender, age, or race).
- **Divergent Thinking:** Wide-focus thinking which serves to generate many different ideas (e.g., brainstorming multiple potential solutions to a problem).

- **Convergent Thinking:** Focused thinking which eliminates multiple ideas to decide on one particular option or alternative (e.g., to identify the best solution to a problem from a list of different solution strategies).

Discuss common critical-thinking errors based primarily on the work of Ruggiero (1996) and Wade & Tavris (1990).

- Overgeneralization: drawing general conclusions on the basis of an insufficient number of observations. (For example, concluding that a group of people are “all that way” or “most of them are that way” on the basis of just a few observations.)
- Selective Perception: focusing only on information that supports your ideas and overlooking any information that contradicts them. (For example, a racially prejudiced person recalls particular examples to support his racial stereotype, but fails to consider instances which do not fit the stereotype.)
- Using black-and-white/either-or reasoning. (For example, thinking that human behavior must be caused by either genetics or environment, but overlooking the fact that it is often caused by a combination of these two factors.)
- Assuming that two coincidental events must have a cause-effect relationship. (For example, crime rates increased during the same time period when parents report using less physical punishment with their children, therefore failure of parents to physically punish their children has caused an increase in the crime rate.)

- Creating a straw man, i.e., attributing an idea to someone who never actually expressed that idea and then proceeding to attack it. (For instance, someone who claims to be “pro-choice” on the abortion issue is attacked for not being “pro-life.”)
- Appealing to authority or prestige rather than to reason. (For example, “Doctors prescribe this medicine, therefore it must be good for you.”)
- Appealing to tradition rather than to reason. (For example, “This is the way it’s always been done, so there’s no reason why we should do it differently.”)
- Appealing to popularity or the majority rather than to reason. (For example, “Everybody I know uses it, so it must be a good product.”)
- Reaching conclusions on the basis of emotion rather than reason. (For example, “If I feel strongly about it, then it must be true.”)
- Attacking the person, rather than the person’s argument. (For example, “You’re too young and inexperienced to know what you’re talking about.”)
- Assuming that critical thinking means being critical. (Critical thinking is not synonymous with negative thinking; it also involves thinking constructively, such as solving problems, thinking creatively, and coming up with new ideas and fresh approaches.)

Model or role-play the process of critical thinking for your students. Instead of immediately suggesting solutions for college adjustment challenges, first put yourself in the problem situation, as if you were a student, and think through the process of solving the problem out loud. This enables you to model critical thinking for your students and

allows them to witness the process of problem solving in addition to its final product. You could even ask students to bring college-adjustment dilemmas to class for you to think through and attempt to resolve in front of them. A variation of this procedure would be for you to role-play a scene involving common critical-thinking errors, and then replay the scene with the characters displaying effective critical thinking skills.

Have students think aloud while they attempt to solve problems and resolve dilemmas. Research has shown that the quality of students' higher-level thinking is enhanced when they are asked to think out loud while they solve problems (Ahlum-Heather & DiVesta, 1986). Thinking aloud probably helps by causing students to consciously pay attention to their thinking and change these hidden thought processes into oral communication which can then be responded to and improved via feedback from others (Resnick, 1986).

After students have communicated their ideas, have them reflect on their thought processes to see whether they thought critically, and, if so, what form of critical thinking they used. Occasionally giving students some "pause time" in class lets them reflect on the quality of their thinking and decide whether they have used the thought processes and attitudes associated with critical thinking. For example, after a small-group or whole-class discussion, have students reflect on the quality of the thinking they displayed during the discussion and have them share these personal reflections verbally or in writing (for example, in the form of a short, post-discussion minute paper). Research has shown that high-achieving college students tend to reflect on their thought processes during learning and are aware of the cognitive strategies they use (Weinstein & Underwood, 1985). When such "meta-cognition" (thinking about thinking) and self-

monitoring can be learned by students, the quality of their thinking skills is enhanced (Resnick, 1986).

Pose questions to students that provoke critical thinking. Alison King has conducted research that shows that students can learn to generate their own higher-level thinking questions. Using a technique that she calls “guided peer questioning,” students are provided with a series of generic question stems that prompt different forms of critical thinking, such as:

“What would happen if ___?”

“What is the difference between ___ and ___?”

“What are the implications of ___?”

“Why is ___ important?”

“What is another way to look at ___?” (King, 1995).

Relative to a control group of students who simply partake in small-group discussion following a lecture presentation, students who are provided with high-level thinking questions beforehand have been found to: (a) ask a greater number of critical thinking questions and fewer rote recall questions in subsequent small-group interactions without being provided with question prompts, (b) elicit more high-level reasoning responses and elaborated explanations from teammates, and (c) exhibit greater academic achievement on test questions involving higher-level thinking (King, 1990).

Provide students with opportunities to practice critical thinking skills within the context of peer interaction. Research has consistently revealed that, when college students are required to engage in face-to-face discussion of course concepts with their

peers, they are more likely to develop critical thinking skills than by merely listening to lectures and recording course notes. For example, Kulik and Kulik (1979) conducted a comprehensive review of research designed to assess the effectiveness of different college teaching strategies. They found that student discussion groups were significantly more effective for promoting students' problem-solving skills than the traditional lecture method.

Evidence for the value of having students explicitly practice critical thinking skills during peer interaction is again provided by Alison King. Her research involved a variation of the above procedure, which she calls "reciprocal peer questioning." In this procedure, students listen to a presentation and individually generate 2–3 relevant questions pertaining to the presentation, using question stems designed to elicit higher-level thinking responses which are provided to them by the instructor. Then students form two member groups in which one member poses a question and the other member adopts the role of explainer/respondent; later, the students reverse roles.

Research on students who engage in this structured pair interaction reveals that they are more likely to display higher-level thinking in group discussions and on course examinations (King, 1995).

Create small groups of students (3–5) in which each member is assigned a specific critical-thinking role (e.g., analysis, synthesis, evaluation, application) with respect to the learning task. These roles can be depicted visually for students in the form of a graphic organizer, such as a content-by-process matrix, which juxtaposes key critical thinking processes with key course concepts. To ensure that students "stretch"

their range of critical thinking skills, have students rotate critical thinking roles on successive small-group tasks.

The content-by-process matrix provides students with a visible structure that helps them identify the type of cognitive processes they are expected to engage in when learning particular course content. The importance of providing such explicit structure for first-year students is underscored by Erickson and Strommer in *Teaching College Freshmen*:

Structure is one source of support for freshmen, and we can provide it with explicit and clear instructions about what students are to do when they are “actively involved.” The instructions not only call for an end product, but they also outline what students should consider along the way. Eventually, we hope students will learn to think through these situations without so many prompts. Initially, however, freshmen need them to guide thinking. (1991, p. 119)

Create cognitive dissonance or disequilibrium in the minds of students with respect to course concepts and issues. Research suggests that instructional practices that promote critical thinking are those that create cognitive dissonance or disequilibrium in students and prods them to consider different perspectives or multiple viewpoints (Brookfield, 1987; Kurfiss, 1988). The following practices are recommended as strategies for giving students that state of cognitive disequilibrium. Select readings which present alternative viewpoints to those presented in the textbook. For example, have students compare certain information in the textbook with that from another source with a different perspective. This strategy should help combat the “dualistic” thinking of first-year students, which often leads them to believe that there are only right and wrong

answers to problems or issues (Perry, 1970). Also, deliberately invite guest speakers to visit the class with differing perspectives on course topics. When deciding on the sequence of course topics or concepts, consider arranging their order in a way that juxtaposes and highlights incompatible viewpoints or perspectives.

Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching, is a strong advocate of this strategy. Here he describes how difficult it is to stimulate critical thinking monologically:

I work very hard at trying to represent multiple perspectives. I try to build my course materials so that as soon as an idea has been offered persuasively, another idea that challenges it comes next. . . it's a dialectical view of what it means to teach something to somebody else, which is to force them to confront contradictions and counterpoints. (quoted in Miller, 1997, p. 5)

Incorporate comparison-and-contrast questions into lectures, tests, and assignments. During class discussions, raise questions that call for multiple student perspectives. (For example, “Who doesn’t agree with what’s being said?” “Would someone else like to express an opposing viewpoint?”) Try the following strategies to engage your students in critically thinking about viewpoints different from their own:

- Assign a one-minute paper or reaction paper at the end of class that asks students if there was any point made or position taken during the day’s session that they strongly question or challenge, and then use their responses as springboards for discussion in the next class session.

- Use student-centered instructional methods which take you “off stage,” exposing students to the perspectives of other students and reducing their perception of you as the absolute authority. For example, have students who hold diverse viewpoints on a certain issue join together to form (a) small discussion groups, (b) student debate teams, or (c) panel discussions.
- Play the role of “devil’s advocate,” using the Socratic method to prod students to see the pros and cons of their position on an issue. For example, persuade students to buy into a certain position, then proceed to expose its flaws.
- Have students engage in “reverse thinking” by requiring them to switch their original position on an issue being discussed in class. This can serve to combat “either-or”/“black-and-white” thinking and help students adopt a more balanced position on controversial issues.
- Have students research and prepare to defend both sides of an issue, then randomly assign them to argue for one of the positions in class or on an exam. For instance, two students might be given the assignment of researching both sides of a college-life issue, such as whether the legal age for use of alcohol should be lowered or remain the same. Before the debate begins, a flip of the coin could determine which side of the issue each student will take. As Bergquist and Phillips point out, this type of activity encourages students to “appreciate the complexity of intellectual issues and the inherent danger of simplistic thinking” (1981, p. 116).
- Have students role-play with someone with whom they disagree strongly.

Suggested Outline for Addressing Topics in Chapter 5

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1. Lecture Launchers and Icebreakers

- If you have the Internet access in your classroom, consider practicing evaluating web pages to illustrate the process of critical thinking. A controversial issue— say, creationism versus evolution—will yield several pages that present each side as the only “truth.” Another site you could use is Martin Luther King, Jr.: A True Historical Examination (<http://www.martinlutherking.org/>). At first glance, it looks like a scholarly study of the work of the civil rights leader. A deeper reading, however, reveals its strong biases. Ask your students which critical thinking skills they used to deduce whether or not a site is an objective, valid source. You may also get into a discussion about the ethics of presentation (i.e., is it fair for a site to present itself as a scholarly work, when it’s really propaganda?).
- Give students a newspaper or magazine article on a social issue. Distribute prior to class for them to read outside of class and review it critically. In class, ask them if they saw a bias? Did the author approach the subject with an open mind? Are there assumptions or conclusions that do not seem accurate? Then present the class an opinion piece to show students the difference. Discuss the differences. Use this as a lead -in to defining critical thinking.

Step 2. Classroom Activities

a. Lecture

Review from Last Class

Students were told that the next class would be about critical thinking. If you passed out copies of an article on a social issue and asked your students to review it critically, use this opportunity as a *Lecture Launcher* to present the class an opinion piece to show students the difference. Use this as a lead-in to defining critical thinking.

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Defining Critical Thinking
3. Being Aware of Logical Fallacies
4. Examples of Sound Arguments
5. Reasons to Critically Evaluate Sources

b. Discussion

- Ask students why it is important to think critically. Brainstorm ways that critical thinking is used in everyday life.
- Ask students to think of an example where lack of critical thinking might cause them to make the wrong decision. Provide an example, like picking a career or writing a

research paper. Discuss why these kinds of decisions shouldn't be made just off the cuff. Consider writing on the board an outcome of using critical thinking and then not using critical thinking to make the decision. For example, when picking a career, if you decide to be a teacher without researching the career, you might find out later that you don't enjoy it or it doesn't meet your financial expectations.

- Have students review the opening vignette in this chapter. Ask students what they would do in Tom's situation. Encourage students to discuss the pros and cons of relying on a website like "Rate My Professor" to make important decisions.

c. Group Activities

- Do the following exercise to examine three aspects of critical thinking through practical application:
 1. Form groups of three students. Each student in each group should be placed in charge of one stage of critical thinking. They will record a list of examples of their particular stage, based on the classroom experiences of all three students, adding how each particular experience helps make learning more meaningful for them.
 2. Issue the following instructions to each group: Consider several courses you are taking now. In a group, discuss the following issues. Compare your classroom experiences with different instructors in terms of the following:
 - **Asking Questions.** Do they expect or encourage students to raise questions? Do they present evidence and challenge you to interpret it? Do

they challenge class members to restate or paraphrase the main idea of a lecture?

- **Considering Multiple Points of View.** Do they help you practice looking at several sides of an issue? Do they ask for your ideas on an issue? Do they ask you to keep an open mind on a question that you at first think has an obvious right answer? Do they use brainstorming strategies in which ideas can be generated without being prejudged?
 - **Drawing Conclusions.** Do they encourage you to look your beliefs in a more demanding, critical way? Have you made an effort to keep an open mind about something about which you already had a strong opinion? Have you participated in a group or classroom brainstorming effort? Have you talked with the instructor before or after class or during office hours? Have you discussed ideas from the course or asked questions of other students in the class?
3. Bring groups together after 20 minutes and put the final lists on the board. Have each group describe the experiences they identified and ask how such experiences facilitated their learning.
 4. Debrief with your students regarding how much their classes require or encourage them to develop critical thinking skills. Explain to them that the answer will vary with the teaching styles of their instructors and with how much preparation they bring to class. It may also vary according to the size and format of the class. Tell them that even in a lecture with many students, a talented teacher can stimulate

their ability to ask good questions, consider multiple points of view, and draw intelligent conclusions.

d. Peer Leader Assistance

This exercise is identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly.

1. Present your students with the following scenario: To cut costs and accommodate students who wish to complete their education faster, the administration is considering dividing the year into four equal terms of thirteen weeks each. One term would run January through March, a second term would run April through June, a third July through September, and a fourth October through December. Any holidays such as Christmas and Thanksgiving-would be shortened to no more than two days to accommodate the schedule. Faculty would teach only three terms a year, on a rotating basis, meaning that some courses might not be available year round. Although most students would attend classes only three out of four terms, students would have the option of graduating early if they attended all four terms. Due to a slightly shorter schedule, class length would increase by roughly ten minutes a period. The average student course load would be four courses per term. The highly popular president of your student government, who is in favor of the proposal, has asked you to take a stand on this issue at a campus-wide meeting.
2. Divide your students into groups of four or five.

3. Ask them to list the broad abstract ideas inherent in this proposal to change the school term. What are the truths or arguments here? What are the key ideas? What larger concepts do the details suggest? What is the administration really trying to accomplish?
4. Next, ask them to brainstorm some new possibilities. What questions do the large ideas suggest? What new questions can be asked about the value of adjusting the schedule? What other possibilities might there be besides dividing the year into four equal parts? What are some possible effects of such a change on students? On faculty? Avoid making immediate decisions. Put off closure. Reject nothing at first.
5. Finally, have them organize new ideas and possibilities in a logical order. In what direction do the facts really point? What are the best solutions? To leave the schedule alone? To offer options? Is there some important additional information that needs to be gathered and evaluated before it is possible to reach a conclusion? Ultimately, what new abstractions and new conclusions have resulted from the group's thinking?
6. For the final step, have your students use the results of the group thinking process to write a paper that precisely communicates their ideas to others. Are their conclusions well supported? Make certain their conclusions take all parties (the majority of students, faculty, and others) into account.

e. Case Studies

Michel

Michel crashed through the doorway of his residence hall room and slammed the door. "I hate women!" he yelled to his roommate, Karl. Karl asked him what was wrong. Michel

sneered. “I just don’t understand them. Women. Toni just broke our date for Friday night just because she found out I was drunk out of my mind at the ball game. Don’t I have a right to have fun sometimes? And why should what I do when I’m out with the boys have anything to do with what goes on between Toni and me?” Karl opened his mouth to say something but Michel raised his right hand. “Shut it, Karl. Nothing you say is gonna change my mind about this.”

Discussion Questions

1. How is Michel responding? What is the basis for his arguments?
2. What kind of critical thinking errors is Michel making?
3. What are the implications of what Karl might say?
4. What is another way to look at Michel’s situation?

Susannah

Susannah has to write an argument essay for her freshman composition class. She chooses underage drinking as her topic. Initially, Susannah plans to argue that the drinking age should be raised to 25. In high school, Susannah’s friend Tia was killed when an 18-year-old drunk driver flipped his car and sent Tia’s car over a guardrail. But as Susannah researches her topic, she finds information about alcohol abuse and incidents of drunk driving in other countries where the drinking age is even lower than it is in the United States. She starts to wonder if it is Americans’ attitudes toward alcohol that is the problem, and not the drinking age itself. Writing the paper becomes frustrating, as Susannah no longer knows what thesis she is trying to prove.

Discussion Questions

1. Which general thinking skills is Susannah employing in her research?
2. Which skills could she try to clarify her stance on the issue?
3. What kind of thesis statement could Susannah write that would incorporate both sides of the issue, and yet still make a strong argument for or against something?

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

What drew these students to this topic in the first place? Fallacies in logic, rumors, conspiracy theories--they can entice. A good reaction to such enticement is to research the topic.

However, students must be careful in the sources of information they use. You can argue whether Wikipedia and NASA are trustworthy sources in this matter. Who is right? What is probable?

In college, students will often face these questions of confidence. It is just part of the college experience--many different people from different places in an academic setting. Values and purpose will be discussed. Academic sources will need to be vetted. Who is trustworthy, who is right, what is probable? How do I work through these questions?

Critical thinking skills, exercised in a discussion of this scenario, can help provide students the confidence to think for themselves.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Explain why many important questions have no “absolutely right” or “positively wrong” answers.
2. Define and explain the stages of critical thinking.
3. Describe the difference between critical arguments and emotional ones.
4. Describe at least one way that college encourages critical thinking.
5. Describe how critical thinking is the basis for a liberal education.
6. Provide one reason for how critical thinking will be important throughout life.

c. Address Common Questions and Concerns of First-Year Students

The professor says this might be right or that might be right. Why doesn't he just tell us which one?

Answer: Many professors are more concerned about how students arrive at an answer rather than if it is right or not. Explain and demonstrate to students that there are times when there is more than one correct answer.

I came to college to learn from the experts. Why do I have to listen to other students discuss a topic in class? It's such a waste of my time! **Answer:** Participating in class discussion is a good way to gather information and listen to others' opinions. Help students realize that class discussions are a good way to develop critical thinking and active learning skills.

I don't see why I have to check so many sources in order to write a paper on one topic. Isn't one person's opinion enough?

Answer: Students need to learn that checking sources helps them to develop not only critical thinking skills, but research skills too. There is often more than one theory or opinion about a topic. It is also a good way for students to learn about a topic as a "whole." Explain to students that this gives them a chance to gather evidence and consider alternatives.

Why do I have to explain why I think something is right? Isn't just saying it's right enough?

Answer: Explaining information and supporting evidence is a must for students to learn. This skill is not only important in college, but will prove to be an important life tool. Class is a good time to practice how to precisely communicate your ideas to others. Whether in school, at work, or home, they will be asked to do this over and over again.

d. Writing Reflection

- Have students respond to the "How Do You Measure Up" questionnaire at the beginning of this chapter. Have them describe how they can work on improving specific critical thinking skills.

- Have students complete the “Try It!” exercise on false promises in this chapter. How does advertising affect their thinking? Why is false advertising effective? What are some tips for avoiding being affected by the ideas presented in false advertising?

e. Web Resources

Critical Thinking Guidelines www.coun.uvic.ca/learning/critical-thinking/

The University of Victoria hosts this site, which lists some general guidelines for thinking critically.

Education Is Not Found in a Book www.higher-ed.org/AEQ/if-ju.htm

Introduce this essay, written by a student at the University of South Carolina, to your class. It talks about how college provides opportunities to develop critical thinking skills—and how these opportunities mean very little if students aren’t willing to put in the work.

Argument Analysis <http://philosophy.hku.hk.think/arg/>

This website provides free tutorials on identifying and validating arguments and links to additional tutorials on logic, creativity, and other thinking skills. The site also includes information about additional print and online sources.

Intro to Creative Thinking www.virtualsalt.com/crebook1.htm

Take a look at this extensive article, written by Robert Harris, author of *Creative Problem Solving: A Step-by-Step Approach*. It covers everything from myths about creative thinking to positive attitudes for creativity.

Thinking Critically about the Web

www.library.ucla.edu/libraries/college/help/critical/

Since the Internet is often the first place students turn for a source-based paper, it's crucial that they learn how to apply their critical thinking skills to evaluating the value and reliability of web pages. Try to work at least one Internet-based exercise into your lesson plan while teaching this chapter.

Collaborative Learning **<http://scholar.lib.vt.edu/ejournals/JTE/jte-v7n1/gokhale.jte-v7n1.html>**

This study, originally published in the Journal of Technology Education, focuses on how collaborative learning enhances critical thinking—A fascinating read.

Decision Making Skills **www.hooah4health.com/spirit/decisions.htm**

This web site provides a step-by-step approach to decision making and decision making tips.

f. For More Information

Bartholomew, Robert E. and Benjamin Radford. (2003). *Hoaxes, myths, and mania: Why we need critical thinking*. New York: Prometheus Books.

DiSpezio, Michael A. (1997). *Great critical thinking puzzles*. New York: Sterling Publishing.

Glasser, Edward M. (1941). *An experiment in the development of critical thinking*. New York: AMS Press.

Toulmin, Stephen E. (1958). *The uses of argument*. New York: Cambridge University Press.

Walter, Timothy L. (2003). *Critical thinking: Building the basics (2nd ed)*. San Francisco: Wadsworth Publishing.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. Critical thinking is considered
 - a. negative and harsh.
 - b. a search for truth.
 - c. quick decision making.
 - d. none of the above.

2. Arguably, the most important skill you will acquire in college is
 - a. sports related.
 - b. music related.
 - c. the art of arguing.
 - d. to evaluate information by using logical and rational processes.

3. Critical thinkers

- a. simply follow authority.
- b. do not usually think for themselves.
- c. indulge in wishful, hopeful, and emotional thinking.
- d. develop their own ideas.

4. In college, the term “argument” refers to

- a. a physical confrontation.
- b. an emotional confrontation.
- c. a formal complaint you file against your professor.
- d. a calm, reasoned effort to persuade someone of the value of an idea.

5. Which of the following is NOT a question a good critical thinker would ask?

- a. Why does Speaker X feel so strongly about the issue?
- b. Did Speaker X move me to feeling strongly about the issue?
- c. Has Speaker X adequately supported his viewpoint?
- d. What was Speaker X trying to say?

6. When determining if a source is relevant, you should consider if it is

- a. introductory.
- b. definitional.

- c. analytical.
 - d. All of the above
7. You should be especially cautious of material you find online because
- a. it is never comprehensive.
 - b. it can be difficult to determine who wrote it.
 - a. C. A and B
 - b. None of the above
8. Critical thinking may cause you to
- a. challenge other people's assumptions.
 - b. challenge your own assumptions.
 - c. consider source more carefully.
 - d. All of the above
9. Which of the following statements will NOT help you to think critically?
- a. Attack the argument, not the person.
 - b. Don't beg.
 - c. Appeal to authority.
 - d. Avoid hasty generalizations.
10. Often, people are more likely to believe
- a. something if a lot of other people believe it.

- b. something if few people believe it.
- c. something if it is published on the Internet.
- d. None of the above

True/False

- 11. A strong argument appeals most to your emotions.
- 12. Questions that suggest complex answers do not engage you in the process of critical thinking.
- 13. Critical thinkers aim to be logical, rather than defensive or emotional.
- 14. When employers say they want workers who can find reliable information, analyze it, organize it, draw conclusions from it, and present it convincingly to others, they are seeking individuals who are critical thinkers.
- 15. Your high school English teacher gave you firm rules for writing, yet your college English teacher has her own set of rules. One of them must be wrong.

Short Answer

- 16. Name the three aspects of critical thinking.
- 17. Why are arguments central to academic study, work, and life in general?
- 18. Why should some assumptions be carefully examined?
- 19. Why is it important to recognize bias?
- 20. Why is it important to examine evidence of an argument?

Essay

21. Think about the courses you are taking this term and illustrate how each one encourages critical thinking.
22. Explore the process of creative thinking. Begin by describing what defines creative thinking. Then, choose an idea and demonstrate your creative thoughts about it.
23. Explore why critical thinking is at the core of a liberal education.
24. Identify a newsworthy item that is clearly polarizing the population. Defend both positions.
25. Critique an Internet article to be distributed by your instructor.

Chapter 4 Answer Key

1. b, p. 48
2. d, p. 46
3. d, p. 48
4. d, p. 52
5. b, p. 53
6. d, p. 54
7. b, p. 55
8. d, pp. 46-55
9. c, pp. 50-51

10. a, p. 51
11. False, p. 52
12. False, p. 48
13. True, p. 50
14. True, pp. 48-49
15. False, p. 46
16. Ask questions, consider multiple points of view, and draw conclusions. pp. 48-49
17. Answers will vary, p. 52-53
18. Answers will vary, p. 52
19. Answers will vary, p. 55
20. The evidence that is offered as support for an argument can vary in quality; Drawing on questionable evidence for an argument has a tendency to backfire. p. 53

STEP 5: Preview for Next Class (Chapter 5: Listening and Taking

Notes)

Tell your students that the next class is about being engaged in the learning process. Ask them to think about what that means to them and be prepared to discuss at the next class. Consider asking students to generate a short list of what they do to prepare for class each day. Ask them to bring the list to the next class and use it as a starting point for

discussion. This will help you determine what your students are doing now to stay engaged and help them determine how they can improve their role as active learners.

If you choose to use the *Lecture Launcher* on testing their memory, ask them to bring a recent set of lecture notes (preferably from the day before) to the next class.

Chapter 5: Listening and Taking Notes

Chapter Teaching Objectives

1. Introduce the basics of listening and note-taking.
2. Help students know how to prepare for and be engaged in class.
3. Share methods for taking notes in non-lecture and quantitative courses.
4. Show students how to review class and textbook materials after class.

Timing of Chapter Coverage

You may find that this chapter is best taught after Chapter 3, “How You Learn.” In many courses, students begin falling behind the very first day of class if they do not have an efficient method of taking lecture notes. The information in this chapter will provide students with strategies for getting involved in class, as well as, ways to gather important classroom information. First-year students need to learn how to “cope” in the classroom environment and adapt to lectures as quickly as possible. This chapter’s information can help them do just that.

About This Chapter

Students are likely to comment that in contrast to many high school classes, which are focused on a textbook, many college classes are focused on the lectures and the textbook may be supportive rather than primary. Because of this essential difference, college students must listen attentively to lectures and write down both main ideas and supporting details in ways that are clear, comprehensive, and conducive to learning and

recall later on. If they do not listen and take effective notes, there may not be a textbook to fall back on like there was in high school.

As a rule, testing is fairly frequent in high school. It is usually much less frequent in college. In fact, at some schools, instructors of first-year courses test only twice during the term and once during finals. Consequently, there are long periods of time between the delivery of the information and the demonstration of knowledge. This suggests, once again, the importance of accurate and effective note-taking.

After discussing these essential differences, you might want to shift the focus to memory. As the text points out, most forgetting occurs within 24 hours of learning. What is significant about this is that it suggests a coping strategy: students need to take advantage of the 24-hour period within which learning occurs.

Having a note-taking system is paramount to a student's success in the classroom. With the chapter information and exercises, help them to identify a system that will complement their learning styles. The Cornell Method is a proven way for most students to take notes. However, allow them to be creative.

This chapter gives specific strategies for before, during, and after class as well as class participation. Make sure students know these strategies and can determine how they will improve their classroom experience and overall learning.

Suggested Outline for Addressing Topics in Chapter 5

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test**Step 5 Preview for next class****Expanded Lesson Plan**

Step 1. Lecture Launchers and Icebreakers

- Begin class by having students test their memory. Ask your students to think back to a lecture they heard in another class the day before. Have them jot down as many main ideas and supporting details as they can remember. As part of a homework assignment or in class (if they have their notes handy), have them compare these lists to the notes they took in that class. Students quickly realize how incomplete their lists are. This activity demonstrates, more clearly than any lecture could, how important it is to review your notes.
- You may want to begin by asking students to discuss how college classes are structured differently from high school classes and how they are adjusting to this transition. Examining these differences may help them to bridge the gaps they are experiencing as new students. Ask them to consider and discuss some of the following questions:
 - How are they adjusting to the transition in the classroom?
 - Are some college classes easier to take notes in? Why?
 - What does the instructor do to facilitate students' understanding of lectures?
 - What does the instructor do to make it easy to take notes?
 - What strategies can make note-taking easier?
- One way to introduce the use of senses in the learning process is to get your students thinking about their own sensory preferences. If you have already covered Chapter 3 “How You Learn,” review with your students how the VARK Learning Styles Inventory focused on how learners prefer to use their senses to learn. You can also

access the VARK Inventory online. The free, printable learning style inventory consists of 13 questions and can be downloaded from <http://www.vark-learn.com/english/index.asp> and distributed to your students if needed. You can use the VARK assessment to introduce your students to the concept of sensory-aided memory.

STEP 2: Classroom Activities

a. Lecture

Review from Last Class

Students were asked to think about what it means to them to be engaged in the learning process and be prepared to discuss it in class. If you asked them each to generate a list of what they do each day to prepare for class, use this as a starting point for the discussion on what to do before class to prepare to remember. Use the discussion to make connections to strategies and tips covered in the text. If you asked students to bring a recent set of lecture notes (preferably from the day before) to class, use this to do the *Lecture Launcher* on testing their memory.

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Preparing to Remember
2. Listening Critically and with an Open Mind
3. Taking Effective Notes
4. Participating in Class
5. Taking Notes in Nonlecture and Quantitative Courses
6. Reviewing Your Notes

b. Discussion

- Ask students to share any difficulties they are experiencing with lectures. From there, you can begin to discuss student experiences in the classroom with lectures, note-taking, and participation. Use this discussion to cover the variety of strategies covered in the textbook.
- Have students generate a list of what they do each day to prepare for class each day. Ask them prior to class to bring this list to class or have them generate it in class. Use this as a starting point to begin a discussion on what to do before class to prepare to remember. Ask them to volunteer methods that are on their lists. Consider writing them on the board to see how many different ideas the class generates. Some of their methods may be on the right track. Other methods may be negative approaches. Make connections to these tactics, good or bad, as you explain the variety of strategies and tips covered in the text.
- Poll students to see how many prefer to use technology, such as laptops, to take notes and organize class materials. Discuss the benefits of keeping digitized documents, as

well as the importance of keeping an organized file structure wherever students store their electronic files. Remind them that as they progress through college, they will accumulate a number of files whether it is lecture notes, assignments, research papers, photographs, podcasts, video clips, etc. Discuss strategies to keep these files organized and easily accessible.

c. Group Activities

- Ask your students to take notes on your lecture. Afterward, give them an additional 10 minutes to fill in the recall column. Next, have students pair up to compare the most important ideas presented in the lecture. Have them discuss whether reading the chapter material prior to the lecture makes a difference in their note-taking abilities.

An alternative to this activity is to first instruct your students not to take notes on the lecture. Then deliver another mini lecture of equal difficulty, but this time, instruct the students to take notes. During your next class meeting, quiz them on both lectures to demonstrate that their recall of the second lecture was greater.

- Ask students to try and determine which of their senses they use most when trying to sort and remember material for class. You might have them form groups by preferred senses to discuss learning strategies that adapt best to their preferred sense. If some individuals are standing alone, put them in another group and have them explain their method and listen to others explain theirs.

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors,

however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- Ask students to take out the notebook they use for this or any other class. Pair them up and have them show one page of their notes to their partner. Let each partner see if they can “make sense” of this page of notes. They can give feedback on the following:
 - Can they understand the general idea of the notes?
 - Can they identify the topic of the lecture?
 - How do the notes look to them?
- Show the students a sample of how you take notes and discuss with the students the strengths and weakness of your note-taking style.

e. Case Studies

Nate

Nate is a first-year student. He has had difficulty concentrating during the first week of lectures in his economics class and already seems to be losing his focus in his other classes. Listening to lectures and taking notes is extremely difficult for him. He’s finding that his notes do not make sense and he seems to be lacking important lecture information. At the end of the first week, he goes to his economics professor’s office hours. He then proceeds to tell the professor that when he was in elementary school he was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). He confides that he has been taking medication and getting some additional assistance from teachers with

note-taking and studying for tests, beginning in elementary school and right up through high school.

Discussion Questions

1. What suggestions would you make to help Nate?
2. What strategies do you have that might help Nate in other classes?
3. What ways could instructors adjust their teaching style to assist students like Nate?
4. What other ways could the instructor help Nate?

Rita

Rita has recently returned to college and started taking night classes. After high school, she started working full time in a law firm to make money, gain experience, and see if she would be interested in pursuing law school. She works full time during the day, and lives at home with her parents. Rita's night classes are long and she is usually very tired from her workday when she gets there. All Rita can seem to do is sit back in her lectures and take notes. She feels too tired to ask questions and participate in class activities. She knows that class participation counts for 20% of her grade in one class. Rita knows she can pass the class with at least a C by doing this, but it is not her best effort. She is trying to get good grades now so when she applies to law school, she will have a competitive GPA. Rita wants to get "A"s in her classes.

Discussion Questions

1. What are Rita's issues in this situation?
2. What strategies would you suggest Rita use in the classroom?

3. What strategies outside the classroom would you suggest for Rita?
4. How can Rita motivate herself to participate in class and in her learning?
5. How can Rita become a more active learner?

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

You have to give these gentlemen credit for engaging the note-taking problem. Now, if they could only apply that same effort to assimilating the educational content of the course--surely that would be as motivating as Scarlett Johansson's attentions.

Do you wonder if this student knew the professor would "drone on" before drop/add day? Is he sitting close enough, is he asking questions, coming to class prepared?

Or do students not engage because they did not acquire some basic skills? Are some of them burnt out with school? Do some of them feel intimidated? What is it they need to help improve their engagement in class? Each student may have a different combination of reasons, a different combination of needs.

Hypnosis, self-affirmations and more interesting instructors may reduce the hesitation to engage, but these do not impart the skills and tools needed to engage. Students will require your help to make sure everyone starts with a basic set of skills.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe two to four ways that your note-taking skills lacked and identify what methods could improve each of those faults.
2. Identify a note-taking system that best fits your learning preference and explain why it works for you.
3. Name three tips for effective note-taking in math and science courses.
4. Name at least three ways to prepare before class.
5. Explain how being engaged in the classroom improves learning.
6. Name at least four ways to listen critically and take good notes in class.
7. Explain why students should speak up and participate in class discussions.
8. Explain why it is important to review notes soon after class.
9. Describe three strategies to review class and textbook materials after class.

c. Address Common Questions and Concerns of First-Year Students

Why do I need to take notes? I can just read the text.

Answer: Just reading the text is not enough to effectively learn class material. Many times instructors present lecture material that supplements the textbook. Students need to realize that they may miss important information if they do not take notes.

Why do I have to take notes? I like to sit back and enjoy the lecture, and taking notes gets in the way.

Answer: Effective learning takes place when students are actively engaged with the lecture material. Explain to them some of the differences between active and passive students in the classroom. Remind them that note-taking enhances active listening, furthers their absorption of the material, and provides additional structure to test preparation.

Why can't I just bring in a tape recorder?

Answer: While recording a lecture may be helpful in some ways, it may not be as effective as the student anticipates. Tell students that recording a lecture often ensures that they will sit through it at least twice. This can be extremely time consuming. Encourage students to find other ways to get lecture information. However, if there's a reason students need to tape the lecture (commuters, for example, may want to take advantage of listening to the taped lectures during their commute) remind them to ask their instructor's permission before doing so.

How can I take notes when he/she talks too fast?

Answer: Students sometimes run into this problem. First, remind them that they do not have to write down everything a professor says. Encourage them to explore other

methods of filling in their notes, such as meeting with the professor or forming a study group to compare notes.

Should I take notes during a discussion?

Answer: Discussions are a part of active learning. Encourage students to write down key points on discussions. They may need to correlate discussion notes with their lecture notes, as well as, determine their importance to the class material. Remind students that they may be responsible for the information presented during a discussion session on a later test.

If an outline is presented, should I copy it all down at the beginning of the lecture?

Answer: Encourage students to copy an outline as it's presented so they don't miss important lecture information.

d. Writing Reflection

- Have students respond to the “How Do You Measure Up” questionnaire at the beginning of this chapter. Ask them to look ahead to the end of their first year and predict how their note-taking and class engagement habits will be different. Will they have stayed the same, improved, or gotten worse? Have them provide examples of what is or is not working and explain why.
- Have students write about their approach to note-taking in high school verses college. Have they adopted a different approach? Is the old way still working? Have they tried new techniques? How will they apply what they have learned in this chapter?

e. Web Resources

Note-Taking www.dartmouth.edu/~acskills/success/notes.html

This page includes links to handouts providing tips on recognizing important information, as well as, improving listening skills.

Listening Skills www.infoplease.com/homework/listeningskills1.html

This site identifies the steps required for active listening including tips on being a good listener.

Participating in Class www.drlynnfriedman.com/classparticipation.html

Clinical psychology Dr. Lynn Friedman offers her opinions as to why it's important to participate in class discussion, as well as suggestions on how to prepare to participate.

f. For More Information

DePorter, Bobbi and Mike Hernacki. (2000). *Quantum notes: Whole brain approaches to notetaking*. Oceanside, CA: Learning Forum.

Helgesen, Marc et al. (1995). *Active listening: Introducing skills for understanding (student's book 1)*. New York: Cambridge University Press.

Kesselman-Turkel, Judi and Franklynn Peterson. (2003). *Note-taking made easy*. Madison, WI: University of Wisconsin Press.

Stanley, Christine A. (2002). *Engaging large classes: Strategies and techniques for college faculty*. Bolton, MA: Anker Pub Co.

Winter, Arthur and Ruth Winter. (1997). *Brain workout: Easy ways to power up your memory, sensory perception, and intelligence*. New York: St. Martin's Press.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. Most forgetting takes place within _____ hour(s) of seeing or hearing something.
 - a. 1
 - b. 24
 - c. 48
 - d. 72

2. You will be more likely to remember
 - a. what someone else says in class.
 - b. what you say in class.
 - c. if you just listen and don't take notes.
 - d. if you tape-record a lecture.

3. Which note-taking method is NOT recommended for taking notes during a lecture?
 - a. Cornell Format

- b. Outline Format
 - c. Paragraph Format
 - d. List Format
4. During lecture, you should focus on all of the following EXCEPT
- a. facts and figures.
 - b. main concepts.
 - c. central ideas.
 - d. new information.
5. Which of the following is most important when it comes to effective note-taking?
- a. Taping the lecture
 - b. Memorizing the recall column
 - c. Identifying the main points
 - d. Writing the information down verbatim
6. When taking notes in science and mathematics courses, do all of the following except
- a. Put what the instructor says in your own words.
 - b. Write down information the instructor writes on the board.
 - c. Use standard symbols, abbreviations, and scientific notation.
 - d. Try to solve problems yourself.

7. Listening in class is like

- a. listening to a TV program.
- b. listening to a friend.
- c. listening to a speaker at a meeting.
- d. None of the above

8. One method for organizing notes is called

- a. Cornell format.
- b. Jewler method.
- c. College success method.
- d. None of the above

9. To prepare to remember you should

- a. pay attention to your course syllabus.
- b. do the assigned reading.
- c. review your notes from the previous class period.
- d. All of the above

10. Supplemental Instruction classes

- a. are at a pre-college level.
- b. are only for first-year students.
- c. provide opportunities to discuss lecture material in more detail.

d. are required for some courses.

True/False

11. During lecture, it is best to use shorthand and write down everything the teacher says verbatim.

12. It is not necessary or important to take notes on class discussion.

13. It is best to use paragraph format when taking notes on what you are reading.

14. You should always try to link what you hear with what you already know.

15. Since science and math classes are different, there is no need to keep notes from those classes longer than the semester.

Short Answer

16. In the Cornell format of note-taking, the left margin on the paper is called the _____.

17. List the three steps you should follow after class to help you remember what you hear in class.

18. Name some methods of note-taking other than outlining.

19. How can you best prepare to remember what you learn in class?

20. Identify ways to be more engaged in class).

Essay

21. Describe three strategies you can use to listen critically during a lecture. Explain the benefits of using them and why they will work.

22. Draw a diagram of the Cornell method of note-taking and list the parts. Then, discuss the benefits of using a note-taking system.
23. Describe some things you can do prior to the start of a lecture to prepare for learning and remembering.
24. Give a brief description of the note-taking formats that the text recommends. Discuss your personal preference.
25. Describe the steps to follow when taking notes. Which one(s) do you need to work on the most and why?

Chapter 5 Answer Key

1. b, p. 68
2. b, p. 60
3. c, p. 62
4. a, p. 64
5. c, p. 62
6. a, p. 67
7. d, p. 64
8. a, p. 61
9. a, p. 64
10. c, p.66

11. False, p. 63
12. False, p. 64
13. True, p. 62
14. True, p. 65
15. False, p. 67
16. recall column, p. 61
17. Write the main ideas, Recite your ideas, Review notes just before class, p. 60
18. Cornell Format, Paragraph Format, List Format. pp. 61-63
19. Answers will vary: pay attention to your course syllabus; do the assigned reading; use additional materials provided by the instructor; warm up for class; get organized. p. 64
20. Answers will vary: sit as close to the front as possible; keep your eyes on the teacher; focus on the lecture; raise your hand when you don't understand something; speak up in class; never feel that you're asking a "stupid" question; when the instructor calls on you to answer a question, don't bluff; if you've recently read a book or an article that is relevant to the class topic, bring it in. p.67

Step 5. Preview for Next Class Chapter 6: Reading for Success

Tell students that the next class will be about reading strategies. Remind students to bring their textbook to class. Tell them they will need it for the next lesson on reading strategies.

Chapter 6: Reading for Success

Chapter Teaching Objectives

1. Show students how to “prepare to read” a textbook.
2. Demonstrate how to preview reading material.
3. Show students how to read their textbooks efficiently.
4. Illustrate to students how to mark their textbooks.
5. Demonstrate how to review reading material.
6. Explain to students how to adjust their reading style to different types of courses.
7. Explain how students can improve their reading skills.

Timing of Chapter Coverage

Students will be given reading assignments during the first week of class. Many of these assignments will involve textbook reading because many of their first-term classes will be introductory courses. Your students may start to become inundated with the amount of textbook reading that is expected of them. It is particularly important that this chapter be covered in time to provide students with the reading methods needed to begin reading required textbook material for their courses and adequately prepare for their first college exams.

About This Chapter

One of the most difficult aspects of the transition from learning in high school to mastering course work in college is developing strategies for reading different types of textbooks. In the beginning, first-year students tend to allocate too little time to adequately comprehend and retain textbook material. They may also be overly dependent

on highlighting or underlining without understanding the role of other strategies that are used when reviewing for exams. Whatever method students choose, they should keep in mind that their ultimate purpose is to be able to read actively and critically, determining what is important, and creating a system for review. If this is done successfully, there should be no need for students to reread entire chapters of the text prior to exams.

Since reading in college is challenging to students, help them focus on the strategies in this chapter that will improve their reading skills. Explain to students that the amount and type of reading may change from what they have been used to and they will also have to change their approach to textbook reading. For example, a textbook may be used as the main body of information in a course that will be included on exams. Let's face it, students will have to be able to actively read and learn this material if they are going to be successful.

This chapter offers solid strategies for working with textbook material. Encourage the development of a reading strategy and the use of the many skills included in the text such as mapping, monitoring comprehension, awareness of reading rate, and developing vocabulary. It is a good idea to help students practice these skills through class exercises and out of class assignments. Depending on your students' needs, work with them to practice the strategies, identify their difficulties, and determine techniques that will help them improve their reading skills. Reading is critical to success in college. By helping your students develop these important reading strategies, they will begin to master textbook reading.

Suggested Outline for Addressing Topics in Chapter 6

Step 1 Begin with a lecture launcher or icebreaker activity**Step 2 Employ a variety of classroom activities**

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test**Step 5 Preview for next class****Expanded Lesson Plan**

Step 1. Lecture Launchers and Icebreakers

- Demonstrating the practice of previewing is a good way to begin a discussion about the material in this chapter. Ask students to take out this textbook and look at the first page of a chapter they haven't yet been assigned (perhaps the next chapter you plan to teach). Have one student read aloud the title of the chapter. Ask your students what they already know about this subject. Next, ask them to read through the introductory paragraphs, as well as, the chapter headings and subheadings. Remind them to note any study exercises at the end of the chapter. Now ask your students why taking these steps are important to their reading comprehension. Have students discuss how they normally read a chapter, and if they can see any differences between their usual method and the previewing one.

Step 2. Classroom Activities

a. Lecture

Review from Last Class

Students were told that the next class would be about reading strategies. If you asked your students to bring their textbook to class, use it for the activities that require it such as the Lecture Launcher on previewing, the Discussion on reading strategies, or the Group Activity on reading text material.

Develop a Mini-Lecture Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on

all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Previewing
2. Reading your Textbook
3. Marking your Textbook
4. Reading to Question, Interpret, and Understand
5. Reviewing
6. Improving your Reading

b. Discussion

- As a class, brainstorm different ways to improve reading. Let students know that this includes anything that improves reading, including strategies to improve vocabulary. Then broaden their focus by asking them how they might improve their reading if they were reading online. Do they know of any electronic tools that help improve reading? When finished brainstorming, be sure to review the ideas and discuss how they might be used. Provide some suggestions of your own, like keeping a notebook close by for writing new vocabulary words, especially the ones they don't know the definition. They can refer to the notebook when they have time to look up the terms. Handy electronic resources, like **www.answers.com** can be downloaded for free and used to quickly look up terms they are reading on the computer. You simply alt-click on the term and a small window pops up with the definition.
- Have students read the opening vignette in this chapter, then share their own experiences with purchasing, renting, or sharing textbooks. Is the experience of Titus

Indra common? Lead a discussion on why it is important to avoid falling behind on reading assignments from the very beginning of the term.

c. Group Activities

- Divide the class into small groups assigning them a section of text either from this chapter or another. Have each group work through the four steps involved in reading textbook material. Conclude the exercise by having each group present to the class what procedures they went through and any materials they developed. The object is not only for students to work through the process but to teach the rest of the class what they learned from the content of their textbook material.
- The following exercise is designed to illustrate that increasing one's vocabulary is an important part of the college reading process:
 1. Place students into groups of four. Tell them they are going to create a new vocabulary list of ten words and definitions.
 2. Have each group member use the textbook for this class and other textbooks to create the list. It may be mostly subject-specific vocabulary they come up with, but that is okay.
 3. If you can provide them with flip chart paper and markers, have them write out their lists. Members of each group can then present their list to the class.

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors,

however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- In American culture we often talk about whether or not someone likes to read. A good way to start this chapter might be to have a brief discussion with your students about their reading interests. Ask them to share if they like to read, what they like to read (novels, magazines, newspapers, etc.), and when they read. This will give you some insight into their thoughts about reading. You should also let the students know your reading material style and preferences.

e. Case Studies

Shondra

Shondra tells you that whenever she sits down to read her biology text, she loses concentration or falls asleep. To her, it is *so boring*. Even when she does get through an entire chapter, she has no idea what she read. There is a lot of material included in each chapter. There are 25 chapters in the textbook that will be covered during the semester. The professor expects the class to read the textbook as well as take lecture notes. Both sets of information will be included on five tests that they will have to take during the semester. Shondra has no idea how she will read all of the chapters, let alone how she will learn all the material. This class is a degree requirement for Shondra and one of four classes she is taking.

Discussion Questions

1. What are Shondra's major issues concerning this class and her reading?
2. What are Shondra's options?
3. What suggestions would you make to assist Shondra?

4. What kind of strategies could help Shondra?
5. What other factors need to be considered besides how Shondra approaches her reading?

Connor

Connor is trying to adjust to the demands of his college classes. He doesn't remember having to read this much material when he was in high school. It is only the second week of the semester and he is already behind on his reading in all five of his classes. Connor wonders if he will be able to catch up, let alone keep up for the rest of the semester. He thinks about picking the two hardest classes and not bothering to keep up with the reading for the others.

Discussion Questions

1. What do you think of the plan that Connor is considering?
2. What might be an alternative plan?
3. What suggestions would you make to Connor to get caught up?
4. What kind of strategies could help Connor keep up for the rest of the semester?

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

Students often have difficulty concentrating well enough to read college texts. There is much going on in their lives. The level and quantity of reading is new to most of them. But a college career of reading and concentration lay ahead of them. They need to

be able to summon their concentration when they need it, and hold it for long periods of time. This student is up to 30 minutes of concentrated reading per session, an admirable accomplishment.

Rewards for reading are one of many ways to "cajole" oneself to diligently move onward. No matter that it is somewhat transparent. The rewards, tricks and mind games, by which students are motivated, will evolve. As they progress through the years, their concentration and diligence will improve. Their scholarship will be a model for their peers.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Explain what it means to "prepare to read" a textbook.
2. Describe at least two methods for previewing reading material.
3. Describe the process involved in reading your textbook efficiently.
4. Describe at least two ways to mark your textbooks efficiently.
5. Explain what is involved in reviewing reading material.
6. Describe your reading style and how you use it to read textbook material.
7. Name at least two strategies to improve reading skills.

c. Address Common Questions and Concerns of First-Year Students

Why is there so much reading in college?

Answer: College takes a different approach to learning than many high school classes.

As discussed in Chapter 4 (Discovering How You Learn), students will need to be actively involved in their learning. This often means a lot of self-directed learning. Some instructors expect students to read a large amount of textbook material or even a wide range of articles and other materials outside of class. Help students grasp that they do not need to be frightened of these expectations and to understand that they can meet the challenge.

How can this reading method save me time? It looks like it takes more time.

Answer: Many students read their textbooks only to realize they have forgotten what they have read. Then they are still left to gather important textbook information to prepare for an exam. This method does take time and effort on the student's part; however, its benefits outweigh the time factor. Tell students this reading method will give them a greater understanding of the material, increase their ability to focus and concentrate, and produce materials that will help them study for tests and quizzes.

Wouldn't it be easier just to take a speed-reading course?

Answer: While speed-reading can be helpful to increase reading rate and comprehension, there are many other considerations for reading a textbook. Tell your students that someone who speed-reads still needs to organize the material for later review and exams.

Why should I read the text if the instructor is going to lecture on it?

Answer: Students need to evaluate how closely the lecture and textbook materials coincide. Warn students not to skip classes even if the lecture seems to follow the text

exactly. Explain to them that they will miss other learning opportunities that take place in the classroom and may become disconnected from their instructor or classmates.

Why should I bother to take notes on my reading? I can always read the chapters again before the test.

Answer: Many students think they can read the chapters again before a test. In reality, the time constraints of college and the large amount of material to study for a test often prohibit this practice. Remind students that they must balance the work in one class with the work in their other classes, as well as outside commitments and responsibilities.

d. Writing Reflection

- This writing activity facilitates learning across the curriculum and encourages students to apply reading strategies in all their courses. It will also provide them hands-on practice in trying out different reading strategies and comparing them to pick what works best for their personal reading style.
 1. Ask students to make copies of one chapter of their text from each of their other courses they are currently taking.
 2. Have them highlight one chapter, annotate one, and take notes on the third.
 3. Ask students to do a writing assignment in which they evaluate which method assisted them most in retaining the chapter information and preparing for exams. Have them write about the pros and cons of each method. This approach should be meaningful to students because they are in essence studying for their other courses while completing your assignment.
- Have students complete the “Try It!” prompt in this chapter. Have students reflect on how other chapters, such as Chapter 3, “How You Learn,” Chapter 4, “Thinking

Critically,” and Chapter 5, “Listening and Taking Notes,” can help them build effective study habits.

e. Web Resources

How to Read

www.ocean.edu/ReadColText/HowToReadCollegeTextDrJohnWeber.htm

Prepared by English professor Dr. John Webber, this site goes through the steps of proper college textbook reading, starting with previewing and finishing with a reminder that reading is an active process.

Concept Maps **www.psywww.com/mtsite/mindmaps.html**

Mind Tools offers this feature, which explains how concept mapping improves note taking and reading comprehension. It includes sample maps, tips for improving mapping skills, and a link to concept mapping software, which can be downloaded for a free, 21-day trial.

Annotating Text **www.bucks.edu/~specpop/Access/annotating.htm**

Most students don't know how to highlight effectively. This site suggests annotating texts, instead of simply highlighting them. It not only explains the best way to annotate information, but also offers a link to an example of a well-annotated passage.

A Word a Day **www.wordsmith.org/awad/**

To encourage students to work on their vocabulary building skills, think about requiring them to register for the free version of this site. Each day they'll be e-mailed a new

vocabulary word and its definition. You can monitor their comprehension of these words by giving weekly quizzes.

Reading Strategies www.mindtools.com/rdstratg.html

www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm

www.mcps.k12.md.us/departments/isa/staff/abita/english/reading_strategies.htm

Inventory www.dvc.edu/org/departments/english/learningresources/pdf-files/Textbook-reading-inventory.pdf

Print out this textbook reading inventory and give it to your students. Ask them to fill it out for one (or several) reading assignments to demonstrate how the reading methods proposed in this chapter really do increase comprehension.

f. For More Information

Elder, Janet. (2003). *Exercise your college reading skills: Developing more powerful comprehension*. New York: McGraw-Hill Humanities.

Langan, John. (1998). *Ten steps to advancing college reading skills (3rd ed)*. West Berlin, NJ: Townsend Press.

Nist, Sherrie L. and Carole Mohr. (2002). *Advancing vocabulary skills (3rd ed)*. West Berlin, NJ: Townsend Press.

Silvey, Deborah. (2002). *Reading from the inside out: Increasing your comprehension and enjoyment of college reading*. New York: Longman.

Wintner, Gene. (1995). *Practical college reading: Strategies for comprehension and vocabulary*. Burr Ridge, IL: Irwin Professional Publishing.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. The first step in “attacking” a chapter in a text is
 - a. previewing.
 - b. outlining.
 - c. reading.
 - d. reviewing.

2. The first thing you should read when previewing a reading assignment is
 - a. the chapter title.
 - b. the chapter outline.
 - c. the chapter summary.
 - d. the chapter assignments.

3. Developing a visual guide to a chapter is known as
 - a. illustrating.
 - b. chunking.
 - c. mapping.
 - d. outlining.

4. In the wheel structure preview method, the
 - a. the central idea of the chapter is placed in the circle.

- b. the secondary ideas are placed in the circle.
 - c. the central idea is at the top.
 - d. None of the above
5. Using flash cards is a great way to improve your
- a. confidence to speak up in class.
 - b. vocabulary.
 - c. speed-reading skills.
 - d. test-taking skills.
6. In most sciences, it is best to
- a. outline chapters.
 - b. memorize lectures.
 - c. tape record lectures.
 - d. highlight the textbook as you read through it.
7. _____ is an example of a social science course.
- a. Biology
 - b. Public Speaking
 - c. History
 - d. Calculus
8. _____ is an example of a humanities course.
- a. Biology
 - b. Astronomy
 - c. Literature
 - d. Calculus

9. What is an abstract?
- a. A paragraph-length summary of a longer piece
 - b. An idea that is hard to conceptualize
 - c. A listing of references used to write a book
 - d. A listing of definitions
10. Tori has been reading her textbooks but doesn't feel like she is understanding what she is reading. She wants to try to use highlighting as a method to increase her comprehension. What should Tori do as she reads?
- a. Highlight important ideas.
 - b. Highlight as much as necessary.
 - c. Read before she highlights.
 - d. Both a & c

True/False

11. It is best to highlight sentences as you read them for the first time.
12. A helpful strategy is to read the summary at the end of the textbook chapter before reading the chapter itself.
13. If you do not know a word in your reading, it's better to pass over it rather than interrupt your concentration.
14. Sometimes highlighting a text can provide you with a false sense of security.
15. To assure you get through all your material, read in at least 2 hour blocks before taking a break.

Short Answer

16. Two common problems students have with textbooks are _____
and _____.

17. List the four steps required to read a textbook effectively.

18. Name three strategies to develop vocabulary.

Essay

19. Do you think you will benefit most from highlighting, annotating, or outlining your text(s)? Why? Does it depend on the style of textbook or the subject matter? What other strategies do you intend to use to enhance comprehension and retention?

20. Describe some effective strategies for previewing chapters. Have you tried any of the methods presented in your text? If so, have they helped you read more efficiently? If not, which strategies do work for you? Explain your answer.

CHAPTER 6 ANSWER KEY

1. a, p. 74

2. a, p. 74

3. c, p. 75

4. a, p. 75

5. b, p. 80

6. a, p. 79

7. c, p. 79

8. c, p. 79

9. a, p. 79
10. d, p. 75
11. False, p. 75
12. True, p. 74
13. False, p. 77
14. True, p. 75
15. False, p. 76
16. Trouble concentrating and not understanding the content, p. 76
17. Previewing, Reading, Marking, & Reviewing, p. 72
18. Answers will vary: during overview of chapter, jot down unfamiliar terms; make flash cards of new terms; make a list of new terms; when encountering new terms, try to predict the meaning; try analyzing the term based on it's root or base part; use the text glossary or a dictionary to look up definitions; take every opportunity to use new terms in writing and speaking; study flash cards of new terms. p. 80

Step 5. Preview for Next Class Chapter 7: Communicating Clearly

Tell your students that the next class is about effective writing and speaking. Remind them to review the chapter before the next class. Consider having students develop a brief (three-to-five slide) PowerPoint presentation to introduce themselves to their classmates. Ask them to complete the assignment before class and be prepared to present their presentation in class. They might create slides about their high school years, their hobbies, their jobs, their families, and so forth.

Chapter 7: Communicating Clearly

Chapter Teaching Objectives

1. Help students understand the basics of writing.
2. Demonstrate how writing is a process leading to a product.
3. Helps students consider the best way to communicate in writing.
4. Acquaint students with ways to become a better public speaker.

Timing of Chapter Coverage

The writing portion of this chapter warrants attention early in the term. In fact, you might integrate the writing concepts in this chapter with the earlier chapters on study skills, for the obvious reason that students who learn to put thoughts on paper clearly tend to be better at absorbing material and explaining material on tests.

The chapter also focuses on public speaking. First-year students often have high anxiety about formal speaking assignments, particularly at the start of the course when they do not know their classmates. The purpose of this section of the chapter is not to teach students everything they need to know about public speaking. However, if a speaking component is to be included in the course (which we highly recommend), students must be provided with strategies to help them complete the assignment successfully.

About This Chapter

Writing

You will find that first-year students tend to fall into one of three categories when it comes to writing: the deluded, the helpless, and the true writers. The deluded have

received high marks on papers in high school and are convinced that there is nothing more to learn about writing. Sadly, this is often far from the case. Many students will claim that they learned some unbreakable rules about writing that you seem to be breaking. For example: “An essay should contain only five paragraphs: a thesis statement, four points, and a conclusion.” Or, “Never use the first or second person in writing.” What they have missed, perhaps, is that writing style depends to a large extent on the audience one is writing for. This group will find their mediocre grades shocking and may go so far as to let you know how well they did in high school.

The helpless haven’t received those high grades, and perhaps that’s a blessing. While they are probably convinced that they will never be good writers, these students represent fertile territory for writing instruction. Coach them gently; along with your criticisms, find something positive to write on every paper. Be encouraging. This, of course, applies to the first group as well.

Finally, we come to the true writers. You can expect to get wonderful work from these folks who, seemingly, have overcome what may have been inadequate writing instruction and developed a style of their own. Although you will still find things to critique, face it, anyone’s writing can always be improved, and you will love reading their papers.

Be certain to introduce writing as a means of motivating thinking. Use the suggestions in the chapter to get them started. Above all, try to convince them that good writing can open doors for them throughout their lives. For example, have you ever tried to read a poorly written résumé?

Speaking

Typically, first-year students have considerable anxiety about speaking in front of others. They see public speaking as cause for extreme self-consciousness, rather than as an opportunity to command the attention of others and communicate the totality of their thoughts. Normal dialog denies speakers the full extent of these opportunities, because give and take is required. Conversational speakers who command attention and monopolize the interaction are considered to be lacking in social skills. Public speakers, on the other hand, are expected to command and control. You can present these ideas as advantages of public speaking. Keep the following goals in mind in helping students manage their anxiety:

- Redefine public speaking as a natural part of life.
- Recast public speaking as “multiple conversations.”
- Redirect students’ anxieties for use as productive energy.

Redefine Public Speaking

Help students understand that when we come right down to it, all speaking is public speaking. Whenever we speak, we do so in public. Few of us do much speaking in private. In other words, public speaking should be considered a continual way of life rather than a “one-shot” event.

Recast Public Speaking

Help students rethink public speaking as multiple “conversations” occurring simultaneously. Encourage students to think of themselves speaking to each individual in the class as they would during normal conversation, rather than speaking to a group of people. Students often think they must play a role while speaking in front of others—a

role with which they are not comfortable. Remind them that speakers should be themselves, rather than playing the role of orator. It's important to let their personalities shine through while speaking publicly. Simply reporting information isn't enough; audiences are interested in speakers as people.

Redirect Anxiety

Remind students that experiencing anxiety while speaking in front of others is normal. Anxiety means that students care about what they're doing and want to do well. Anxiety can be harnessed as productive energy if they follow the advice on preparation and rehearsal presented in the chapter. Of course, students with excessive anxiety may require extra coaching from you or a referral to the communication department or speech lab on campus, if available. Like swimming, speaking is the kind of skill that can only be learned by doing. Reading about speaking and discussing how to give a speech must be combined with speaking opportunities. Keep in mind that evaluating public speaking is tricky. Speaking is an egocentric activity, and instructors must be careful to provide helpful feedback without bruising fragile egos. Producing a speech is comparable to creating a work of art; identifying areas for improvement must be done supportively, and students' self-esteem must be protected. If the entire class is to provide feedback following speeches, it's important to set guidelines and encourage constructive rather than destructive comments from the class. Some instructors elect to provide only positive feedback in public; they communicate negative comments supportively in one-on-one coaching sessions after class. However you choose to proceed, sensitivity is key.

The most effective way to improve speaking skills is to allow students to view themselves on videotape. If you have the opportunity to videotape students' speeches

yourself or by the media department or a student assistant, students can see and hear speaking errors themselves and self-improvement can be dramatic.

Suggested Outline for Addressing Topics in Chapter 7

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1. Lecture Launchers and Icebreakers

- Have your students review some famous speeches, first in the written form and then in audio or video form. Have them compare both versions and analyze the strengths and possible weaknesses of each. This will not only introduce your students to the chapter material, it will provide them with a strong illustration of the importance of both the written and spoken word.
- Ask for half a dozen volunteers. Hand each one a folded slip of paper with a certain posture written on it (arms folded across chest, head tilted, etc.). Next, ask each student to repeat the same sentence (of your choosing) using the assigned posture. Have your class guess which attitude is implied by which posture. This will lead to a discussion on the importance of body language. You may also want to ask your students to decode the tone of voice used by your volunteers. For example, did they automatically adjust their normal tone to match their assigned posture?
- To get students into the habit of using freewriting, open the class meeting with a short freewriting session (perhaps five minutes) on a topic related to the chapter. Consider continuing this week after week to encourage students to regularly reflect on the reading, the course and their own perspectives.

Step 2. Classroom Activities

a. Lecture

Review from Last Class

Students were reminded that the next class was about effective writing and speaking and to review the chapter before the next class. If you chose to assign an introductory PowerPoint, have each student do a brief presentation. Encourage them to discuss which features (e.g., visuals, audio, links, etc.) they used to make their presentation dynamic. Have the class participate by providing feedback after the presentations. You may want to set guidelines for the students to balance positive and negative feedback. Model how to provide appropriate negative feedback.

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. The Exploratory/Explanatory Process
2. The Prewriting, Writing, and Rewriting Process
3. Allocating Time for Each Writing Stage
4. Choosing the Best Way to Communicate in Writing
5. Becoming a Better Public Speaker

b. Discussion

- Have students read and react to the opening vignette about Hillary's first experience with college-level writing. Have students reflect on their first college paper. Did it meet their instructor's expectations? What have they done to improve their writing technique since then? Are they still struggling with this issue?
- Regardless of whether or not you have your students present a speech in class for open critique, it is important that you have a discussion on the attributes of a quality speech. In preparation for this chapter ask your students what makes for a successful speech. Decide as a class which criteria are most important. If you have your students present a speech in class, have students use those criteria as a basis for providing feedback.
- Invite someone from a department that specializes in public speaking and reducing public speaking anxiety. Encourage the speaker to involve the students and teach them strategies and techniques for speaking in front of groups.

c. Group Activities

- To help alleviate some of the anxieties of speaking in front of large groups, divide the class in small groups of three to five and have them practice speaking in front of one another (preferably on a topic they have already prepared outside of class). This activity will require providing quiet, private areas for each of the groups and may work best outside of class time. Have the small groups help one another improve their speeches by providing feedback. It might be helpful to supply a checklist that students can use to evaluate one another. As a continuation of this activity, consider having the

students repeat their speeches in front of a larger group by combining some of the small groups together.

- Divide the class into small groups and have them discuss the differences between writing in high school and in college. What kind of writing and speaking projects did they have in high school? What kind of writing and speaking projects do they have due this semester? Students should also discuss how they are dealing with these differences.

d. *Peer Leader Assistance*

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- Demonstrate to the class how writing is a process of many revisions to reach the end goal successfully. Consider writing a paper beginning with the freewriting stage. Then, photo copy the paper and mark up the copy. Continue to make multiple drafts until you reach the final piece. Present the writing process by showing each draft and explaining your thought process. Also, explain how you decided that you had reached the final product.
- Due to the potential anxiety linked with public speaking, you can help relieve concerns by being a successful role model. Demonstrate to the class that getting up and speaking can be “no big deal” if you make sure that you are prepared. Show them

how it's done. Also, show them how to deal with "making mistakes" and still get through successfully.

- In addition to actively participating in the activities surrounding this topic, peer leaders should make sure that props and logical arrangements for these activities are scheduled ahead of time.

e. Case Studies

Daphne

In high school, Daphne excelled in English, earning mostly "As" on her papers. She had a knack for figuring out what teachers wanted to read and knew how to deliver the material in a clean, articulate fashion. So Daphne wasn't all that concerned when she had her first big essay due in her freshman composition class. She started the paper three nights before it was due, finished it the following day, and turned the essay in early. She was confident that she would receive another "A."

When she got her essay back, however, Daphne was dismayed to see that she had only earned a "C." Her instructor's comments noted a lack of original thought, disorganized structure, and several typos as the reasons for the lower than expected grade. Daphne was crushed. Why were her usual writing methods failing her now? When the next essay came up, Daphne found herself paralyzed by fear. She didn't know what to write or how to write it. On top of that, she wasn't sure how she should structure the paper once she chose a topic. Eventually, she "borrowed" a topic from her roommate. After waiting until the night before the paper was due, Daphne repeated the process she used on the first paper, hoping this time her instructor would be more generous with the grades.

Discussion Questions

1. What were some of the things Daphne did wrong in writing the first paper? The second?
2. What steps should Daphne take if she truly wants to write “A” papers?
3. How could Daphne have better prepared herself for that second paper? Have you ever had writer’s block? What did you do to get over it?

Jake

For his college success course, Jake was assigned to do a 10-minute PowerPoint presentation on his research topic. He had three weeks to prepare—a good length of time. He projected his schedule for the next three weeks in his head. In addition to soccer finals, his parents were flying in for a visit, and the following week his high school girlfriend was driving up for a visit as well. Along with his other classes, these important events were likely to take up some time. But Jake wasn’t concerned. He made a mental note to run some topic ideas by his father and to ask his girlfriend (who was a whiz at PowerPoint) for some help.

Despite Jake’s “planning,” the days clicked by, visits came and went, and the speech never seemed to get done. Jake had never considered himself to be very good at public speaking, and the thought of taking on such a big project was overwhelming. The night before, he went through a few last-minute motions doing Internet research and putting together a few slides. It wasn’t a valiant attempt; in fact, Jake knew it was some of the worst work he’d ever done. But he was finished, and that was what mattered most in Jake’s head.

Discussion Questions

1. Have you ever felt as Jake did in this case study? What was worrying Jake? In your own experience, what worried you?
2. Why does procrastination sometimes appear to be such an attractive option? What kinds of things do we tell ourselves about doing the work later?
3. Was fear an issue in Jake's procrastination? Should Jake have gone to Professor Stanley and explained his fear of public speaking?
4. If you had been Jake, what would you have done to make the project less threatening and more manageable?

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

Audience! Know your audience. Not only do students need to effectively communicate through formal papers and talks, they need to be able to handle the little stuff: communicating with each other and professors in academic settings, to include electronic communications.

This scenario will have a happy ending; the professor will eventually learn the meaning of the message. Meanwhile, an impression of this student lingers.

Encourage your students to strive for a professional manner in all of their academic communications.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe the difference between writing e-mail (and other forms of electronic communication) and writing a college paper.
2. Describe what is involved in the writing process and how it leads to a product.
3. Explain what is involved in reviewing and revising your writing.
4. Name and describe the six important steps in preparing a successful speech.
5. Describe at least three ways to best use your voice and body language while speaking.

c. Address Common Questions and Concerns of First-Year Students

I already know how to write. Why do I have to practice an approach that I don't like?

Answer: Writing is a powerful tool of communication. It's also a skill students will need for the rest of their lives. The approach taught in this chapter emphasizes organization and revision, two steps most first-year students think they can skip. Explain to them that even published authors use this process. You must also impress upon them that no matter how brilliant they are as students, if they do not know how to articulate their thoughts both in writing and verbally, no one will be able to measure just how brilliant they are.

I'll never be a good writer. My major is math (or science, or engineering, or...) and I won't need to write.

Answer: Again, writing is a basic life skill. Although students who are oriented toward math and sciences may never grow to love the writing process, they must learn to master it. To convert skeptical students, give them examples of how good writing skills are an asset in math- and science-related careers. You may also try to relate the writing process to something they are more comfortable with, such as a formula. By doing this, you are demystifying the writing process, and making it more accessible to these students.

Why do I have to know how to give a speech? I'm not planning on being a politician.

Answer: Being able to articulate thoughts verbally is every bit as important as being able to do so in writing. Again, make sure your students are aware of how good speaking skills will aid them in practical ways, such as on job interviews.

When I give a speech, my heart pounds and my knees knock. How can I keep from being nervous?

Answer: Fear of public speaking is natural, especially among first-year students. Assure them that with practice, the fears and anxieties will minimize. Really most of the fear lies in not being confident or prepared. Help students know what they need to do to be prepared. Also, provide some resources where they can go for stress management.

Should I memorize my speech? What kind of notes do I need?

Answer: Memorizing a speech often leads to a flat delivery. It is better for students to create an outline of key points that they want to cover and practice, practice, practice. The more they say the words—especially if they use their friends and classmates as an audience—the more natural the actual speech will sound. This kind of practice should also help reduce their level of anxiety.

Why can't I just speak off the top of my head? I hate speeches that sound "canned."

Answer: Like any piece of good writing, a strong speech relies heavily on preplanning. The text does not suggest that students should write out a speech, memorize it, and then deliver it to their audience. It does, however, advocate a six-step process of preparation. Illustrate for your students how even a minimal amount of planning can improve their speaking skills.

d. Writing Reflection

- After having students present speeches in class and having them critique each speech, as a final step, you may ask each student to write a brief paper about the entire process, from delivering the speech to having it critiqued by fellow classmates. Ask them to assess their strengths and weakness as a speechmaker. Ask them to come to some conclusion about the value of the exercise and how they might use it to improve their public speaking. If the students are willing, consider sharing some of the papers in class or share them anonymously with the class by noting some of the interesting conclusions and experiences.
- Use the Try It! features throughout this chapter as an opportunity for students to reflect on chapter topics. Consider establishing a dialog between you and the student and provide an avenue for personal questions.

e. Web Resources

Teach 2 Write <http://write.oid.ucla.edu/handouts>

This website from UCLA Office of Instructional Development provides information and ideas on teaching students how to write. Included are a number of ready to use handouts to teach each stage of writing ranging from prewriting to proofreading.

Revising Your Paper for Content

<http://facweb.furman.edu/~moakes/Powerwrite/revise.htm>

For some college students, revising means running spell check. This page debunks that myth and explains how students can revise their papers to improve content.

Great American Speeches

www.pbs.org/wgbh/amex/monkeytrial/sfeature/sf_speeches.html

This web site affiliated with PBS includes links to two articles on speech writing. The first is an interview with Wisconsin communications professor, Stephen Lucas, explaining what makes a great speech. He uses William Jennings Bryan and Clarence Darrow, as examples of great orators during the Scopes trial? The second article is a book excerpt on public speaking by former Reagan speechwriter, Peggy Noonan.

Conquer Public Speaking Fear www.stresscure.com/jobstress/speak.html

Best-selling author Dr. Morton C. Orman offers 11 principles to overcoming the fear of public speaking on this inspiring site.

Student Journal Writing <http://www.indiana.edu/~reading/ieo/digests/d99.html>

This report, Effective Use of Student Journal Writing by Gary R. Cobine created by ERIC Digest (ED378587), lists different styles of student journals and discusses the effectiveness of each. It's particularly useful to instructors who have never incorporated journaling into their coursework.

f. For More Information

Carnegie, Dale. (1990). *The quick and easy way to effective speaking*. New York: Pocket Books.

Esposito, Janet E. (2000). *In the spotlight: Overcome your fear of public speaking and performing*. Southington, CT: Strong Books.

Finkelstein, Ellen. (2002). *How to do everything with PowerPoint*. New York: McGraw-Hill.

King, Stephen. (2000). *On writing*. New York: Scribner.

Mallon, Thomas. (2001). *Stolen words*. New York: Harcourt.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. In order to communicate in writing effectively, you should focus on
 - a. keeping it informal.
 - b. what you learned in high school.
 - c. writing as a “process.”
 - d. writing as a “process and a product.”
2. Many writing experts believe that the writing step that should take the longest is
 - a. prewriting or rehearsing.
 - b. writing or drafting.
 - c. rewriting or revision.
 - d. None of these, all steps should be given the same amount of time.

3. This is when exploratory writing becomes a rough explanatory draft.
 - a. Rewriting or revision
 - b. Writing or drafting
 - c. Prewriting or rehearsing
 - d. None of the above
4. At what stage of writing do you complete all your research?
 - a. Prewriting or rehearsing
 - b. Rewriting or revision
 - c. Writing or drafting
 - d. None of the above
5. According to the text, a writer should spend _____ percent of his time on the writing (first draft) stage.
 - a. 85
 - b. 50
 - c. 14
 - d. 1
6. What's the first thing you should do when planning a successful speech?
 - a. Prepare your notes
 - b. Analyze your audience
 - c. Organize your information
 - d. Clarify your objective.
7. When visual aids are added to a presentation, listeners
 - a. can absorb and recall more information.

- b. tend to become distracted and tune out.
 - c. rate the presenter as more knowledgeable.
 - d. view the presenter as cold and distant.
8. Electronic communications
- a. convey the writer's emotions better than other forms of communication.
 - b. lacks vocal inflection and visible gestures.
 - c. is the preferred method of communication of all professors.
 - d. Both a and b
9. _____ is writing that allows you to share information with your audience.
- a. Exploratory
 - b. Explanatory
 - c. Both a and b
 - d. None of the above
10. When using notes to give a speech, the best speaking aid is a
- a. minimal outline.
 - b. detailed outline.
 - c. sketchy outline.
 - d. None of the above

True/False

- 11. Prewriting is the explanatory part of the writing process.
- 12. After the Rewriting stage, your paper is ready to turn in.
- 13. Writing can be an effective way of expressing yourself.
- 14. When using an effective visual aid, there is no need to explain it.

15. Your appearance will not affect the way your audience perceives you during a speech.

Short Answer

16. What are the three stages of writing? Give your answer in the order of which step you spend the least time on to the one you spend the most time on.

17. What is freewriting?

18. List three ways you can practice your speech delivery.

19. List three questions to ask yourself when analyzing your audience.

20. What are three guidelines to follow as you select your visuals for a speech?

Essay

21. Define the difference between exploratory writing and explanatory writing and explain why it is important to go through one stage before moving to the other.

22. Imagine that your instructor assigns a five-page paper on a topic of your choice.

Choose your topic, identify the stages of the writing process in this chapter, and write about how you would go about the process from beginning to end.

23. Imagine that your instructor assigns a 10-minute speech on a topic of your choice.

Choose your topic, identify the six steps to success discussed in this chapter, and write about how you would complete each step in order to create the best presentation possible.

24. What was the most important lesson you learned from this chapter? Why is this so?

25. What writing and speaking behaviors are you planning to change after reading this chapter? Why?

Chapter 7 Answer Key

1. d, p. 84

2. a, p. 89
3. b, p. 86
4. a, p. 88
5. d, p. 89
6. d, p. 93
7. a, p. 93
8. b, p. 90
9. b, p. 86
10. a, p. 93
11. False, p. 88
12. True, pp. 88-89
13. True, p. 87
14. False, p. 93
15. False, p. 92
16. Writing (or drafting or the beginning of organization), rewriting (or revision or the polishing stage), prewriting (or rehearsing or freewriting or the idea stage) pp. 88-89
17. Answers will vary: Freewriting is the preliminary step in the writing process where you write without editing. P. 88
18. Answers will vary: Form a mental image of success; practice presentation aloud several times; begin a few days before your target date; rehearse aloud; talk through your speech; practice before an audience; audiotape or videotape yourself; ask practice audience to critique you. p. 93

19. Answers will vary: What do they already know about my topic?; What do they want or need to know?; Who are they?; What do they have in common with me?; What are their attitudes toward me, my ideas, and my topic? How are they likely to feel about the ideas I am presenting? p. 93

20. Answers will vary: make visuals easy to follow; use readable lettering; don't crowd information; explain each visual clearly; allow your listeners enough time to process visuals; proofread carefully; maintain eye contact with your listeners while you discuss visuals; use clear, attractive visuals. pp. 93

Step 5. Preview for Next Class Chapter 8: Taking Exams and Tests

Remind students that the next lesson on Taking Exams and Tests is a very important one. They should read the chapter carefully in preparation for the next class. If you choose to have them do the *Group Activity* on developing study aids for this class, remind them to bring the textbook to the next class.

Chapter 8: Taking Exams and Tests

Chapter Teaching Objectives

1. Teach students ways to prepare physically, emotionally, and academically for tests.
2. Explain strategies for understanding, remembering, and studying.
3. Discuss how to take different types of tests and exams.
4. Discuss what behaviors constitute academic dishonesty and how it hurts both the student and the academic community.

Timing of Chapter Coverage

Test taking is a critical skill that students will need to master. They may encounter differences in testing from what they were used to in high school. It is suggested that this chapter be taught as soon as possible after you've addressed study skills and definitely before the first round of major exams occur.

About This Chapter

First-year students often have unrealistic expectations and each student is different. Some study strategies are more effective for some students than for others. There will always be some students who will be successful with what appears to be relatively little effort in some subjects. Other students will follow all the suggestions in this book and still be disappointed with their grades. These students need to learn from their test experiences in order to be better prepared in the future. Students who use the study methods suggested in the previous chapters are likely to be successful on exams. It is imperative that students understand that studying for exams begins on the first day of class.

If you time the coverage of this chapter carefully, you will be able to discuss test preparation at about the time your first-year students are preparing to take their first major exams. This is also a good time to talk about test anxiety; unfortunately, some students are not able to demonstrate their knowledge on exams because they fall prey to their fears about testing. Encourage those students who struggle with test anxiety to seek help to change this. For some of them, improving their study tools and memory strategies will help with some of the anxiety. Talking with instructors, tutors, and classmates can also be helpful. In cases like this, developing a positive relationship with faculty can be so important to a student's success. Encouraging students to form study groups can add to their success. A well-chosen study group provides students with the opportunity to assess their understanding of the material. Group discussions confirm or deny understanding. The study group also provides an opportunity to fill in any blanks that may exist, through misunderstanding, oversight, or absence. Also, different students will bring different approaches to studying, which can create a desirable richness to the group. Finally, the will of the group to study can overcome individual procrastination. The key to effective study groups is their composition. Students should invite others based on their serious commitment to doing well. Every member of a study group should make a contribution and those who do not should be asked to leave.

This chapter offers strategies for improving memory by developing study strategies that increase comprehension. It is important that students recognize the value of studying to understand rather than just to do well on an exam. Stress to your students that studying must be a regular routine to help increase both memory and comprehension.

Today's students are fully aware that some students cheat. However, they may equate academic dishonesty with copying another student's test answers or having another student write their papers. They may not be aware of other behaviors that constitute cheating. Discussing real examples of unauthorized assistance, and other situations that may be construed as academic dishonesty, can aid students in avoiding potential difficulties. Students are often much more open to this type of discussion than a lecture on ethical issues.

It will be important that you help students to see that test preparation is a culmination of their ongoing study habits. Encourage them to develop a study system with both test taking and learning as the main objectives. Through the chapter information and exercises, have your students explore their past study strategies that lead up to exams and look for ways to make improvements on that.

Suggested Outline for Addressing Topics in Chapter 8

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test**Step 5 Preview for next class****Expanded Lesson Plan****Step 1. Lecture Launchers and Icebreakers**

- You may find that your students' expectations of college tests and exams are somewhat different from those in high school. Begin by asking students to discuss the differences they are encountering in college tests. They may note such things as types of exams, amount of material on each exam, and deciding on what to study for an exam. Having this discussion with students will help them to identify these differences and allow them to determine how they will make adjustments in exam preparation.
- Lead an in-class discussion on cheating. Ask your students to brainstorm, either as a group or individually, about how they would define cheating in an academic setting.

Ask the students to consider different scenarios, including topics like plagiarism from books and the web, using papers or homework turned in previously by other students and cheating during exams. Try to encourage the students to think about situations in which they were unsure about the difference between cheating and “borrowing” ideas from books or other sources.

Step 2. Classroom Activities

a. Lecture

Review from Last Class

Students were told that the next lesson on taking exams and tests was a very important one. They were asked to read the chapter carefully in preparation for the next class. If you asked them to bring their textbook to class, have them use it to do the *Group Activity* on developing study aids

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Preparing ahead of time for tests and exams
2. Preparing physically and emotionally for test taking

3. Preparing for math and science exams
4. Strategies for understanding, remembering, and studying
5. Specific aids to memory
6. Taking different kinds of tests
7. Academic honesty and misconduct

b. Discussion Have students review the opening vignette in this chapter. Lead a discussion about

- Ken's situation and how he reacted. Have students discuss academic honesty. What should Ken have done? Have they ever been in a similar situation? Why does it matter?
- Use this class exercise to give students the opportunity to do some research on your college's academic code by visiting the website. Ask students to review the code and pick a rule or policy to share with the class. Preferably, they should pick a policy they think will surprise their classmates. Have them discuss the consequences of cheating on your campus and the judicial affairs process.
- Invite a counselor or student affairs professional to share their expertise and provide practical ways to control or overcome test anxiety.

c. Group Activities

- Have students form groups and discuss the importance of one being physically and emotionally prepared for an exam. Each student should think of a time before an exam when he or she experienced a positive and/or negative feeling and discuss how it affected performance on the exam.

- Ask students to work with a partner to develop an exam plan for an upcoming exam in the class, possibly a midterm exam. Have them share their plan with the class. Have the class discuss which plans are realistic and which are least likely to be followed.
- Divide the class into four groups. Have each group develop a different exam study aid based on the same section of content in their textbook. Have each group create one of the following: flash cards, summary sheets, mind maps, or lecture notes using a recall column. Have each group share their study aid with the class. Alternatively, consider having the groups rotate and try out each study aid by reviewing the material. By the time the students have made it through the four rotations, they will most likely have increased their mastery of the content. Additionally, they will have gotten the opportunity to try out the different study aids and find out which ones work best for them.
- Use this activity to show students a method of planning for essay-based exams and to give students practice on how to prepare for essay test questions:
 1. Using the list of key task words in the chapter, ask groups to prepare six or seven potential essay questions from their notes.
 2. Have each student choose one of the questions and prepare a brief outline to share with the other students.
 3. Next, ask students to critique each other's outlines.
 4. Bring in concrete essay questions illustrating the different key task words. Do not assume that students will understand them without examples.

- Divide the class into groups. Ask each group to brainstorm pros and cons about study groups. Have the groups report back to the class. Ask the class to offer suggestions on how to change the cons into pros.

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- You can share your personal experiences with test anxieties. What memories do you have with high stake tests: ACT, SAT, GRE, etc.?
- Spend sometime addressing key points in taking tests. Talk about the strategies mentioned in the book and the ones that you use when taking exams. This might be more meaningful to freshmen if they hear these pointers from another student.

e. Case Studies

Christopher

Christopher asks to talk to his professor about the results of his first exam in his American History class. Christopher is a pre-law major, and his success in this course is very important to him. He tells the professor that he loves history and always earned the highest grades in his history classes in high school. Christopher has always used the reading, note taking, and test-preparation strategies he learned in class, and had thought he was well prepared for the history exam. However, he acknowledges that he guessed at many of the items on the multiple-choice part of the exam. He thought he had done well

on the essay, but he scored only 30 out of the 50 possible points. Overall, Christopher received a grade of 63 out of 100 points.

Discussion Questions

1. How would you respond to Christopher?
2. What could have gone wrong with Christopher's test preparation?
3. What could have gone wrong during the exam?
4. What suggestions do you have for Christopher?
5. What exam preparation system would you suggest that Christopher utilize for his next exam?

An-Yi

An-Yi is getting close to the deadline for her 10-page term paper in her environmental studies class. She has had eight weeks to research and write the paper and now she finds herself with another three days left before it is due. She finds the class boring and doesn't see how it relates to her major, business. An-Yi got her topic approved by her instructor during the first week as required, but she hasn't done a thing since then. She is panicking, but still doesn't have the motivation to write the paper. One of An-Yi's close friends suggests a website where you can purchase research papers on any topic. She tells An-Yi to buy one and modify it a little to make it her own work. An-Yi is seriously considering doing this.

Discussion Questions

1. What are An-Yi's important issues here?
2. What suggestions do you have for An-Yi?

3. What alternatives does An-Yi have?
4. If An-Yi purchases and modifies a paper, would this be considered cheating?
5. What consequences would An-Yi face if this is considered cheating?

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

Self-affirmations are a relatively new notion (1980's). The idea is to generate and maintain the concept of "the good self." This scenario gives the good self its own character, the trainer. The trainer is filling the student's head with self-affirmations.

Pride in the good self motivates a student to continuously do those actions that will generate and feed success. Preparing for and taking an exam is best done in an atmosphere of confidence supported by the skills imparted in this chapter. We just do better when we feel good about ourselves.

Students can discuss things they do or don't do to help their success with tests.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Identify at least three strategies to help prepare for exams.
2. Explain how to prepare emotionally and physically for exams.

3. Describe what is involved in devising a study plan for an exam.
4. List specific memory aids.
5. Identify at least two different types of tests, describe the approach you would take when taking each test, and explain why.
6. Identify at least two examples of academic dishonesty and explain why it hurts both the student and the academic community

c. Address Common Questions and Concerns of First-Year Students

How do I know what kind of questions the teacher will ask on the test?

Answer: Some instructors are very clear about the types of questions that will be on a test. Others are not. Students will have to listen carefully in the classroom for this information. If the instructor is not specific, they can talk with the instructor after class or during office hours, as well as consult their classmates for additional insight.

How can I be sure I am studying the right things?

Answer: Again, some instructors will be very clear about the material a particular test will cover, while others may not. Students may find that some instructors give a review before a test and may even hand out a study outline. Checking with reliable classmates may often help students if they are unsure. Emphasize to students that being actively involved in their own learning will help with knowing what to study for a test.

Why not pull an all-nighter? I always do better under pressure.

Answer: Cutting back on sleep is not a good idea because it deprives the brain of the rest it needs to work at full power. Students need sleep to do their best critical thinking and remain alert during exams. Encourage them to maintain their regular sleep routines before exams.

How will I ever learn six weeks' worth of information in time to pass this test?

Answer: Preparing for exams should actually start on the first day of the term. Lecture notes, reading information, and doing homework are all part of the preparation. Explain to students that organizing course materials and good time-management will aid their learning and are best if done right from the start of class, not one week or a few days before a test. Studying and organizing material right before a test may be too late to learn all the material and perform well on the test.

Is it cheating if I didn't intend to cheat?

Answer: Cheating is usually cheating even if you didn't mean to. Students must be aware of both institutional policies and their instructors' rules on academic conduct. Ignorance of the rules is not acceptable. Students may be risking not only an "F" on a test or in a course, but other consequences as well, such as expulsion. Talking about academic integrity is important here.

Is it okay to work together on a take-home math exam? In class, the teacher always has us solve problems in small groups.

Answer: Unless specifically told that it is okay to collaborate, this is usually not acceptable. Even with take-home exams, instructors still expect that students will do their own work and are looking to evaluate them on just that. When in doubt, tell students to check with the instructor.

If there are different opinions on what cheating is, how can I be held responsible?

Answer: Different institutions do have different policies about the types of academic misconduct. However, students must realize that they are responsible for knowing exactly what the institutional policies are and the corresponding consequences. Encourage

students to be proactive in reducing any problems that may arise by knowing the rules and setting clear boundaries for themselves.

d. Writing Reflection

- Have students complete the “How Do I Measure Up” quiz at the beginning of this chapter. Have them reflect on their answers, specifically focusing on questions to which they responded “never” or “occasionally.” Have them develop a plan for improving their test-taking habits.
- Use the Chapter Review activities in this chapter as an opportunity for students to reflect on chapter topics. This is a great opportunity for them to express themselves by writing and to discuss how these topics affect them. Consider establishing a dialog between you and the student and provide an avenue for personal questions.

e. Web Resources

Plagiarism www.indiana.edu/~wts/pamphlets.shtml

This page from Indiana University provides tips on writing for different purposes ranging from writing a thesis statement to taking an essay exam. There is also a link on Plagiarism covering what constitutes plagiarism and how to recognize and avoid it.

Preparing for Tests www.uccs.umn.edu/oldsite/lasc/handouts/preptests.html

The University of Minnesota’s Counseling and Consulting Services center offers a very thorough take on how to best prepare for an exam. It includes a blank “inventory” students can fill out to ascertain “where they are” in terms of prepping for a specific test.

Note: The University of Minnesota Counseling and Consulting Services center have been updating their website and resources. To view a full collection of handouts, go to

www.uccs.umn.edu/oldsite/lasc/study.html. Their newly updated web site is located at

www.uccs.umn.edu/index.html

Test-Taking Strategies The following sites provide tips for taking tests.

www.d.umn.edu/student/loon/acad/strat/test_take.html

www.mtsu.edu/~studskl/teststrat.html

Taking Multiple-Choice Tests <http://core.ecu.edu/psyc/wuenschk/TestTips.htm>

More test-taking tips can be found on this page, which focuses on how to improve success when facing multiple-choice questions.

Study Skills for Math and Science Students

<http://www.science.psu.edu/advising/success/index.html>

This site is offered by The Pennsylvania State University. It is a collection of online resources geared toward math science students.

f. For More Information

Buzan, Tony. (2003). *How to mind map: Make the most of your mind and learn to create, organize, and plan*. New York: Thorsons Pub.

Educational Testing Service. (2004). *Reducing test anxiety (Praxis study guides)*.

Princeton, NJ: Author.

Myers, Judith N. (2000). *The secrets of taking any test (2nd ed)*. San Diego, CA: Learning Express, Inc.

Robinson, Adam. (1993). *What smart students know: Maximum grades, optimum learning, minimum time*. New York: Three Rivers Press.

Rozakis, Laurie. (2002). *Test taking strategies and study skills for the utterly confused*.

New York: McGraw-Hill Trade.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. Someone who takes another person's ideas or work and passes it off as their own has
 - a. cheated.
 - b. plagiarized.
 - c. committed fraud.
 - d. exhibited ignorance.

2. To properly prepare for an exam, you should
 - a. schedule your study time with no flexibility.
 - b. join a study group.
 - c. not spend too much time studying.
 - d. Both a & b

3. When taking a test, you should
 - a. answer the easy questions first.
 - b. answer the hard questions first.
 - c. answer the essay questions first.
 - d. answer the easy questions last.

4. A design for test preparation is commonly referred to as a(n)
 - a. mind map.
 - b. review sheet.
 - c. flashcard.
 - d. exam plan.

5. Questions containing words like often and frequently suggest what?
 - a. The statement may be true.
 - b. The statement is always true.
 - c. The statement may be false.
 - d. The statement is always false.

6. Questions containing words like always, never, and only suggest what?
 - a. The statement may be true.
 - b. The statement is always true.
 - c. The statement may be false.
 - d. The statement is always false.

7. The following is a helpful tool in preparing for an essay test:
 - a. Summary
 - b. Review Sheet
 - c. Mind map
 - d. Flash cards

8. To increase understanding and remembering, you should do the following:
 - a. Get the big picture.
 - b. Overlearn the material.

c. Focus on the details.

d. Both A & B

9. The technique of using self-messages that are encouraging rather than stress-provoking is called

a. review sheet.

b. positive self-talk

c. cognitive restructuring.

d. none of the above

10. Instructors tend to prefer essay exams because they promote

a. mind maps.

b. memorization.

c. critical thinking.

d. None of the above

True/False

11. It is okay to get answers from someone who has taken an exam in a prior term.

12. Stress can be a distraction to learning.

13. Tutoring is only for students who are failing or in danger of failing a class.

14. You should consider your preferred learning style to determine the best approach to test taking.

15. Fill-in-the-blank questions can be harder than multiple choice questions.

Short Answer

16. List five of the key task words used in essay questions.

17. Name three guidelines for academic honesty.
18. Give two tips for successful test taking.
19. What are four specific aids to improving your memory?
20. What are some of the consequences of cheating in an academic setting?

Essays

21. In your opinion, why do colleges and universities have such strict policies regarding academic honesty? What do you think of your school's policy? How would you revise/improve it?
22. Your final exam in sociology will be all essay questions. You will have three hours to respond to your choice of six essays out of ten options provided. List and describe the steps for your strategy for completing this exam.
23. Describe how and why doing well on exams can depend on physical and emotional preparation.
24. Give advice to a student who is flunking on her exams because of test anxieties. Help this student understand the sources, identify the symptoms, and offer strategies for combating test anxieties.
25. Now that you have studied this chapter on test-taking, what have you identified that is keeping you from performing at your peak level academically? What changes do you propose to make? What are some of the outcomes you envision you will receive from making these changes?

Chapter 8 Answer Key

1. b, p. 104

2. b, p. 99
3. a, p. 102
4. d, p. 99
5. a, p. 103
6. c, p. 103
7. a, p. 101
8. d, p. 100
9. b, p. 99
10. c, p. 102
11. False, p. 105
12. True p. 100
13. False, p. 99
14. True, p. 96
15. True, p.103
16. Answers will vary: analyze; contrast; criticize/critique; define; describe; discuss; evaluate; explain; justify; narrate; outline; prove; review; summarize; trace. pp. 102-103
17. Answers will vary: Know the rules; set clear boundaries; improve time management; seek help; withdraw from the course; reexamine goals. p. 105
18. Answers will vary: write your name on the test; analyze, ask, and stay calm; make the best use of your time; answer the easy questions first; take a moment to write down major ideas; take a long deep breath; stay and check your work. p. 102
19. Answers will vary: Pay attention to what you're hearing or reading; "overlearn" the material; use the Internet, be sure you have the big picture; look for connections between

your life and what's going on in your courses; get organized; try to reduce the stressors in your life. p. 100

20. Answers will vary: failing grade; failing the class, get suspended, get expelled; have your college degree revoked. p. 104

Step 5. Preview for Next Class Chapter 9: Technology in College

Tell your students that the next class is about technology in college. Ask students to think about the technology they use in everyday life and to keep themselves organized. Have them bring their cell phones, smart phones, iPads, laptops, etc. to class and be prepared to discuss why they feel these technological tools help them complete their academic work or cause distractions that make staying focused difficult.

Chapter 9: Technology in College

Chapter Teaching Objectives

1. Teach students the basics of college technology, including how to register for courses online and how to manage usernames and passwords.
2. Explain how learning management systems work.
3. Teach students about information literacy and why it is important.
4. Discuss conducting research electronically.

Timing of Chapter Coverage

You may want to cover sections of this chapter at different times in the term. For example, it may be a good idea to discuss online course registration before students are expected to register for the next term. Consider covering learning management systems that are used in your course and across campus early in the term. Don't assume that all your students will find LMSs intuitive. The information literacy and electronic research sections relate to the chapters covering critical thinking, learning styles, and test taking. Consider incorporating information about related technology when you cover those chapters.

About This Chapter

While it may seem that everyone is connected via some technological gadget these days, it is important to remember that you will have students in your class that may have little experience with technology or limited access to what you consider the basics. Gauge

students' comfort level early in the term and encourage students that have advanced skills to help those that need assistance.

Students may have heard about the LMSs used on campus or the online registration system during orientation, but students are often overwhelmed with information and miss important details. The first section of this chapter discusses registering for classes online and the policies, such as drop/add deadlines, that students need to be aware of. It is likely that students registered for their first term with little or no assistance from an academic adviser, and they may not fully understand the process they will need to go through to register for the next term. Students may think bypassing an academic adviser's advice is okay. However, advisers can provide valuable help, even to students who are comfortable with the online registration system. Emphasize to students how important it is to get into courses that are appropriate for the intended major, meet general education requirements, and that will lead to timely graduation. Students need the assistance of an adviser even if they are comfortable with the online registration system. Online or hybrid courses might sound very appealing to students, but those courses often take more time and self-discipline. Discuss the pros and cons of those courses, taking into account students' preferred learning style.

When covering the section on passwords, go into a bit more detail about why it is important to have "strong" passwords. College students can be easy targets for identity theft. Tie this section in with the chapter about managing money. While most colleges no longer use Social Security Numbers as student identification numbers, some do. If that is the case on your campus, encourage students to protect their ID card and other personal information. Students should take steps to have strong passwords not only for their online

accounts but also for private files on their personal computer, in case it is stolen or accessed by someone else, such as a roommate.

If you will be using a LMS as a component of the course, introduce the system as early in the term as possible. Make sure that each student understands the purpose of the system and more specifically how you intend to use it. Explain that other instructors may use it differently and that it is the students' responsibility to clarify the role of LMSs in each class they are taking. If you are uncomfortable with helping students login to a LMS or answering technical questions, invite someone from the media services or IT department to speak to the class.

Some of the topics in this chapter, such as information literacy, might not initially click with students as a technology issue. For a lot of students, computers and even the Internet are not new technologies. They have always been a part of students' lives to some degree, but thinking about how we manage all the information we have access to may be a new concept for your students. Becoming information literate will empower students in several ways: it helps them recognize that all information is not of the same value; it helps them understand how information is organized and stored; and it familiarizes them with the tools and strategies that are needed to find the kind of information they need.

Suggested Outline for Addressing Topics in Chapter 9

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1. Lecture Launchers and Icebreakers

- If you are using a Learning Management System in this course, have students write a 50 word personal bio and post it on the discussion board. Have students review all the

bios, find two people with whom they have something in common, and comment on their posts. Discuss the activity in class. How do students use social media sites to find similar connections with new friends and old ones?

- Have each student provide a website that they use on a regular basis. Have them describe it in one or two sentences. Make a list of all the sites and note emerging themes such as music sites, web-based video sites, educational sites, etc. Share the list of websites with the class using the LMS or via email.

Step 2. Classroom Activities

a. Lecture

Review from Last Class

Your students were told that the next class would be about technology in college. If you asked students to bring their cell phones, smart phones, iPads, laptops, etc. to class, have them discuss why they feel these technological tools help them complete their academic work or cause distractions that make staying focused difficult.

Develop a Mini-Lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentation in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Understanding Technology Basics

2. Registering for Courses Online
3. Managing Usernames and Passwords
4. Exploring Learning Management Systems (LMSs)
5. Using LMSs in Different Types of Courses
6. Tips for Using LMSs
7. Learning to Be Information Literate
8. Employing Information Literacy Skills
9. Using and Evaluating Electronic Resources

b. Discussion

- Have students review the opening vignette in this chapter. Can they relate to Sarah's situation? Have they been in a class or social situation in which they felt uncomfortable with the technology they were expected to use? Do they know where they can go on campus for help with online registration, using a LMS, or using a periodical database?
- Using the whiteboard or projector, engage students in creating "strong" passwords using the tips listed in this chapter. Create an example password for an online bank account, an email account, and an online store. Start with a basic password, such as "fluffy," and have students improve it for each account. Reiterate the importance of protecting passwords and changing them often.
- Invite a librarian to speak to the class and give an tutorial of online library resources.

c. Group Activities

- Divide the class into groups. Have students share their experiences with technology in face-to-face classes, hybrid classes, and online classes. Have each group report the

pros and cons of each type of class. Ask students to think about how they would like you to incorporate technology into the class.

- Divide the class into groups. Assign a research topic and have each group use the online library catalogue to compile their top 5 electronic resources. Have students review the tips for employing information literacy skills in this chapter before they begin. Bring students back together to compare their lists. Do they have many of the same resources listed? How did they find the most appropriate resources?

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their first-year seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- Share your personal experiences with technology in college. You might share your first experience with registering for classes online. Did you get into all the classes you wanted or needed? What advice would you give new students for managing the online registration process? What campus-specific deadlines (e.g., drop/add dates) do they need to be aware of?
- Explain how you use technology in your daily life. How do you use technology to help manage a busy schedule and avoid digital distractions (playing games online, constantly checking updates on social media sites, etc.)?

e. Case Studies

Ray

Ray's business class meets every Tuesday and Thursday, and he never misses a class.

The professor just assigned a group project that should be completed using the Learning Management System. Ray has logged in a few times, but really hasn't figured out how the group can "meet" online, much less work on a project when they aren't in the same room. He is also supposed to post weekly comments on the discussion board. It all seems very foreign to him. He doesn't really know if he will be able to contribute to the group work in this "virtual" world.

Discussion Questions

1. Who should Ray go to for help?
2. What would you suggest Ray do to get started?
3. How could other students in the group help Ray?

Nid

Nid is getting close to the deadline for her 10-page paper in her political science class.

She is supposed to review the most recent presidential election, but everything she reads on the Internet seems opinion-based and biased. Her paper is due next week, and she is at a loss for how to find credible information about the election.

Discussion Questions

1. What should Nid's first step be in finding credible information?
2. Who could help her find reliable information sources?
3. What might happen if Nid uses the information she has already found online and doesn't do any more research?

f. Video Show the video on the Student Center www.bedfordstmartins.com/gardner that corresponds to this topic.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Describe the online course registration process.
2. Explain how to create strong passwords and keep them safe.
3. Describe the ways LMSs are used in different types of courses.
4. List at least three tips for using LMSs.
5. Describe what it means to be information literate and how to use those skills.
6. Identify at least two different types of electronic resources.
7. Explain how to evaluate electronic resources.

c. Address Common Questions and Concerns of First-Year Students

If I can register for my classes online, why do I need to meet with my academic adviser?

Answer: Advisers can help you make the best choices based on your intended major, scheduling preferences and course availability. Advisers will also make sure you are aware of important registration dates and deadlines.

I use a variation of the same password for all my online accounts. Is that good enough?

Answer: You need to have a unique password for all online accounts. Cyber criminals have techniques for cracking passwords. The more complex your passwords, the better!

I have never used a discussion board or uploaded an assignment to a LMS, and I'm nervous I won't be able to.

Answer: Sometimes getting started is the hardest part. Be sure you know how to access the LMS, then login and take a look around. Read posts provided by other students. If you still feel uncomfortable, let me know and we'll look at it together.

I don't understand why I have to go to the trouble of looking up an article in a periodical database when I have the Internet at my finger tips.

Answer: The Internet does bring information to our finger tips quickly, but it can be difficult to determine the author of information you find online. A credible article in a database usually meets certain criteria for inclusion and is typically reviewed for quality. Database records also make it easy to determine whether the article is timely and what the author's credentials are.

d. Writing Reflection

- Have students complete the *How do You Measure Up?* quiz at the beginning of this chapter. Have students note their answers and provide a brief explanation of their responses. For items that they marked “don't know” or “disagree,” students should explain how they are going to work on their skills.

- Use the Chapter Review activities in this chapter as an opportunity for students to reflect on chapter topics. This is a great opportunity for them to express themselves by writing and discuss how these topics affect them. Consider establishing a dialog between you and the student and provide an avenue for personal questions.

e. Web Resources

Online Courses <http://www.elearners.com/back-to-school/back-to-school/getting-ready-for-your-online-course.asp>

This site provides advice on preparing for and being successful in online courses.

Learning Management Systems

<http://campustechnology.com/articles/2010/07/01/mission-critical-selecting-the-right-lms.aspx>

This article discusses the purpose, functions, and future directions of LMSs.

Strong Passwords <http://www.microsoft.com/protect/fraud/passwords/create.aspx>

Microsoft provides advice for creating complex passwords that you can remember, tips for keeping your passwords secure, and a password checker designed to tell you the strength of your password.

Information Literacy http://www.webs.uidaho.edu/info_literacy/

This site, provided by the University of Idaho, offers modules for learning about information literacy.

Information Literacy Definitions <http://infolit.org/definitions/>

This site defines important terms related to information literacy, such as information communication and technology literacy, digital literacy, and financial literacy.

Critically Analyzing Information Sources

<http://olinuris.library.cornell.edu/ref/research/skill26.htm>

The Cornell University Library guidelines for evaluating sources start with an initial appraisal of the source followed by a content analysis.

f. For More Information

Welsh, Teresa & Wright, Melissa. (2010) *Information literacy in the digital age: An evidence-based approach*. Neal-Schuman/Chandos Publishing

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. When preparing to register for classes online, you should have a
 - a. “plan A.”
 - b. “plan B.”
 - c. Both a and b
 - d. None of the above
2. A strong password has
 - a. 2-4 characters.
 - b. 1-5 characters.
 - c. 6 characters.
 - d. 8-14 characters.
3. LMS stands for

- a. Learning Management Standard.
 - b. Library Management Science.
 - c. Learning Management Science.
 - d. Learning Management System.
4. LMSs are used in
- a. face-to-face classes.
 - b. hybrid courses
 - c. online courses.
 - d. All of the above
5. Thinking critically about what you see in magazines is an example of
- a. digital literacy.
 - b. media literacy.
 - c. computer literacy.
 - d. cultural literacy.
6. Library card catalogs have been replaced with
- a. the Internet.
 - b. online public access catalogs.
 - c. electronic books and e-readers, like Kindle.
 - d. None of the above.
7. Information in a _____ database meets certain criteria for inclusion and is reviewed for quality.
- a. computer
 - b. Excel

- c. periodical
 - d. internet
8. Wiki is a Hawaiian word for
- a. quick.
 - b. research.
 - c. beach.
 - d. Internet.
9. We are living in the
- a. Information Age.
 - b. Industrial Age.
 - c. Agricultural Age.
 - d. Middle Ages.
10. LMSs may include
- a. discussions.
 - b. quizzes.
 - c. course readings.
 - d. All of the above

True/False

11. If you register for classes online, there is no need to consult your academic adviser.
12. You can add or remove courses from your schedule anytime during the term.
13. You should change your online bank account password at least once a year.
14. Learning Management Systems are used in face-to-face classes.
15. Online public access catalogs can only be searched from the library.

Short Answer

16. List three things to remember as you prepare to register for classes online.
17. List two characteristics of secure passwords.
18. What are two questions you should ask yourself before enrolling in an online course?
19. List two ways to build information literacy skills.
20. List two examples of electronic resources.

Essay

21. Reflect on your experience registering for classes for this term. Did you get into the courses you hoped to? Did an academic adviser assist you in choosing courses? What will you do differently when you register for classes in the next term?
22. Assume that you have been assigned a research paper on a topic of your choice. Explain what information literacy skills would help you gather your research material.
23. Explain how one becomes information literate and why it is important in today's society.
24. Explain why keeping your personal information protected online is important. How do you keep track of all the online accounts you set up? After reading this chapter will you change the way you create your passwords? Explain your answers.
25. What does it mean to live in the Information Age? How does it affect your life and career goals? Do you feel that your information literacy skills are adequate? If not, develop a plan for improving specific skills.

Chapter 9 Answer Key

1. c, p. 111
2. d, p. 111
3. d, p. 112
4. d, p. 112
5. b, p. 114
6. b, p. 116
7. c, p. 116
8. a, p. 117
9. a, p. 114
10. d, p. 112
11. False, pp. 110-111
12. False, p. 111
13. True, p. 111
14. True, p. 112
15. False, p. 116
16. Answers will vary: talk to your academic adviser; use the course schedule or catalog to develop a “plan A,” a “plan B,” and perhaps a “plan C”; know your institution’s drop/add policies. p. 110
17. Passwords should be between eight and fourteen characters and a combination of numbers, uppercase and lowercase letters, and special characters. P.111
18. Answers will vary: Does your institution allow on-campus students to take online courses; Does your institution offer a self-assessment to help you determine whether an online course is right for you; Do you have regular access to the

technologies needed; Are you good at managing your time, setting schedules, and working through glitches; Are you comfortable reading online help manuals, directions for assignments, and talking to individuals providing technical support p. 113

19. Answers will vary: Know how to find the information you need; Learn how to interpret the information you find; Have a purpose. pp. 114-115

20. Answers will vary: Library catalogs; Periodical databases, The Web. p. 116

Step 5. Preview for Next Class Chapter 10: Managing Money

Remind students that the next class will be about managing money. They should read the chapter carefully in preparation for the next class. Ask students to use their critical thinking skills to imagine their financial situation in ten years, basing their forecasts on how they currently handle money. Ask them to draft a list of changes in their current financial habits they would need to make in order to be assured of a stable income down the road. Tell students you will begin the next class with a discussion about managing personal finances.

Chapter 10: Managing Your Money

Chapter Teaching Objectives

1. Introduce the concept of living on a budget.
2. Help students understand their financial aid options.
3. Discuss the importance of achieving a balance between working and borrowing
4. Help students understand how to manage credit wisely.

Timing of Chapter Coverage

As the term comes to a close your students may be (or should be!) thinking of how they are going to manage their finances in the coming year. This is the perfect time to have students evaluate their current financial situation and plan for the future. While some students may already have the responsibility of managing their own money, others may still rely on family support. Keep those differences in mind as you cover the material in this chapter.

About This Chapter

Money can be a sensitive discussion topic, but this chapter provides basic information and suggestions for managing one's financial situation in college. If students were not exposed to budgeting techniques in high school or at home, the concept can seem rather foreign. However, to avoid graduating with huge amounts of debt, students must get a handle on how to manage their money, get and keep financial aid, and secure affordable student loans.

Living on a budget sounds simply enough, but your students may not know where to start. You can expect that some students will need prompting to examine their current living costs, make cuts where necessary, and develop a budget they can really live by. Understanding all of the student aid options and procedures can be daunting, especially if someone else, e.g., a parent, took care of it prior to admission to the institution. Students need a working knowledge of what kinds of aid they already have, what it is contingent upon, and when they need to take action to get new forms of aid or renew existing aid.

Many college students work to supplement their income. Achieving a balance between working and taking out loans or using credit cards is important. Help students understand the advantages and disadvantages of working while in college. Even for students who work, student loans are often necessary to make ends meet. There are numerous types of loans with different repayment options, etc. While students may not be worried about repaying these loans right now, it is important that they understand how the financial decisions they are making now will affect life after graduation. Using credit cards can help students build their credit history, but they can also be a slippery slope. Help students understand how credit cards work and why managing credit is essential to future success.

Suggested Outline for Addressing Topics in Chapter 10

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion

- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test

Step 5 Preview for next class

Expanded Lesson Plan

Step 1. Lecture Launchers and Ice Breakers

To get the conversation started, have students think back over the time since the last class meeting. Have them note what they did, where they went, and most importantly how much money they spent (\$40 in gas money to go home for the weekend, \$3.60 at the

coffee shop, etc.). Did they think of everything? Do they keep track of small purchases? How does this relate to developing a budget?

Step 2. Classroom Activities

a. Lecture

Review from Last Class:

Students were told that the next class would be about managing their finances. Students should have reviewed the chapter content carefully and be prepared to share something they learned with the class. If you asked students to imagine their financial situation in ten years, have each student share at least one habit they need to change in order to be assured of a stable income. What challenges will they face in changing their habits?

Where can they go for help in managing their finances?

Develop a mini-lecture

Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Living on a budget
2. Cutting costs when necessary
3. Types of financial aid

4. Qualifying for financial aid
5. How to avoid losing financial aid
6. The advantages and disadvantages of working
7. Understanding student loans
8. Understanding credit and debit cards

b. Discussion

- Have students review the opening vignette in this chapter. Discuss Jeff's financial situation. Ask students to talk about how they currently manage their money. At any given moment do they know how much money is in their checking or savings account? Do they keep track of it by balancing a check book, by using online banking services, or does someone else, maybe a parent, take care of it for them? How can they avoid unnecessary debt?
- Invite someone from the financial aid office to come and talk with your students. How much does it really cost to attend your institution each year? What are the most common reasons students lose their financial aid package? What should students do if they have a question about their financial aid? What kinds of scholarships and grants are available at your institution? Helping students make a connection with someone from the financial aid office may help them feel more comfortable calling on that office for assistance in the future.
- Identity theft is becoming more frequent and often takes a lot of persistence to correct. Have any of your students had their identity stolen or do they know someone

else that it has happened to? Discuss the situation. Remind students that they should protect their social security numbers and monitor their credit history.

c. Group Activities

- Divide students into five groups. Assign each group a type of financial aid (need-based scholarships, merit scholarships, grants, work-study, and cooperative education). Using the text and other resources, e.g., your institution's website, have students research what is available at your institution, what the requirements are, how to apply, etc. Have each group report out their findings.
- Divide students into groups, have each group do internet research for the best and worst student credit card deals in terms of annual fees, interest rates, fees, etc. Have each group report their findings for at least 2 different cards.
- Have students think about their experiences as a new college student in terms of managing their finances. Divide students into groups and have each group develop a generic, but realistic budget to share with next year's incoming first-year students. What do they wish they had known? What do new students need to think about when starting college?

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their first-year seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- Lead a discussion about common expenses that most college students include in their budgets. How did you the transition from depending on someone else to provide financial support to managing your own money? Consider sharing a personal experience that will help students relate to this topic.
- As a more experienced college student, give your class practical advice about navigating the financial aid options at your institution. Do you get more information by calling or emailing the financial aid office? Does the website provide all of the information you need to make informed decisions? How do you manage your financial aid package?

e. Case Studies

Jennifer

During Jennifer's first college year, she and her friends had a weekly trip to the mall. Most of the time they would just hang out, but Jennifer had applied for several store credit cards. It didn't seem like a big deal. She would buy a few things each week and the card made it really easy. Jennifer had a work study job on campus but with all her other bills she was having a hard time paying the store card payments. At the end of the semester she had \$2,000 in credit card debit and was two months behind making the minimum payments.

Discussion Questions

1. How could Jennifer have avoided this situation?
2. What are the consequences of Jennifer's careless financial behavior?
3. What can Jennifer do to correct her situation?

4. How might this situation affect Jennifer's college success?

Nick

Nick was having a great year, he really liked his roommate, he was playing intramural soccer, and his classes weren't too bad. But he had dropped one math class because he felt like he was in over his head. That left him with only 9 credit hours for the term. He hadn't told his parents because he knew they would be upset, but things had been going so much better since he wasn't dealing with the stress of that class. Nick did not check his campus mailbox very often, but when he did he found several notices from the financial aid office. His financial aid package had been canceled for the upcoming term.

Discussion Questions

1. What caused Nick to lose his financial aid package?
2. How might this situation affect his college success?
3. Which campus resources could help him resolve this situation?
4. What should Nick have done differently?

f. Video

Show the video on the Student Center www.bedfordstmartins.com/gardner that corresponds to this topic.

Many of your students are just starting their relationship with loans and debts, credit cards and checks. Credit card services know this and apply a great deal of advertising to secure student accounts. Students are rewarded for using the card. They get points and gifts and dollars back... and only have to make minimum payments. For many,

this adventure with discretionary spending is further complicated by a building college loan debt.

It can all be too much for some. It can be a source of great anxiety and depression for many students. Debt problems can take many months--even years--to repair; time that should be focused on academic matters.

Your students' discussion on money matters, in the company of peers, can help build the knowledge and confidence to deal with credit.

Step 3. Review

a. Wrap Up

Wrap up the session by reviewing the key themes covered in class and in the textbook. Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Create a budget they can live by.
2. Know how to obtain and keep financial aid.
3. Describe different types of student loans.
4. List the pros and cons of working while in college.
5. Explain how to manage their debit and credit cards.

c. Address Common Questions and Concerns

My family never talked about money in public and I'm not comfortable talking about it in class.

Answer: We are going to talk about financial issues that new college students should be aware of, but you don't have to discuss your personal finances in class.

My parents handle this stuff for me and I really don't have to worry about it.

Answer: The decisions you make about how you spend money say a lot about your priorities and goals in life. If you are aware of this and consider it carefully, you are more likely to make good decisions. While you may have family support now, when you graduate you don't want to be left wondering "where to start" when it comes to managing your finances.

It is really hard to stick to a budget.

Answer: It can be difficult to monitor spending. But if you get in the habit of reviewing your budget each week so that you are always aware of your income and bills, you won't be as likely to overspend or get into debt. And it will be easier to save for those items that you really want.

What is the most important point in this chapter?

Answer: Being careless with your financial situation can have serious consequences.

d. Writing Reflection

- Sometimes it hard to distinguish between buying things that you need verses buying things that you simply want. Make a list of the things you have purchased in the last

month. Then determine if each item is a “want” or a “need.” Did you spend more money on things you wanted or things you needed?

- Use the Chapter Review activities in this chapter as an opportunity for students to reflect on chapter topics. This is a great opportunity for them to express themselves by writing and discussing how these topics affect them. Consider establishing a dialog between you and the student to provide an avenue for personal questions.

e. Web Resources

Free Application for Federal Student Aid <http://www.fafsa.ed.gov/>

Students must submit their FAFSA every year to apply for federal and state financial aid.

FastWeb <http://www.fastweb.com>

An online resource to help students search for scholarships with a free scholarship matching service, get student financial aid and find money to pay for college.

U.S Department of Education. 2009-2010. *Funding Education Beyond High School: The Guide to Federal Student Aid*

http://studentaid.ed.gov/students/publications/student_guide/index.html

Managing College Finances <http://www.simpletuition.com/pay-for-college/financial-aid-guides/pay/college-finances-bills/>

This site offers tips and advice for managing finances in college as well as video guides, blogs, and information about student loans.

f. For More Information

Duguay, Dara. (2001). *Please Send Money. A Financial Survival Guide for Young Adults on Their Own*. Naperville, IL: Sourcebooks, Inc.

Knox, Susan. (2004). *Financial Basics: Money Management Guide for Students*. Columbus, OH: Ohio State University Press

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. A budget can
 - a. help you to live within your means.
 - b. help you put money into savings.
 - c. possibly help you invest down the road.
 - d. All of the above

2. The first step of creating a budget is to
 - a. buy something new
 - b. apply for a credit card
 - c. gather basic financial information
 - d. cut costs

3. A fixed expense is one that
 - a. will cost you the same amount each time you pay it
 - b. will only be paid once
 - c. will increase by 10% each month
 - d. none of the above

4. A variable expense is one that
 - a. will only be paid once
 - b. will cost you the same amount each time you pay it
 - c. may change each time you pay it
 - d. none of the above

5. To reduce your expenses you can
 - a. embrace second-hand goods
 - b. use low-cost transportation
 - c. avoid unnecessary fees
 - d. All of the above

6. A need-based scholarship can be based on
 - a. age and wisdom
 - b. budgeting skills
 - c. future career choice

d. talent and financial need

7. Merit scholarships are based on

a. level of financial need

b. talent

c. work study jobs

d. grant support

8. Work-study jobs

a. are reserved for students with financial need.

b. pay students to work on campus.

c. are included in the overall financial aid package.

d. All of the above

9. Cooperative (co-op) education allows

a. students to take classes at a different institution

b. students to take a term off with unpaid work

c. students to take a term off with paid work

d. students to work on campus

10. FAFSA stands for

a. Free Association for Federal Student Aid

b. Free Application for Federal Student Aid

c. Free Application for Financial Stimulus Aid

d. Free Application for Federal Student Association

True/False

11. It is a good idea to file for financial aid every year.
12. Subsidized federal student loans are backed by the government.
13. PLUS loans are owned by students, not parents.
14. Private student loans typically have lower interest rates.
15. Using credit cards can help build your credit.

Short Answer

16. List the four steps to create a budget.
17. What are two ways you can cut expenses from your budget?
18. How can you avoid paying extra bank fees?
19. How can you use a credit card to build your credit?
20. What are the benefits of using a debit card?

Essay Question

21. As you consider your finances, what do you think will be your biggest challenge to living on a budget, for example, buying new music, clothes, etc? How can you overcome this challenge?
22. What is your “spending philosophy?” Easy come, easy go? A penny saved is a penny earned? Describe your approach to spending and saving money.

Chapter 10 Answer Key

1. d, p.122
2. c, p. 122
3. a, p. 122
4. c, p. 122
5. d, p. 123
6. d, p. 124
7. b, p. 124
8. d, p. 125
9. c, p. 125
10. b, p. 125
11. True, p.126
12. True, p.129
13. False, p. 129
14. False, p. 129
15. True, p.130
16. Answers will vary: gather basic information; build a plan; do a test run; make adjustments. p.122-123
17. Answers will vary: recognize the difference between needs and wants; share expenses; consider the pros and cons of living on campus; use low-cost

transportation; seek out discount entertainment options; embrace second-hand goods; avoid unnecessary fees. p. 123

18. Answers will vary: avoid making late payments on credit cards and other bills; set up online automatic payments p. 123

19. Use a credit card once a month and pay the balance as soon as the bill arrives. p. 131

20. Answers will vary: you don't always have to carry cash; your purchases will be limited to the funds in your account. p. 131

Step 5. Preview for Next Class Chapter 11. Appreciating Diversity

Tell students that the next class will be about diversity. At this point, students might have identified some majors that interest them. Have students use your campus's course catalog to identify courses in majors that focus on the topics of multiculturalism and diversity. Students should be prepared to share their findings in class.

Chapter 11: Appreciating Diversity

Chapter Teaching Objectives

1. Discuss diversity and the value of exposing yourself to new experiences.
2. Illustrate why learning about different forms of diversity is important.
3. Discuss the role colleges play in promoting diversity.
4. Help students identify and cope with discrimination and prejudice on campus.

Timing of Chapter Coverage

You may teach this chapter at any time during the term. It is probably best to give your students a chance to become acquainted with one another before discussing a topic as sensitive as this one.

About This Chapter

Teaching issues of diversity in any American classroom is very challenging. It's a subject of great intellectual depth, but there are also many emotional issues surrounding the topic. The trick is to teach the material in such a manner that the emotions become a part of the intellectual understanding that students will develop. This is not easy and will require you to be in touch with your own emotions as you deal with this topic.

While the emphasis is on diversity in this chapter, it is as important to stress the dynamic nature of the issues. An emphasis on social change is critical. Students will

benefit more if they come to an understanding that what they know, what they learn, and what they believe will be challenged by changes in all of the variables. It is the ability to recognize change and handle it in an appropriate manner that will be a major indicator of a well-educated person.

Diversity and Social Change

The assumptions underlying this chapter reflect the authors' experience of teaching this subject for many years, and the challenges of leading students to a "deep learning" of the issues. Some, but by no means all, of the assumptions of this chapter are:

- Race is one of the most compelling ideas in American society. This is a long-standing situation, based on perceptions of complexion and other physical characteristics.
- Students have very limited understanding of concepts of ethnicity.
- Students have even less understanding of immigration and immigrant experiences. In some cases, recent immigrants may have been refugees who suffered painful experiences in reaching America.
- Students have little notion of the dynamic nature of population composition and social change.

Contemporary students in American colleges and universities are much more diverse and complex than any groups of students in recent history. While we have a tendency to make generalizations about various groups, and students will often make generalizations about themselves, there is virtually no description that will be accurate or adequate for any one individual. The exercises in this chapter may be seen as challenging. The real challenge, however, is not in any particular exercise. The challenge facing us is

that of creating a new world, a society in which the capacity to learn across social barriers will open extraordinary opportunities to every student.

Suggested Outline for Addressing Topics in Chapter 11

Step 1 Begin with a lecture launcher or icebreaker activity

Step 2 Employ a variety of classroom activities

- a. Present a lecture
- b. Lead a discussion
- c. Involve students in a group activity
- d. Involve peer leaders
- e. Engage students through case studies
- f. Present a video

Step 3 Review

- a. Wrap up
- b. Check for understanding
- c. Address common questions and concerns about the topic
- d. Writing reflection
- e. Web resources
- f. For more information

Step 4 Test**Step 5 Preview for next class****Expanded Lesson Plan****Step 1. Lecture Launchers and Icebreakers**

Begin by finding out the perceptions of your students regarding diversity. Ask them what diversity means to them. Have they had experience with people who are racially or ethnically different than they are? What was it like? Was it a positive or negative experience? What about the next time they interact with people that are different than they are? Will they deal with it differently?

Step 2. Classroom Activities***a. Lecture*****Review from Last Class**

Students were reminded that the next class was about diversity. If you chose to have students use the course catalog to identify majors that focus on the topics of multiculturalism and diversity, have each student share their findings. Are they interested in pursuing any of the majors on the list? Why do they think academic departments have included these subjects in the curriculum? How would studying diversity and multiculturalism help students to prepare for the fields of their choice?

Develop a Mini-Lecture Focus on the key lesson themes to meet the chapter teaching objectives. Use the PowerPoint presentations in the Instructor Resources section of the Student Center www.bedfordstmartins.com/gardner to complement a mini-lecture on all or some of the lesson topics. Use the other classroom activities to support your mini-lecture or as a method to teach some of the other topics.

Focus on Key Lesson Themes

1. Understanding Diversity
2. The Sources of Our Beliefs about Diversity
3. Challenging Yourself to Experience Diversity
4. Ethnicity, Culture, Race, and Religion
5. Other Forms of Diversity
6. Diversity in Higher Education and on Campus
7. Discrimination, Prejudice, and Insensitivity on College Campuses

b. Discussion

- Have a class discussion about diversity on your college campus. Where do they think diversity is encouraged? Where do they think it might not be encouraged? Ask students to discuss sources of meeting different people and whether those groups would help them explore diversity. Discuss fraternities, sororities, clubs, political organizations, etc.
- Have students review the opening vignette in this chapter. Ask students to think about their experiences with diversity. Up to this point have they given much thought to the

differences in the age of their classmates? What challenges might older students returning to college after a long break face?

- Ask students to define and discuss bias, stereotyping, and prejudice. What are the sources of these attitudes and beliefs? Where do they start?

c. Group Activities

- After defining ethnicity, culture, and race for the class, ask students to take a few minutes to write down attributes of their cultural background using food, language, ceremonies, clothing, and arts as unifying themes. Then divide the class into small groups and have them share their experiences and make a list of interesting examples of cultural traditions. Consider having each group share their list with the whole class.
- Divide the class into small groups. Assign each group a form of diversity such as age, learning disabilities, gender, and sexual orientation. Have each group discuss how these forms affect them and others. Have them generate a list of challenges that their assigned group faces, as well as, ways others can be more open minded toward that group. Have each group present their conclusions to the entire class.
- Assign students into small groups of three or four. Have your students learn more about the experience of slavery directly from those who went through that era. Ask them to log on to the Internet at <http://memory.loc.gov/ammem/snhtml/> and go to the narratives of former slaves. Have them select two men and two women and read their accounts. Then, ask them to describe for the class their own perceptions of the experience of slavery based on these accounts.

d. Peer Leader Assistance

These exercises are identified for classes that are using peer leaders to co-teach their freshman seminar. The instructions are directed toward the peer leader; instructors, however, can use these exercises themselves by changing them slightly to have a more instructor approach.

- Share your personal experiences interacting with others from diverse backgrounds. Talk about your comfort level before college and any changes you experienced coming to a college environment. Explain why diversity is so important to your college education. How will it help you in your future workplace?
- Plan a field trip to the cafeteria or food court. Have students analyze patterns of social affiliation during the lunchtime hours (usually 11:00 a.m. to 1:00 p.m.) Ask them to observe where people sit, with whom they sit, and their patterns of interaction. See if they can identify those sections of the cafeteria often occupied by different social groups (athletes, fraternities, sororities, commuters, international students, minority students, and others). Have them write an essay on at least two of these groups on the subject, “Why (group A) and (group B) always sit together for lunch.”

e. Case Studies

Renee

Renee’s English teacher stops her at the end of class and asks if they can set up a meeting. Naturally, Renee is a bit apprehensive; most student-teacher conferences seem to focus on problems. But when she arrives for the meeting, Renee is pleasantly surprised—at first. Her teacher says, “I just wanted to compliment you on your writing skills. You are doing beautifully in my class....” Renee is about to thank her teacher

when she hears the next words: “...for an African-American student.” Renee is stunned and speechless. She doesn’t know what to say. She gets up, turns, and walks out the door without saying anything. Her eyes become teary as she quickly moves toward the door of the building and heads for her next class.

Discussion Questions

1. Why do you think Renee’s teacher would say something like that?
2. Was Renee overreacting to the statement? Explain your answer.
3. Did Renee do the right thing by walking out of the office without saying a word? What else could/should she have done to explain her feelings?
4. Was there a lesson for the teacher here? If so, what was it and how could Renee help her understand it?

Professor Harris, James, Christina, and Ty

In a college success course, Professor Harris announces that two members of the Gay and Lesbian Student Association will be visiting class at the next meeting. One student, James, says, “What are they going to do, try and convert us?” Another, Christina, says, “It’s against my religion.” Ty chimes in, “I refuse to be in the same room with them.” The other students simply sit there and stare at one another.

Discussion Questions

1. Should Professor Harris abort the plan to invite the students? Explain.
2. Should Professor Harris explain why it’s important to invite the students? How would she justify this?

3. Apart from the statements made by James, Christina, and Ty, what do you think was going on in the minds of most students in this class when Professor Harris made the announcement? What would you say made them think or feel this way?
4. How would you react if you were in the class? Explain.

f. Video

Show the video on the Your College Experience Student Center

www.bedfordstmartins.com/gardner that corresponds to this topic.

You'll notice the punk student in this clip looks surprised and pleased to see the intellectual girl standing next to him. There is an exercise called the Social Barometer where students are repeatedly grouped by various questions from the moderator. The groups change and shift with each question. Students are surprised.

Students will go on to work with many different types of people. The diversity they encounter will not always be easy to discern. There will be less obvious differences, among classmates and co-workers.

And it will be surprising--often in ways that can energize. Talking about some of the stereotypes used in this scenario, or similar differences of a lighter nature, can help us develop skills to talk about the larger diversity issues in our society. This classroom discussion can help your students appreciate the needs and positions of others in their community.

Step 3. Review

a. Wrap up

Wrap up the session by reviewing the key themes covered in class and in the textbook.

Provide feedback to any areas that need additional clarification.

b. Check for Understanding

Did your students meet the objectives? If so, they should be able to do the following:

1. Define the following terms as they relate to diversity: culture, ethnicity, race, age, sexual orientation, physical ability, and gender.
2. Explain why it is important to learn about various groups.
3. Identify at least two ways that your college promotes diversity on your campus.
4. Define characteristics of discrimination and prejudice.
5. Describe how you can avoid/cope with discrimination and prejudice on campus.

c. Address Common Questions and Concerns of First-Year Students:

I'm afraid I'll say something that will offend someone of another race.

Answer: It will happen and sometimes you may not even know it. Use common sense and work on building a relationship with someone you like. Don't go out of your way to be friendly with other minority students if you really have little in common with them.

Ask yourself, "Would I be friends with this person if he or she were from the same culture as I am?"

I don't think I'm part of any cultural group.

Answer: Everyone is part of some cultural group. It might be interesting to ask members of your family where your ancestors came from. You may discover that, rather than being part of one group exclusively, you are actually a mixture of several.

Is it okay to refer to people by race?

Answer: People from different countries usually categorize themselves by their homelands, not by race. Words such as “black” and “negro,” used at various times in our history, have given way to the concept of “African-American,” which more closely defines a group of people by its place of origin. As you well know, some “black” students are not very black at all, and the word “negro” is considered a demeaning term used in the last century and earlier.

Are students of one culture naturally smarter than students of another?

Answer: Not at all! You will find students of above-average intelligence in all cultural groups, just as you will find students who are average or below average. Because African-Americans were deprived for years of schooling comparable to their white counterparts, many thought they were not capable of learning. Few, if any, believe that today.

I get nervous when someone of my sex starts acting in a way that makes me think he or she is gay. I'm not gay and I don't want to be involved with gay people.

Answer. Gays and lesbians make up around 10% of the population, according to some estimates. So it's almost impossible to isolate yourself from this group. Gays and lesbians are the last group to “come out” and defend their right to enjoy all of the opportunities and privileges of the straight majority. Remember, most gays and lesbians won't be

interested in you sexually. Are you madly in love with everyone of the opposite sex you meet? We hope not.

Older students are threatening because they are more serious about their studies and “raise the bar” in classes they attend. How can I survive with them in my classes?

Answer: Think a moment about the added demands on older students that you don't have to concern yourself with: keeping house, earning a living, raising a family, caring for elders and children, and so forth. Sure, they're going to work hard; they've invested lots of time and energy into getting a college degree. Instead of feeling challenged by them, get to know them. You'll learn a lot.

d. Writing Reflection

- Students will have fun seeking campus events that have multicultural themes. As an assignment, have them attend an event on their own or with classmates. Have students write a short essay about their experience.
- Have students attend an orientation event from a campus organization. Have them write a short essay reporting on what they experienced. Do they think the group will help them explore diversity?
- Based on the data from the 2010 census of the American population, have your students analyze the racial and ethnic composition of their hometown, county, and state. They can do this by going to <http://quickfacts.census.gov/qfd>. They can then follow the prompts to locate their home state, county, and city. Have them review the year 2010 data for each unit and write an essay on the racial and ethnic composition of each unit, making sure they discuss its significance in their lives. If possible,

consider asking them to find similar data for the 2000 census and compare the two periods of time.

- Every American comes to understand that people are treated differently based on their skin complexion. Have students write a brief essay describing their memory of when they first realized people are treated differently because of their complexion. Ask them to describe what that experience meant to them or you could generate a classroom discussion on this topic.

e. Web Resources

Race and Campus Climate www.diversityweb.org/digest/Sm97/eloquently.html

Written by Mary K. Rouse, Dean of Students, and Roger Howard, Associate Dean of Students, at the University of Wisconsin–Madison, this essay explores the racial climate on their campus and how it has changed over time.

The Prejudice Institute www.prejudiceinstitute.org

The Prejudice Institute bills itself as “a resource for activists, lawyers, and social scientists...devoted to policy research and education on all dimensions of prejudice, discrimination, and ethnoviolence.” It features free fact sheets about topics relating to prejudice, as well as an article examining the sociopolitical conditions in America post-September 11th.

Understanding Prejudice <http://www.understandingprejudice.org/demos/>

This website offers interactive web-based exercises and demonstrations on prejudice, discrimination, multiculturalism, and diversity issues. Discussion questions and related resources are provided for each topic.

Understanding Stereotypes

<http://school.discovery.com/lessonplans/programs/stereotypes>

Although this lesson plan is geared toward high school students, it is easily adapted to the college classroom. The included web links—historical timelines for various ethnic group, and several pages on tolerance—should prove useful as well.

How Race Is Lived in America **www.nytimes.com/library/national/race**

This series of articles by *The New York Times* is based on the premise that race relations are being defined less by political action than by daily experience. It includes archival articles and a list of resources found on the Internet. Free registration is required.

More Helpful Links

- **www.edchange.org/multicultural** A Multicultural Pavilion offering resources and dialog about multicultural issues
- **www.fi.edu/learn/hotlists/blackhistory.php** 27 links to black history web sites
- **www.columbia.edu/cu/lweb/indiv/southasia/cuvl** South Asia Resource Access provides links to Asian interest web sites
- **www.chcp.org** Chinese historical and cultural project which promotes Chinese American culture
- **http://hirsch.cosy.sbg.ac.at/www-virtual-library_culture.html** Various links to different cultural web sites

f. For More Information

- Bonilla-Silva, Eduardo. (2003). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Lanham, MD: Rowman & Littlefield.
- Griffin, John Howard. (1996). *Black like me*. New York: Signet Classics.
- Hollinger, David A. (2000). *Postethnic America: Beyond multiculturalism*. New York: Basic Books.
- Marcus, Eric. (1999). *Is it a choice – revised edition: Answers to 300 of the most frequently asked questions about gays and lesbians*. San Francisco, CA: Harper San Francisco.
- Von Loewe Kreuter, Gretchen. (1996). *Forgotten promise: Race and gender wars on a small college campus*. New York: Knopf.

Step 4. Test

Test Questions

Multiple Choice

Choose ONE answer per question.

1. _____ is the variation of social and cultural identities among people existing together.
 - a. Diversity
 - b. Ethnicity

c. Racism

d. Multiculturalism

2. _____ are parts of culture.

a. Traditions and foods

b. Language and clothing styles

c. Artistic expression and beliefs

d. All of the above

3. The terms *ethnicity* and *culture*

a. mean the same thing.

b. have different definitions.

c. are used interchangeably.

d. Both b & c

4. Recognizing that the national language of Brazil is Portuguese not Spanish, is being aware of the differences between what type of groups?

a. race

b. ethnic

c. multicultural

d. None of the above

5. Generally, ethnicity is a quality assigned to a specific group of people who are historically connected by

a. biological foundations.

b. language.

c. common national origin.

d. Both b & c

6. Race refers to _____ shared by groups of people.

a. biological characteristics

b. language

c. country of origin

d. ethnicity

7. Recognizing that a person with black, tightly woven hair texture could be from African, Cuban, or Puerto Rican decent is recognizing that some groups

a. can be generalized based on race.

b. share some biological features but are ethnically different.

c. share cultural differences but are ethnically alike.

d. share racial differences but are ethnically alike.

8. The following have to do with diversity.

a. Race and Ethnicity

b. Sexual Orientation

c. Learning and Physical Abilities

d. All of the above

9. Being multicultural means to
- a. change your culture to include another one.
 - b. discriminate against multiple cultures.
 - c. become more culturally aware and open to differing views.
 - d. combine many cultures into one.

10. Acts of discrimination and prejudice

- a. should be taken seriously.
- b. can bring student groups together toward denouncing hate.
- c. does not happen on college campuses.
- d. Both a & b

True/False

11. One common ethnic characteristic shared by all Latinos is the Spanish language.
12. It is risky to make generalizations about someone's racial group affiliation.
13. Race refers to a quality assigned to a specific group of people historically connected by a common national origin or language.
14. Education about diversity can increase problem-solving skills.
15. It is acceptable for a college organization to dress up and make fun of other groups during Halloween.

Short Answer

16. If a friendship with another is affected by differing values, what should you do?
17. The term _____ refers to the active process of acknowledging and respecting social groups, cultures, religions, races, ethnicities, attitudes, and opinions.
18. List five different forms of diversity.
19. List three ways we acquire our biases and beliefs.
20. List three ways in which colleges and universities can promote multiculturalism in higher education.

Essay

21. Do you believe colleges and universities should play an active role in educating students about diversity? Why or why not?
22. How does the information in this chapter differ from what you previously heard about race, culture, and ethnicity?
23. What do you feel are the benefits of living in a diverse society? How do these benefits directly apply to your life?
24. Write a community covenant or university creed that protects students from discrimination, prejudice, and insensitivity on your university campus. Develop a plan of action that could result in your university making this creed or covenant an institutional policy.
25. Why and how does diversity enrich us all?

Chapter 11 Answer Key

1. a, p. 136
2. d, p. 138
3. d, p. 138
4. b, p. 138
5. d p. 138
6. a, p. 138
7. b, p. 138
8. d, pp. 138-139
9. c, p. 136
10. d, p. 143
11. False, p. 138
12. True, p. 138
13. False, p. 138
14. True, p. 140
15. False, p. 142-143
16. Answer may vary slightly: be tolerant/open-minded. pp. 136-137
17. multiculturalism, p. 136
18. Answers will vary: Through a negative experience or series incident involving members of a particular group; Hearing repeatedly that a particular group behaves a

certain way; Growing up in an environment where dislike/distrust of a certain group is openly expressed; Differing values. pp. 138-139

19. Answers will vary: Ethnicity; culture; race; age; learning abilities; physical abilities; gender; sexual orientation. pp. 136-137

20. Answers will vary: Offering courses with a diversity focus; Hiring a more diverse faculty; Providing support services departments to increase academic access for certain groups (such as multicultural centers, women's resource centers, etc.); Allowing groups to form on campus (such as student-run organizations; fraternities and sororities; career/major groups; political/activist organizations; special-interest groups.) pp. 140-143

Step 5. Preview for Next Class Chapter 12: Majors and Career

Choices

Tell your students that the next class will be about majors and careers and making the right choices. Have them do some self-reflecting prior to coming to class. If you decide to have students complete a career inventory test at your campus career center or online, tell students to bring their results to class.