

Cornerstone

Creating Success Through Positive Ch^Ange

SIXTH EDITION



mystudentsuccesslab
www.mystudentsuccesslab.com

Connect. Practice. Personalize.

**Train Your Brain to
Learn New Things!** CHAPTER 7

**Paying for College –
Insider Tips** CHAPTER 11

**Practical Strategies
That Will Change
Your Life!** CHAPTER 1

- Careers
- Relationships
- Setting Goals

Robert M. Sherfield **Patricia G. Moody**

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

CORNERSTONE



Creating Success Through Positive Change

ROBERT M. SHERFIELD
College of Southern Nevada
PATRICIA B. MEODY
University of South Carolina

常州大学图书馆藏书章

PEARSON

Boston • Columbus • Indianapolis • New York • San Francisco • Upper Saddle River
Amsterdam • Cape Town • Dubai • London • Madrid • Milan • Munich • Paris • Montreal • Toronto
Delhi • Mexico City • Sao Paulo • Sydney • Hong Kong • Seoul • Singapore • Taipei • Tokyo

Executive Editor: Sande Johnson
Development Editor: Jennifer Gessner
Editorial Assistant: Clara Ciminelli
Vice President, Director of Marketing:
Quinn Perkson
Marketing Manager: Amy Judd
Production Editor: Janet Domingo

Editorial Production Service: Elm Street
Publishing Services
Manufacturing Buyer: Megan Cochran
Electronic Composition: Integra Software Services
Pvt. Ltd.
Interior Design: Carol Somberg
Cover Designer: Linda Knowles

For related titles and support materials, visit our online catalog at www.pearsonhighered.com

Copyright © 2011, 2008, 2005, 2002, 2000, 1997 Pearson Education, Inc.

Copyright © 2011 Pearson Education, Inc., publishing as Allyn & Bacon, 501 Boylston Street, Boston, MA, 02116. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, 501 Boylston Street, Boston, MA 02116, or email permissionsus@pearson.com.

Library of Congress Cataloging-in-Publication Data

Sherfield, Robert M.

Cornerstone : creating success through positive change / Robert M. Sherfield, Patricia G. Moody. — 6th ed.
p. cm.

Previously published under title: Cornerstone : your foundation for discovering your potential, learning actively, and living well.

Includes bibliographical references and Index.

ISBN-13: 978-0-13-700757-8

ISBN-10: 0-13-700757-4

1. College student orientation—United States. 2. Study skills—United States. 3. College students—United States—Life skills guides. I. Moody, Patricia G. II. Title.

LB2343.32.S53 2011

378.1'98—dc22

2009042101

Printed in the United States of America

Credits appear on page 383, which constitutes an extension of the copyright page.

10 9 8 7 6 5 4 3 2 1 WEB 13 12 11 10 09

PEARSON

www.pearsonhighered.com

ISBN 13: 978-0-13-700757-8

ISBN 10: 0-13-700757-4

Dedication

We would like to dedicate this book to the *many teachers* throughout our lives who taught us about life, responsibility, and our role in the world. We carry you with us every day.

Louise Lymas
Kitty Carson
Steve Brannon
Dr. Marilyn Kameen
Phil Lynn
Mary Alice Roughton

Neely Beaty
Betty Griffin
Frank Jackson
Dr. Lars Bjork
Dr. Howard Jackson
Dr. Marilyn Neidig

Beverly Jordan
Dick Smith
Dr. Harvey Jeffreys
Ann Wenz
Dr. Leonard Maiden
Audrey Fulford

ABOUT YOUR AUTHORS



**Robert M.
Sherfield, Ph.D.**

Robert Sherfield has been teaching public speaking, theatre, and student success and working with first-year orientation programs for over 25 years. Currently, he is a professor at the College of Southern

Nevada, teaching student success, professional communication, public speaking, and drama.

An award-winning educator, Robb was named **Educator of the Year** at the College of Southern Nevada. He twice received the **Distinguished Teacher of the Year Award** from the University of South Carolina Union, and has received numerous other awards and nominations for outstanding classroom instruction and advisement.

Robb's extensive work with student success programs includes experience with the design and implementation of these programs—including one program that was presented at the International Conference on the First-Year Experience in Newcastle upon Tyne, England. He has conducted faculty development keynotes and workshops at over 350 institutions of higher education across the United States. He has spoken in 46 states and several foreign countries.

In addition to his co-authorship of *Cornerstone: Opening Doors to Career Success* (Prentice Hall, 2009), he has authored or co-authored *Solving the Professional Development Puzzle: 101 Solutions for Career and Life Planning* (Prentice Hall, 2009), *Cornerstone: Discovering Your Potential, Learning Actively, and Living Well* (Prentice Hall, 2008), *Roadways to Success* (Prentice Hall, 2001), the trade book *365 Things I Learned in College* (Allyn & Bacon, 1996), *Capstone: Succeeding Beyond College* (Prentice Hall, 2001), *Case Studies for the First Year: An Odyssey into Critical Thinking and Problem Solving* (Prentice Hall, 2004), *The Everything® Self-Esteem Book* (Adams Media, 2004), and *Cornerstone: Building On Your Best for Career Success* (Prentice Hall, 2006).

Robb's interest in student success began with his own first year in college. Low SAT scores and a dismal high school ranking denied him entrance into college. With the help of a success program, Robb was granted entrance into college, and went on to earn five college degrees, including a doctorate. He has always been interested in the social, academic, and cultural development of students and sees this book as his way to help students enter the world of work and establishing lasting, rewarding careers. Visit www.robertsherfield.com.



**Patricia G.
Moody, Ph.D.**

Patricia G. Moody is Dean Emerita of the College of Hospitality, Retail and Sport Management at the University of South Carolina, where she served on the faculty and in administration for over 30 years.

An award-winning educator, Pat was honored as **Distinguished Educator of the Year** at her college and as **Collegiate Teacher of the Year** by the National Business Education Association. She was also a top-five finalist for the **Amoco Teaching Award** at the University of South Carolina. She received the prestigious **John Robert Gregg Award**, the highest honor in her field of over 100,000 educators.

Pat has co-authored many texts and simulations including: *Solving the Professional Development Puzzle: 101 Solutions for Career and Life Planning*, *Cornerstone: Discovering Your Potential, Learning Actively, and Living Well*, *365 Things I Learned in College*, *Capstone: Succeeding Beyond College*, *Case Studies for the First Year: An Odyssey into Critical Thinking and Problem Solving*, and *Cornerstone: Opening Doors to Career Success*.

A nationally known motivational speaker, consultant, and author, Pat has spoken in most states, has been invited to speak in several foreign countries, and frequently keynotes national and regional conventions. She has presented her signature, motivational keynote address, "*Fly Like an Eagle*" to tens of thousands of people, from Olympic athletes to corporate executives to high school students.

As the Dean of her college, Dr. Moody led international trips to build relationships and establish joint research projects in hospitality. Under her direction, faculty members in her college began a landmark study of Chinese Tourists. Pat now travels the country delivering workshops, keynotes, and presentations on topics such as Managing Change, Working in the New Global Community, The Future of the Future, Student Motivation, and Emotional Intelligence. She also serves as a personal coach for business executives.

PREFACE

Filled with stories of inspiration and activities with immediate impact, this book is founded on the hope that comes with education, goal-setting, and determination. *Cornerstone* motivates students by concentrating on concrete academic and personal strategies which will help them navigate the personal and professional changes they face. Using the overriding theme of change and utilizing Bloom's Taxonomy and SQ3R throughout, it is a text that actually uses reading and critical thinking strategies rather than just talking about them. The sixth edition reflects a deeper focus on self-responsibility, active learning (which is reinforced by its interactive design), and building academic and personal success through positive change. Thoroughly updated, *Cornerstone* now includes a new chapter on Interpersonal Communication (with information on communicating effectively in the digital age), updated and expanded information on money and debt management, and a stronger focus on self-engagement and personal responsibility. A totally revised chapter on critical thinking now uses a "Critical Thinking Wheel" to assist students in understanding and using critical thinking more effectively. The sixth edition also boasts a new and exciting section on "HOW we learn," and "HOW to learn" in the learning styles chapter. *Cornerstone* also now extensively covers the ever-popular and timely topic of information literacy and how to apply the concepts to every class. The final chapter on planning for a career and your future now includes information on writing a winning resume, cover letter, and interviewing with confidence and assertiveness.

NEW TO THIS EDITION:

- ▶ **10 ESSENTIAL CORNERSTONES**—focuses on the 10 most important aspects of one's personal and professional life. These 10 Essential Cornerstones show up throughout the text to help students apply them to everyday situations at school and work.
- ▶ **ETHICAL BEHAVIOR**—A new section and diagram on the Six Ethical Questions asks students to review his or her thoughts and actions on ethical behavior to ensure successful transitions.
- ▶ **HOW TO APPROACH CHANGE IN YOUR LIFE**—a six-step process that allows students to implement change into their lives in a practical and concrete fashion.
- ▶ **INTERPERSONAL COMMUNICATION**—a totally new chapter on interpersonal communication, self-disclosure, getting along with others, and communicating in the digital age.
- ▶ **SELF-DISCIPLINE AND PROCRASTINATION**—new information on self-discipline as related to time management and a new section on simplifying your life, saying no, and a new focus on beating procrastination.
- ▶ **MONEY AND DEBT MANAGEMENT**—totally updated and revised information to reflect today's "new" economy. Includes a new economic readiness assessment that asks students to estimate next semester's costs. New information on loans and how much it costs to repay them. New section called "The Big IF's" offers tips for *if* you have to buy a car; *if* you have to purchase furniture; *if* you have to cut your food expenses; *if* you have to watch how much you spend on family; and *if* you need to cut your fuel costs.
- ▶ **THE WRITING LADDER**—Totally revised chapter on writing and speaking and includes a new, easy to use, Writing Ladder to help students with the college writing process.
- ▶ **SUCCESS STICKERS**—*Cornerstone* will include a sheet of success stickers so that students can tag important information throughout the text to reread, study for a test, mark a great quote, or just tag information he or she finds informative and interesting.

ACKNOWLEDGMENTS AND GRATITUDE

We would like to thank the following individuals at **The College of Southern Nevada** for their support:

Dr. Michael Richards, President
Dr. Darren Divine, Interim Vice President for Academic Affairs
Professor Rose Hawkins, Interim Dean, School of Arts and Letters
Professor John Ziebell, Department Chair—English
Professor Kathy Baker, Assistant Chair—English

We would like to thank individuals at the University of South Carolina, and faculty members at the College of Hospitality, Retail and Sport Management.

Our fondest gratitude to the following **colleagues and friends** who recommended individuals for the features, *Why Read This Chapter . . . from My Perspective* and *from Ordinary To Extraordinary—Real People. Real Lives. Real Change.*

Elaine Richardson, Clemson University
Melanie Deffendall, Delgado Community College
Al Dornbach, ITT Technical Institute, Bensalem, PA
Doug Paddock, Louisville Technical College
Bill Rinkenbaugh, Butler Community College
Lea Redmond, Art Institute of Philadelphia
Tim Quezada, El Paso Community College
Arthur Webb, Oklahoma State University-Stillwater
David Housel, Houston Community College
Nancy Stiller, University of Arizona-Tucson
Kathy Nelson, University of Nevada, Las Vegas
Brian Maitland, Pittsburgh Technical Institute
JoAnne Credle, Northern Virginia Community College
Wistar Withers, Northern Virginia Community College
Cheryl Rohrbaugh, Northern Virginia Community College
Charlie Dy, Northern Virginia Community College
Everett Vann Eberhardt, Northern Virginia Community College
Antionette Payne, Pearson Education
Wendy DiLeonardo, Pearson Education

To the **amazing individuals** who shared their life stories with us for the feature, *From Ordinary to Extraordinary: Real People. Real Lives. Real Change.*

Bill Clayton
Lydia Hausler Lebovic
Dino Gonzalez, M.D.
Vivian Wong
Dr. Wayne A. Jones
Maureen Riopelle
Chef Odette Smith-Ransome
Sylvia Eberhardt

Catherine Schleigh
H.P. Rama
Leo G. Borges
Ricky Britner
Matthew Karres
Mark Jones

To **the marvellous students** who shared their advice and experiences for *Why Read This Chapter . . . from My Perspective*:

Crystal Johnson, College of Southern Nevada, Nevada
Brannon Sulka, Clemson University, South Carolina
Stacy Seals, Delgado Community College, Louisiana
Martin Cram, Butler Community College, Kansas
Eric Despinis, ITT Technical Institute, Pennsylvania
Sakinah Pendergrass, The Art Institute of Philadelphia, Pennsylvania
Thomas Paddock, Louisville Technical Institute, Kentucky
Griffin Jones, Point Park University, Pennsylvania
Fernando Machado, El Paso Community College, Texas
Melissa Von Aschen, University of Oklahoma-Stillwater, Oklahoma
Acacia Jamison, University of South Carolina, South Carolina
Perscilla Renew, Houston Community College, Texas
Kendra Hernandez, University of Arizona-Tucson, Arizona
Alyssa Bucchianeri, University of Nevada, Las Vegas

Our wonderful and insightful reviewers for the Sixth Edition:

Kristina Leonard, Daytona Beach College
Kim Long, Valencia Community College
Taunya Paul, York Technical College
Charlie L. Dy, Northern Virginia Community College
Gary H. Wanamamker, Ph. D., Houston Community College
Jo Ann Jenkins, Moraine Valley Community College
Judith Lynch, Kansas State University
Timothy J. Quezada, El Paso Community College
Cathy Hall, Indiana University NW
Beverly J. Slaughter, Brevard Community College
Peg Adams, Northern Kentucky University
Sheryl Duquette, Erie Community College
Melanie Deffendall, Delgado Community College
Arthur Webb, Oklahoma State University
Stephanie Young, Butler Community College
Tara Wertz, MTI College
Diana Clennan, College of Southern Nevada
Jennifer Huss-Basquiat, College of Southern Nevada
Wayne A. Jones of Virginia State University

Reviewers for Previous Editions whom we recognize with deep appreciation.

Barbara Auris, Montgomery County Community College; Betty Fortune, Houston Community College; Joel V. McGee, Texas A & M University; Jan Norton, University of Wisconsin–OshKosh; Todd Phillips, East Central College; Christian M. Blum, Bryan and Stratton College; James Briski, Katherine Gibbs School; Pela Selene Terry, Art Institute of NYC; Christina Donnelly, York Technical College; Connie Egelman, Nassau Community College; Amy Hickman, Collins College; Beth Humes, Pennsylvania Culinary Institute; Kim Joyce, Art Institute of Philadelphia; Lawrence Ludwig, Sanford-Brown College; Bethany Marcus, ECPI College of Technology; Kate Saywer, Pittsburg Technical Institute; Patricia Sell, National College of Business and Technology; Janis Stiewing, PIMA Medical Institute; June Sullivan, Florida Metropolitan University; Fred Amador, Phoenix College; Kathy Bryan, Daytona Beach Community College; Dorothy Chase, Community College of Southern Nevada; JoAnn Credle, Northern Virginia Community College; Betty Fortune, Houston Community College; Doroteo Franco Jr., El Paso Community College; Cynthia Garrard, Massasoit Community College; Joel Jessen, Eastfield College; Peter Johnston, Massasoit Community College; Steve Konowalow, Community College of Southern Nevada; Janet Lindner, Midlands Technical College; Carmen McNeil, Solano College; Joan O'Connor, New York Institute of Technology; Mary Pepe, Valencia Community College; Bennie Perdue, Miami-Dade Community College; Ginny Peterson-Tennant, Miami-Dade Community College; Anna E. Ward, Miami-Dade Community College; Wistar M. Withers, Northern Virginia Community College; and Marie Zander, New York Institute of Technology; Joanne Bassett, Shelby State Community College; Sandra M. Bovain-Lowe, Cumberland Community College; Carol Brooks, GMI Engineering and Management Institute; Elaine H. Byrd, Utah Valley State College; Janet Cutshall, Sussex County Community College; Deborah Daiek, Wayne State University; David DeFrain, Central Missouri State University; Leslie L. Duckworth, Florida Community College at Jacksonville; Marnell Hayes, Lake City Community College; Elzora Holland, University of Michi-

gan, Ann Arbor; Earlyn G. Jordan, Fayetteville State University; John Lowry-King, Eastern New Mexico University; Charlene Latimer; Michael Laven, University of Southwestern Louisiana; Judith Lynch, Kansas State University; Susan Magun-Jackson, The University of Memphis; Charles William Martin, California State University, San Bernardino; Jeffrey A. Miller; Ronald W. Johnsrud, Lake City Community College; Joseph R. Krzyzanowski, Albuquerque TVI; Ellen Oppenberg, Glendale Community College; Lee Pelton, Charles S. Mott Community College; Robert Rozzelle, Wichita State University; Penny Schempp, Western Iowa Community College; Betty Smith, University of Nebraska at Kearney; James Stepp, University of Maine at Presque Isle; Charles Washington, Indiana University–Purdue University; and Katherine A. Wenen-Nesbit, Chippewa Valley Technical College.

Our Creative and Supportive Team at Pearson

Without the support and encouragement of the following people at Pearson, this book would not be possible. Our sincere thanks to:

Susan Badger Nancy Forsyth Sande Johnson
Amy Judd Quinn Perkson Janet Domingo

Your constant belief in us over the years has been a most cherished gift. We are lucky to know you and are better people because of you. Thank you!

We also thank the following friends at Pearson for their support, dedication and exceptional work: Jenny Gessner, Clara Ciminelli, Antionette Payne, Walt Kirby, Debbie Ogilvie, Alan Hensley, Pam Jeffries, Barbara Donlon, Cathy Bennett, Meredith Chandler, Jeff McIlroy, Matt Mesaros, Connie James, Wendy DiLeonardo, Dave Gessell, Eric Hackanson, Deborah Wilson, Eric Weiss, Julie Morel, Julie Hilderbrand, Dana Dodge, Andrea Iorio, and Richard Rowe.

PEARSON

mystudentsuccesslab™



Succeed in college and beyond!

Connect, practice, and personalize with MyStudentSuccessLab.

www.mystudentsuccesslab.com



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

It can accompany any Student Success text, or be sold as a stand-alone course offering. Often students try to learn material without applying the information. To become a successful learner, they must consistently apply techniques to their daily activities.

MyStudentSuccessLab provides students with opportunities to become successful learners:

Connect:

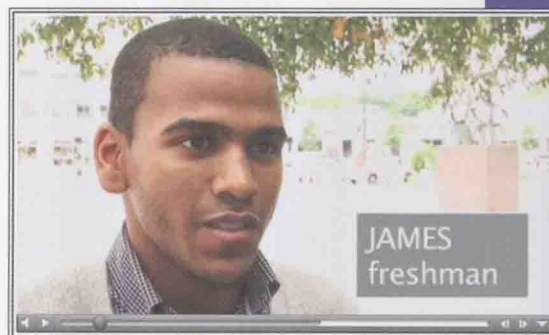
- Engage with real students through video interviews on key issues.

Practice:

- Three skill-building exercises per topic provide interactive experience and practice.

Personalize:

- Apply what is learned to your life.
- Create a personal project that will be graded and can be posted to your portfolio.
- Journal online and set short- and long-term goals.



Resources

- Tools to use: Plagiarism Guide, Dictionary, Calculators, and a Multimedia index of Interactive case studies and activities.

Text-Specific Study Plan

- Chapter Objectives provide clear expectations.
- Practice Tests for each chapter of your text assess your current understanding.
 - Completion of each practice test generates a study plan that is unique to you.
- Enrichment activities identify strengths and weaknesses, provide immediate feedback, and link to additional media.
- Flashcards help you study and review.

Assessments

- Includes Career Assessment tool, Learning Styles, and Personality Styles.



BEGIN

THE GOAL OF CORNERSTONE AND OUR COMMITMENT TO YOU

*Talent alone won't make you a success.
Neither will being in the right place at the
right time, unless you are ready. The most
important question is: 'Are you ready?'*

—Johnny Carson

If you look at the figure printed here you will see the Chinese symbol (verb) for “*to change*.” It is made up of two symbols—the first means *to transform* or to be flexible. The second means *to do* or *to deliver*. In its purest form, the symbol means to *deliver transformation*. That is what *Cornerstone* is all about, helping you deliver or bring about transformation, positive change if you will, to your life. It is about helping you discover ways to change your thoughts, change your performance, and change your life.

变化

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

Cornerstone: Creating Success through Positive Change is devoted to three specific areas where positive change can help you become the individual you would like to be. The book is divided into three parts:

Changing Your Thoughts Changing Your Performance Changing Your Life

PART ONE, Changing Your Thoughts, addresses a broad spectrum of topics that begins with a focus on change as it relates to becoming a college student in a different culture and setting than you may have known before. In this section, you will be introduced to tools of self-management as they

relate to college life. You will be exposed to a variety of new terms, ideas, and thoughts—all of which begin your journey of change. You will learn to enhance your communication skills, improve your self-concept, and manage conflict, all valuable tools on the road to change. You will become more adept at critical thinking and problem solving as you study this section. When you have completed this section, you should notice a difference in the way you approach tasks and think about subjects, challenges, and people.

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

PART THREE, Changing Your Life, is a culmination of the journey you have embarked on as a first-year student. This section is designed to round out your total personal profile and springboard you to success as you move into a different realm. Many college students do well on the topics covered in the first two sections and fall short when they arrive to this point. To be the complete successful college student, you need to address all these areas because they are significant to the changes you need to embrace. You will learn to manage your money and your debts wisely. So many college students are burdened with astronomical college debts when they graduate; our desire is for you to have accumulated as little debt as possible at the same time you are taking advantage of all that college has to offer. You will study the important emerging topic of information literacy and improve your writing and speaking skills. On this important journey to change, you will be shown how to immerse yourself in many categories of diversity while you learn to celebrate all kinds of people. You will be taught to be responsible for your own wellness and how to exercise personal responsibility. Finally, you will be introduced to techniques for planning your professional career in the face of dramatic global changes. When you finish this section, you should be prepared to move through the next few years of college and beyond with confidence and optimism.

We know that your **time is valuable** and that you are pulled in countless directions with work, family, school, previous obligations, and many other tasks. For this reason, we have tried to provide only the most concrete, useful strategies and ideas to help you succeed in this class and beyond.

We have spent over 55 years collectively gathering the information, advice, suggestions, and activities on the following pages. This advice and these activities have come from trial and error, colleagues, former students, instructors across the United States, and solid research. We hope that you will enjoy them, learn from them, and most of all, use them to change your life and move closer to your dreams.

Let the journey to positive change begin!

Robb *Pat*

Robb and Pat

SQ3R

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

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

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


- (1) *What are the categories of crime?*
- (2) *Why do they matter?*
- (3) *What is crime typology?* or
- (4) *When are categories of crime most often used?*

SCAN & QUESTION

In chapter five, you will learn how to use the **SQ3R Study Method**. This mnemonic stands for **Scan, Question, Read, Recite, and Review**. Scanning asks you to look over the chapter before reading it. Look at the headings, charts, photos, and call-out boxes. Questioning asks you to create study questions from the major headings. Take a few moments and **scan this chapter**. As you scan, **list five questions** you can expect to learn the answers to while reading and studying Chapter One.

EXAMPLES:

- ▶ What are the six basic truths about the culture of college? (from page xx)
- ▶ Why must goals be measurable (from page xx)



The college experience is different for every person.

COLLEGE AND YOU

The Partnership of a Lifetime!

Right now, you're one of almost four million first-year students enrolled in higher education in America. Some have enrolled to gain the skills and/or degree necessary to enter a great career field. Some are here for re-training, and some are here to complete a dream begun years ago. Some of your classmates may have recently lost a job and they are here to get skills and expertise that were not available ten or fifteen years ago. Regardless of your reason, you've made the first step and just like Mark in the opening story, your life will never be the same. So, what can college do for you? The list will certainly vary depending on whom you ask, but basically, college can help you:

- Grow more self-sufficient and self-confident.
- Understand more about the world in which you live.
- Become a more involved citizen in social and political issues.
- Become more open-minded.
- Understand the value of thinking, analyzing, and problem solving; develop your investigative and research skills.
- Develop commanding computer and information literacy skills.
- Manage your personal resources such as time and money.
- Become more proficient at written and oral communication.
- Grow more understanding and broadminded of different cultures.
- Become a life-long learner.
- Enter a career field that you enjoy; and
- Become more financially independent.

Take a moment and place a checkmark beside the statements above that most accurately reflect which skills you hope to gain from attending college. If there are other skills that you desire to achieve from your college experience, list them here.

133b

reported data.⁶⁴ Crimes that result from an anomalous event, but which are excluded from reported data, highlight the arbitrary nature of the data-collection process itself.

Special Categories of Crime

crime typology

A classification of crimes along a particular dimension, such as legal categories, offender motivation, victim behavior, or the characteristics of individual offenders.

A **crime typology** is a classification scheme that is useful in the study and description of criminal behavior. All crime typologies have an underlying logic, and the system of classification that derives from any particular typology may be based on legal criteria, offender motivation, victim behavior, the characteristics of individual offenders, or the like. Criminologists Terance D. Miethe and Richard C. McCorkle note that crime typologies “are designed primarily to simplify social reality by identifying homogeneous groups of crime behaviors that are different from other clusters of crime behaviors.”⁶⁵ Hence one common but simple typology contains only two categories of crime: violent and property. In fact, many crime typologies contain overlapping or nonexclusive categories—just as violent crimes may involve property offenses, and property offenses may lead to violent crimes. Thus no one typology is likely to capture all of the nuances of criminal offending.

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

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

BLOOM'S TAXONOMY

What Are All of Those Little Triangles Throughout My Book?

Another feature that you will notice in your text is small triangles throughout followed by questions pertaining to the content. These triangles help you recognize which of the



six levels of learning is being used from Bloom's Taxonomy. A quick reference chart of Bloom's Taxonomy (Revised) is on the inside front cover of this text and on page xxi.

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

So, Why Use Bloom in the Cornerstone Text?

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

- ▶ *Abraham Lincoln was the _____ President of the United States.*

or

- ▶ *Abraham Lincoln's wife's name was _____ Lincoln.*

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

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

or

- ▶ *Summarize the main events that led to President Lincoln's assassination.*

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

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

- doing well in other classes by providing a foundation for effective studying/learning,
- learning to solve problems more thoroughly,
- predicting exam questions,
- learning how to critically evaluate and assess ideas and issues,
- learning to thoroughly and objectively research topics for papers and presentations, and
- testing your own reading comprehension.

USING YOUR DOMINANT INTELLIGENCE, LEARNING STYLE, AND PERSONALITY TO BECOME AN ACTIVE LEARNER 185

I wanted a perfect ending. Now I've learned, the hard way, that some poems don't rhyme, and some stories don't have a clear beginning, middle and end. Life is about knowing, having to change, taking the moment and making the best of it without knowing what is going to happen next.

—Tilda Swinton

KNOWLEDGE in BLOOM

Creating Your Plan for Test Anxiety Reduction

UTILIZES LEVELS 1-6 OF THE TAXONOMY

EXPLANATION: After reading and reflecting thus far, you may have identified several changes that you need to make. Also, changes may have been thrust upon you by choices you or those around you have made. The following model provides a method for bringing positive changes into your life.

Biology 101

THE CRANIAL NERVES IN THE BRAIN

Olfactory	Facial
Optic	Auditory
Oculomotor	Glossopharyngeal
Trochlear	Vagus

EXAMPLE:

Mnemonic Sentence:

"On Old Olympus, Tommy Tense And Farmer Annie Got Very Special Help"

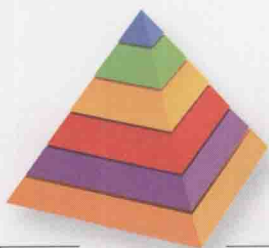
Now, you try it:

Mnemonic Sentence:

Mnemonic Acronym:

Each chapter-end assessment is based on Bloom's Taxonomy of Learning. See the inside front cover for a quick review.

Examine the following chart for Bloom's Taxonomy (Levels of Thinking and Learning).



BLOOM'S TAXONOMY (Revised)

Examining the Levels of Thinking and Learning

LEVELS OF THINKING AND LEARNING.	WHAT SKILLS YOU SHOULD HAVE AT THIS LEVEL.	EXAMPLES OF QUESTIONS OR ACTIVITIES YOU MIGHT ANTICIPATE OR PRODUCTS YOU MAY HAVE TO GENERATE
1—REMEMBERING This level is based on simple recall of information. This type of knowledge usually comes from being told or from basic reading. It is the "lowest" or most simple type of learning.	write, list, label, name, state, define, describe, identify, recognize, recall, draw, select, locate, recite, quote, order, state, reproduce, match, tell, and the five standards, who, what, when, where, and how	What is . . . , When did . . . , Why did . . . , Who were . . . , Describe the . . . , Which of the following . . . , Define the . . . , Name the . . . , Identify who . . . , Describe what happened after . . . SAMPLE: What are the six levels of learning in Bloom's Taxonomy?
2—UNDERSTANDING This level determines your grasp or comprehension level of the information presented. It asks, "Do you understand the meaning?" and "Can you explain the ideas or concepts?"	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, convert, explain, generalize, give examples, rewrite, restate, classify, translate, paraphrase, illustrate, visualize, retell	How would you contrast . . . , Explain why the . . . , Summarize the main . . . , What facts show . . . , Predict the outcome of . . . , Restate the story in your own words . . . , prepare a flow chart to illustrate . . . SAMPLE: Explain why Bloom's Taxonomy is being used in <i>Cornerstone</i> and describe its importance.
3—APPLYING This level asks you to "use" the information you have by solving, showing, or applying that information in "real-world" or workplace situations. Can you use the information in a new way?	apply, demonstrate, discover, modify, operate, predict, solve, draw, dramatize, model, sketch, paint, produce, prepare, make, calculate, record, compute, manipulate, modify, use, employ	How could you use . . . , How could you solve . . . , What approach would you take . . . , Write an essay to explain why . . . , Prepare a timeline of . . . , Predict what would happen if . . . SAMPLE: Prepare a plan to show how you could use Bloom's Taxonomy to get a better grade in your history class?
4—ANALYZING This level asks you to "take apart" the information for clarification, classification, and prioritizing. It also asks you to recognize what is "not" said, i.e., . . . hidden meanings and unstated assumptions. This level requires that you distinguish between facts and inferences.	break down, distinguish, infer, arrange, prioritize, order, divide, categorize, appraise, test, examine, separate, deduce, choose, compare/contrast, detect, group, sequence, scrutinize, connect, outlines, research, point out	How is ____ related to ____? , What conclusions can be drawn . . . , What is the relationship between . . . , Categorize the main . . . , Based on X, why is Y . . . , What were the motives behind . . . , What was the turning point in . . . , Write a survey to find out if . . . SAMPLE: What assumptions can be made about the rest of the term if your history teacher's first two exams included 20 questions, all from level six?
5—EVALUATING This level of thinking and learning asks you to make personal judgments about the value of issues, ideas, policies, and evidence based on your complete understanding of the information AND based on stated judging criteria. Basically, it asks that you justify a decision, idea, or belief that you have formulated.	decide, rank, test, measure, recommend, defend, conclude, appraise, assess, judge, predict, rate, select, critique, justify, estimate, validate, measure, discriminate, probe, award, rank, reject, grade, convince, weigh, support	Defend your position about . . . , How would you have handled "X"? Why? Debate the issue of . . . , Prepare a paper or speech to present your ideas of . . . , What is your opinion of . . . , How would you rate . . . , What judgment could you make . . . , Justify your opinion of . . . , Based on your research, convince the reader of your paper or speech that . . . , What criteria would you use to assess the . . . SAMPLE: Assess how effective Bloom's Taxonomy was when used to study for your history exam. Recommend two ways to improve the use of Bloom's for the next test.
6—CREATING This level asks you to integrate your previous knowledge with your new knowledge and come up with new ideas, plans, and solutions. It also asks you to be able to predict outcomes based on what you have learned. This level asks you to be innovative and creative.	compose, combine, compile, create, design, generate, construct, revise, write, rewrite, tell, role play, formulate, invent, develop, modify, arrange, rearrange, prepare, assemble, set-up, forecast, imagine, act, improvise, propose, substitute, integrate, incorporate	Design a plan to . . . , Write a speech or paper that . . . , Create a marketing plan that . . . , Devise a way to . . . , Compose a mnemonic that . . . , Generate a list of questions that . . . , Propose a solution to . . . , Revise the story of . . . SAMPLE: Write two possible test questions from each level of Bloom's Taxonomy from Chapter 1 of <i>Cornerstone</i> .

STICKERS FOR SUCCESS

What Are Those Colorful Stickers in the Back of My Book?

In the back of this text, you will find a sheet of peel off stickers to help you “tag” pages and content that (1) you need to study for a quiz, (2) review for mastery, (3) seek help with, or (4) mark as important. We have also included a row of blank stickers for your personal use (5). We encourage you to use them to help you locate information easily. The tabs include:

Study for Quiz

Use to tag information that your instructor tells you will be on the test.

Review This

Use to identify key terms, definitions, or difficult material that you need to revisit.

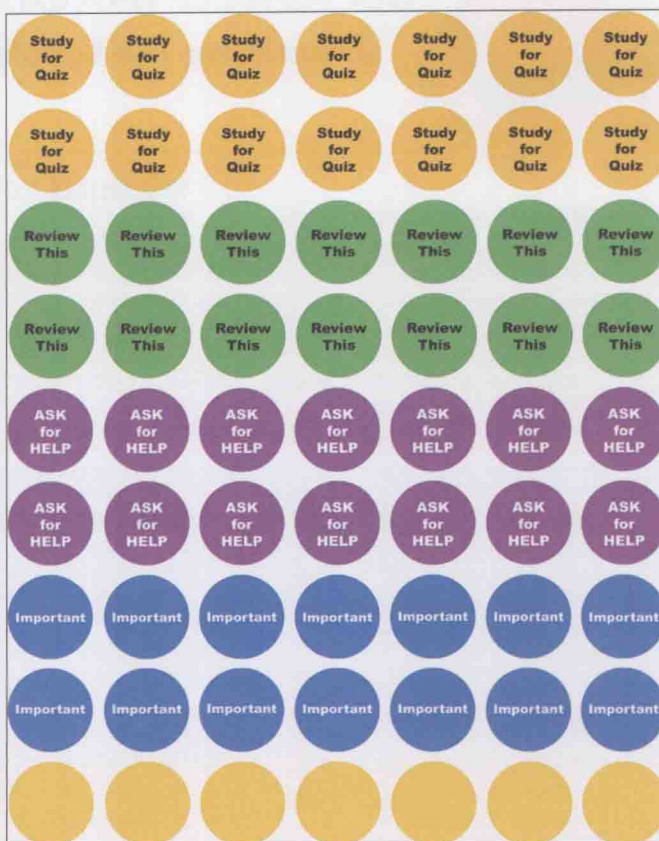
ASK for HELP

Use to remind you to ask questions about the content you may not understand.

Important

Use to tag important information.

Create your own tab to mark important quotes, charts, or other material you would like to reference quickly.



A WORD ABOUT READING AND USING CORNERSTONE

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

- write in the margins,
- circle important terms,
- highlight key phrases,
- jot down word definitions in the margins,
- dog-ear the pages, and
- write questions that you have in the white spaces provided.

By treating this book like your “foundation to success,” you will begin to see remarkable progress in your study practices, reading comprehension, and learning skills. Review the example from another *Cornerstone* text.

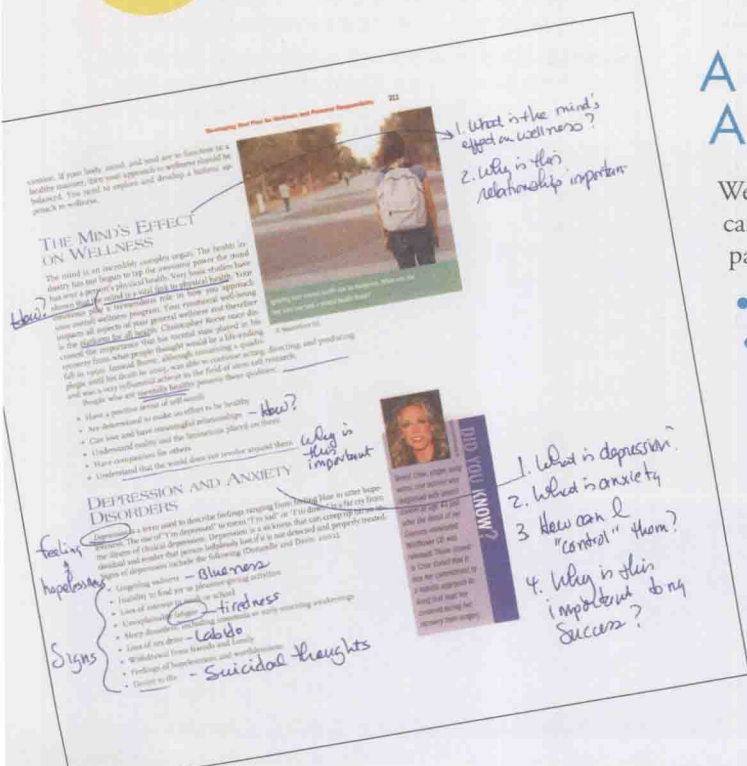


TABLE OF CONTENTS

About Your Authors, ix

Preface, xi

Acknowledgments and Gratitude, xiii

BEGIN / THE GOAL OF CORNERSTONE
AND OUR COMMITMENT TO YOU, xvii

PART ONE CHANGING YOUR THOUGHTS



CHAPTER 1 CHANGE

ADJUSTING TO THE CULTURE OF
COLLEGE, NURTURING
CHANGE, AND SETTING
GOALS,
page 2

Why Read This Chapter, 4

Why Read This Chapter . . . From My Perspective, 5

Scan & Question, 6

The Times . . . They Are A-Changin', 6

The M&M Theory, 8

College and You, 10

The Culture of College, 11

■ THINKING FOR CHANGE: *An Activity for Critical Reflection*, 12
Creating Success Through Positive Change, 17

■ FROM ORDINARY TO EXTRAORDINARY: *Bill Clayton*, 18

Eliminating Roadblocks to Your Success, 19

Building a New You, 20

■ CHANGING IDEAS TO REALITY: *Reflections on Change and
Goal Setting*, 22

■ KNOWLEDGE ~ BLOOM: *Bringing Positive Change to Your
Life*, 24



CHAPTER 2 ENGAGE

DEVELOPING YOUR PERSONAL
AND ACADEMIC MOTIVATION,
page 28

Why Read This Chapter, 30

Why Read This Chapter . . . From My Perspective, 31

Scan & Question, 31

The Power and Passion of Motivation, 32

The Need To Be More, 33

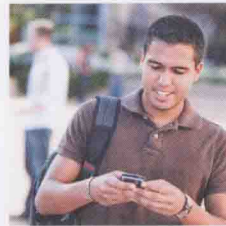
Achieving Your Potential and Increasing Your Motivation, 34

■ THINKING FOR CHANGE: *An Activity for Critical Reflection*, 40

■ FROM ORDINARY TO EXTRAORDINARY: *Lydia Hausler Lebovic*, 44

■ CHANGING IDEAS TO REALITY: *Reflections on Motivation
and Self-Esteem*, 46

■ KNOWLEDGE ~ BLOOM: *Using and Evaluating Your Guiding
Statement*, 47



CHAPTER 3 PERSIST

USING THE TOOLS OF
SELF-MANAGEMENT TO
STAY IN COLLEGE,
page 50

Why Read This Chapter, 52

Why Read This Chapter . . . From My Perspective, 53

Scan & Question, 54

To Be Successful, You Have To Last, 54

Knowing the Rules Up Front, 54

The College Professor, 55

I Can't Believe You Gave Me an F, 56

Classroom Challenges, 57

The Golden Rule—or Just a Crock, 57

■ THINKING FOR CHANGE: *An Activity for Critical Reflection*, 58

Self-Management, Ethics, and Your Future, 59

Making Mature Decisions, 59

Cheating!, 60

The Dangers of Using Someone Else's Work as Your Own, 61

Success Centers and Student Services on Campus, 61

Let Me Give You a Piece of Advice, 62

Moving On, 62

How To Calculate Your Grade Point Average, 64

On the Go and Going Online, 64

Persisting in College, 65

■ FROM ORDINARY TO EXTRAORDINARY: *Dino J. Gonzalez*, 66

■ CHANGING IDEAS TO REALITY: *Reflections on Persistence and
Self-Responsibility*, 69

■ KNOWLEDGE ~ BLOOM: *Discovering Your Campus Resources*, 70



CHAPTER 4 COMMUNICATE

IMPROVING YOUR
INTERPERSONAL
COMMUNICATION
AND CONFLICT
MANAGEMENT SKILLS,
page 72

Why Read This Chapter, 74

Why Read This Chapter . . . From My Perspective, 75

Scan & Question, 75

The Communication Process, 76

The Story of One Wild Boy, 77

Nonverbal Behavior in Interpersonal Communication, 79

OMG U R OTT, 80

Self-Disclosure and Interpersonal Communication, 82

The Ties that Bind, 83

Learning to Live and Communicate with Others, 84

Conflict in Relationships Is Inevitable, 85

■ FROM ORDINARY TO EXTRAORDINARY: *Vivian Wong*, 86

- THINKING FOR CHANGE: *An Activity for Critical Reflection*, 88
- The Faces of Conflict**, 88
- Standards for Dealing with Difficult People and Managing Conflict**, 91
- CHANGING IDEAS TO REALITY: *Reflections on Interpersonal Communication and Conflict Management*, 91
- KNOWLEDGE *in* BLOOM: *Managing Conflict in Interpersonal Relationships*, 92



CHAPTER 5 THINK

EXPANDING YOUR APTITUDE
FOR CRITICAL THINKING,
EMOTIONAL INTELLIGENCE,
AND INFORMATION LITERACY
SKILLS,
page 94

- Why Read This Chapter**, 96
- Why Read This Chapter . . . From My Perspective**, 97
- Scan & Question**, 98
- Thinking About Thinking**, 98
- The Importance of Critical Thinking**, 98
- An Eight-Point Plan for Critical Thinking**, 99
- Sharpening Your Emotional Intelligence Skills**, 101
- THINKING FOR CHANGE: *An Activity for Critical Reflection*, 112
- FROM ORDINARY TO EXTRAORDINARY: *Dr. Wayne A. Jones*, 118
- CHANGING IDEAS TO REALITY: *Reflections on Critical and Creative Thinking*, 120
- KNOWLEDGE *in* BLOOM: *Developing a Rational, Logical Argument*, 120

PART TWO CHANGING YOUR PERFORMANCE



CHAPTER 6 PRIORITIZE

PLANNING YOUR TIME AND
REDUCING STRESS,
page 124

- Why Read This Chapter**, 126
- Why Read This Chapter . . . From My Perspective**, 127
- Scan & Question**, 127
- Time—You Have All There Is**, 128
- Time Management and Self-Discipline**, 129
- I'll Do It When I Have a Little Free Time**, 130
- Planning, Doodling, or Begging**, 131
- Absolutely No . . . Well, Maybe**, 131
- Beginning Your Day with Peace**, 133
- THINKING FOR CHANGE: *An Activity for Critical Reflection*, 134
- The Dreaded "P" Word**, 135
- Getting the Most Out of This Moment**, 138

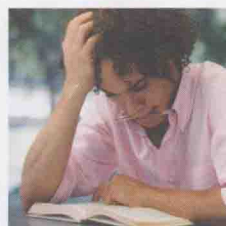
- FROM ORDINARY TO EXTRAORDINARY: *Maureen Riopelle*, 140
- Evaluating How You Spend Your Time**, 142
- Focusing On and Eliminating Distractions and Interruptions**, 145
- Planning and Preparing**, 145
- Stress? I Don't Have Enough Time for Stress!**, 147
- I Don't Think I Feel So Well**, 149
- CHANGING IDEAS TO REALITY: *Reflections on Time and Stress Management*, 153
- KNOWLEDGE *in* BLOOM: *Reducing Stress In Your Everyday Life*, 154



CHAPTER 7 LEARN

USING YOUR DOMINANT
INTELLIGENCE, PREFERRED
LEARNING STYLE, AND UNIQUE
PERSONALITY TYPE TO BECOME
AN ACTIVE LEARNER,
page 156

- Why Read This Chapter**, 158
- Why Read This Chapter . . . From My Perspective**, 159
- Scan & Question**, 159
- We Hope You Learned Your Lesson!**, 160
- Give Your Brain a Workout**, 161
- The Learning Process**, 162
- Understanding Your Strengths**, 164
- Understanding Multiple Intelligences**, 165
- Using Multiple Intelligences to Enhance Studying and Learning**, 167
- Understanding Learning Styles Theory**, 168
- FROM ORDINARY TO EXTRAORDINARY: *Chef Odette Smith-Ransome*, 170
- THINKING FOR CHANGE: *An Activity for Critical Reflection*, 172
- Wanted: A Visual Learner with Tactile Skills**, 172
- Understanding Personality Type**, 175
- CHANGING IDEAS TO REALITY: *Reflections on Learning How to Learn*, 179
- KNOWLEDGE *in* BLOOM: *Creating Your Personal Life Profile*, 179



CHAPTER 8 READ

BUILDING YOUR READING
AND COMPREHENSION SKILLS,
page 184

- Why Read This Chapter**, 186
- Why Read This Chapter . . . From My Perspective**, 187
- Scan & Question**, 188
- Is Reading Fundamental or Just Pure Torture?**, 188
- Discovering Your Reading Style**, 189
- I Feel the Need . . . The Need for Speed**, 190
- Speed and Comprehension**, 192