

Complete Instructor's Edition

YOUR COLLEGE EXPERIENCE

Strategies for Success, Concise Second Edition



John N. Gardner A. Jerome Jewler Mary-Jane McCarthy

The following teaching and learning aids are available with this book: an Annotated Instructor's Edition, The Wadsworth College Success Course Guide, *The Keystone Newsletter*, and the Wadsworth College Success Film and Video Program.



Your College Experience

Strategies for Success

Second Concise Edition

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We thank our wonderful families and colleagues for their patience over the past several years as we watched the newest edition of this book take shape. We thank our students for proving to us that the basic assumptions in this book really do work. We thank faculty, staff, and administrators at colleges and universities for believing in those same basic assumptions. Most important of all, we welcome all new students to their college experience and urge them, in the words of Tennyson, to be “strong in will, to strive, to seek, to find, and not to yield.”

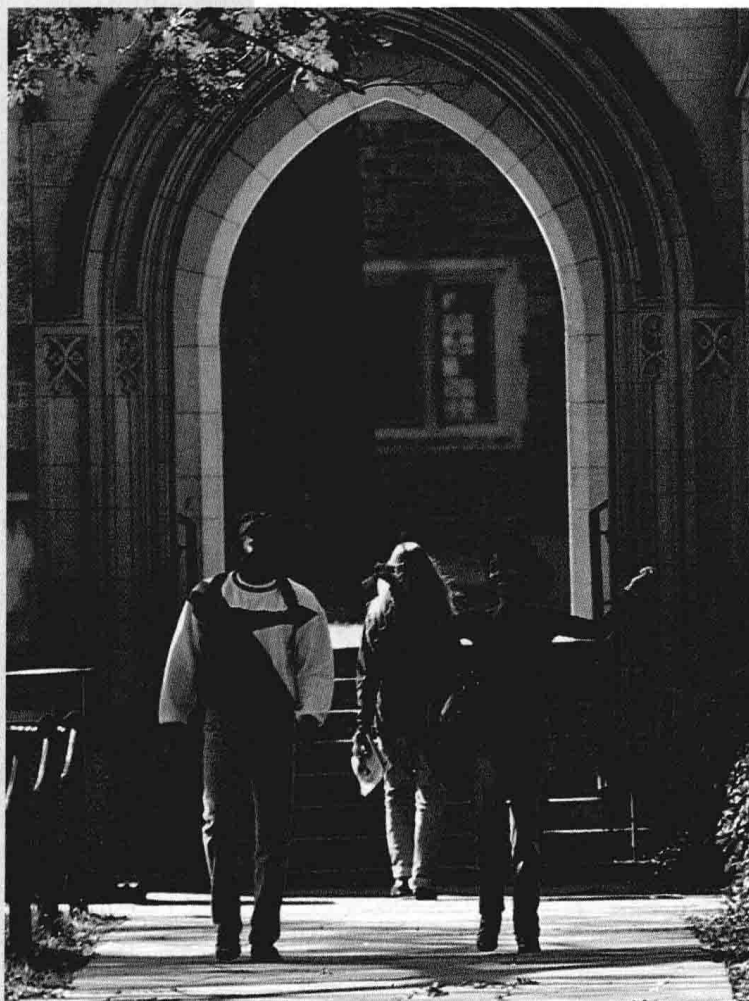
Concise, Interactive, Flexible

*I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravelled world....*

From "Ulysses" by Alfred, Lord Tennyson

The first Concise edition of Your College Experience united many voices of the student success movement in a flexible, practical program of strategies for success. Our aim for the second Concise edition is to continue that tradition and to reflect the discoveries and insights of the movement in the past two years, particularly in the areas of critical thinking, values, diversity, and communication.

This book supports a dynamic, holistic course. Its single most important aim is a constructive, interactive classroom experience for every student.



A FRAMEWORK FOR SUCCESS

We know what first-year college students need to do:

- ▶ Make friendships and form groups that support their college goals
- ▶ Assess their own preparation, interests, and commitments
- ▶ Learn new ways to define and accomplish goals
- ▶ Confirm and extend basic study skills to more active, critical, and creative thinking
- ▶ Make writing an integral part of learning

In support of those goals, this new edition broadens its coverage of several key topics:

- ▶ **Critical Thinking:** A series of brief discussions and exercises throughout the book, exploring abstract thinking, creative thinking, systematic thinking, and effective communication. (See page 16.)
- ▶ **Writing and Speaking for Success** (Chapter 9): A practical, process-oriented approach to helping students write and speak more effectively and with less anxiety.
- ▶ **A Personal System of Values** (Chapter 10): A brief introduction to values clarification.
- ▶ **Diversity Begins with You** (Chapter 12): A chapter linking exercises about multicultural pluralism with exercises on positive self-assertion and better interpersonal relationships.

To keep the book concise, we have combined materials on the college catalog, academic advisors, and choosing majors and careers into one chapter and greatly shortened the discussion of the transfer process. To the same end we have moved the appendix materials on computers into the annotated instructor's edition and deleted coverage of money management.

We have also included a new library chapter that explains concisely how to identify and find specific library information. The chapter allows you to either use the accompanying exercise or substitute your own unique activities for getting students into the library.

Many books expand greatly in length from one edition to the next. This one does not. Even after thorough updating, numerous improvements in the exercises, and the addition of a thirteenth chapter, it is still concise and, we believe, consistently to the point. We hope you agree and we welcome your comments!

ANNOTATED INSTRUCTOR'S EDITION

Instructors should have received (or may request) the annotated instructor's edition containing the complete text with page annotations about the text and exercises. At the back of that edition are additional exercises and suggestions about how to approach each chapter, quiz master sheets to reinforce required reading when the occasion demands, and numerous transparency masters. There is certainly no uniformly right or wrong way to teach this course! Flexibility is key. We hope that the many added materials and suggestions will be helpful.

BUILDING YOUR OWN BOOK

It is possible for you to select chapters from this book and combine them with chapters from other Wadsworth College Success books as well as your own campus materials to produce a custom-published book for your campus. For more information on how to "build your own book," contact your

local ITP-Wadsworth sales representative or the Wadsworth Custom Order Center at 1-800-245-6724 for assistance and answers to your questions regarding content, quantities, binding options, price, and the availability of shrink-wrapped packaging of your local materials with the text.

OTHER SUPPLEMENTS AND SUPPORT

Several other useful supplements accompany this volume. These include:

- **The Wadsworth College Success Course Guide:** A general resource for instructors that covers a range of subjects, from building support for a first-year course to administering the course and redefining and shaping it for the future
- **The Keystone Newsletter of the Wadsworth College Success Program:** A substantive newsletter that allows you to share ideas with colleagues around the country
- **Wadsworth's Film and Video Policy:** A way to enhance your course presentations. Consult your local sales representative for more details

Additional support for you and your course includes the following:

- **Video Series, Your College Experience: Strategies for Success:** Produced by the University of South Carolina and South Carolina Educational Television, twelve 5–7-minute video programs, based on the text, are designed to teach, inform, motivate, and stimulate lively group discussion. The series is highly adaptable to many educational settings. To order or to request information, call or write: SCETV Marketing, Box 11000, Columbia, SC 29211, 803-737-3441; fax 803-737-3503. The series is also available through PBS Adult Learning Satellite Service: Call weekdays 9:00 AM to 5:30 PM eastern time: 1-800-257-2578; fax 703-739-8495.
- **Teacher Training Seminars with Wadsworth Authors:** Held several times a year in various regions, these workshops allow you to interact with the author and develop your teaching skills in general.
- **Additional Training and Seminar Information:** Available through the National Resource Center for the Freshman Year Experience and Students in Transition at the University of South Carolina at 803-777-6029 or by calling Jerry Jewler at 803-787-7174 (e-mail: jewler-a.jerome@sc.edu).

ACKNOWLEDGING A NATIONAL EFFORT

One great reward of our work on this book is the extent to which it keeps us in touch with a vibrant national community of educators committed to their students' success in college. The book continues to be a rewarding national collaborative effort of students and educators. Thanks first to the many, many of you who responded to our 1994 surveys regarding your current and future needs. We are confident that this new edition reflects the consensus and national trends.

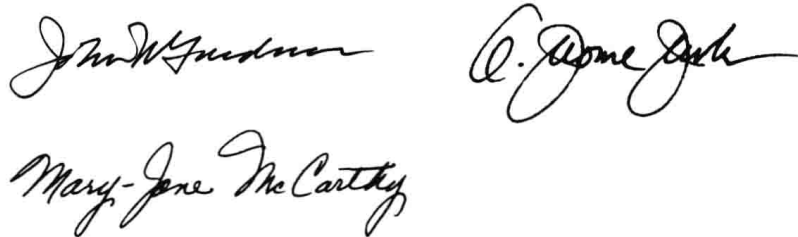
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Finally, we express our sorrow at the premature death of Kenneth F. Long. A marvelous teacher at the University of Windsor, Ontario, Ken played a major role in the creation of this book. We will miss him as colleague and friend.



A Student's Guide to Learning

On the next few pages, you will find excerpts from the Second Concise Edition of *Your College Experience: Strategies for Success*, the freshman seminar/orientation text that has helped thousands of entering students put their college careers on a successful track. We invite you to take a few moments to review these pages. They highlight the major text themes and illustrate the carefully constructed learning tools found throughout this book.

Note, in particular, the new material on critical thinking, an important factor in academic success ... the benefits of group activities ... and the stimulating interactive activities that abound in this text.

By following the guidelines and exercises in this empowering book, you will greatly enhance your ability to learn as well as adjust to college life. Throughout, we share with you our combined 52 years of teaching experience to help you gain the insights, skills, and strategies you'll need to make a success of your college years.

A SYSTEMATIC APPROACH

The text provides you with a systematic approach to dealing effectively with the challenges you face upon entering college.

Twenty-One Steps That Ensure Success

The first chapter offers a list, excerpted here, of 21 suggestions for a fulfilling college experience. The list covers everything from advisors to study habits to health to reasonable expectations.

KEYS TO SUCCESS IN COLLEGE

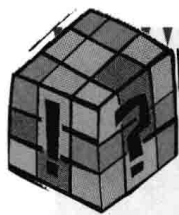
Researchers have identified certain things students can do to ensure success. Ironically students are often unaware of what these "persistence factors"—or keys to success—are and how much they really matter. Here are twenty-one basic things you can do to thrive in college. This book is built on these suggestions and will show you how to implement them. With a pencil, checkmark (✓) every item that you feel will be particularly important or difficult for you. Later, after you've accomplished them, come back and turn the checkmark into an ✕.

1. **Find and get to know one individual on campus who cares about your survival.** It only takes one. It might be the leader of your orientation seminar or some other instructor, an academic advisor, someone at the career or counseling center, an advisor to a student organization or group, or someone where you have an on-campus job. You may have to take the initiative to establish this relationship—but it will be well worth it.
2. **Learn what helping resources your campus offers and where they are located.** Most campuses have academic and personal support services that are free and confidential. Successful people use them.
3. **Understand why you are in college.** Identify specific goals. This chapter introduces you to a useful goal-setting process.
4. **Set up a daily schedule and stick to it.** If you can't do it alone, find someone in your academic skills or personal counseling center. Get a day-timer or "week-at-a-glance" calendar from your bookstore. Chapter 2 will get you started at assigning sufficient time for study, work, sleep, and recreation. If you have family or work obligations, find ways to balance them with academic demands.
5. **If you're attending classes full-time, try not to work more than 20 hours a week.** Most people begin a downhill slide beyond 20 hours. If you need more money, talk to a financial aid officer. Also, students who work on campus tend to do better in classes and are more likely to stay enrolled than those working off campus. Visit your college placement office.

Improving Your Powers of Critical Thinking

This excerpted Critical Thinking box focuses on one of the key aspects of your success in college—the ability to sort through the unimportant and the misleading, and to think logically about all the information you will be receiving. Critical Thinking boxes are a new feature of this edition.

The cube symbol identifying Critical Thinking boxes is one of three icons used to highlight the book's boxed material. (A bicyclist symbol accompanies topics of interest to commuting students; a triangle symbol identifies helpful hints and other useful information.)



Four Aspects of Critical Thinking: Improving Your Powers

The single most important goal of higher education is to help you learn to think more critically and creatively. This involves training yourself to go beyond common sense and personal opinion when you try to analyze a problem or to communicate ideas to others. It means freeing yourself of your emotional attachments to certain ideas and relying on factual information and conscious, systematic reasoning. It means basing what you think and say on knowledge gained through careful reading and ordered study.

Higher education goes beyond memorizing facts. This is not to say that facts are unimportant. Nothing substitutes for thorough, truthful information. But equally important are your abilities to judge the truth of proposed facts and to think critically about such things.

- abstract thinking
- creative thinking
- systematic thinking
- precise communication of thought

Each of these abilities corresponds roughly to a step in an overall process. Throughout this book we will be asking you to practice and improve your abilities in each of these steps, largely through exercises that require you to think about an issue and then write or speak about it. To a great extent, critical thinking results from first carefully reading what others have written about a topic and then writing or speaking in response. Think about how far along you are in each of the following areas:

Making abstract use of details from

THE IMPORTANCE OF PERSONAL CONTACT

Throughout the book, we emphasize the value of personal contact, through the use of personal stories, collective problem-solving, study group suggestions, and discussions on student-advisor-teacher relationships.

Student-Teacher Relationships

As in this excerpt from the chapter covering the student-teacher connection (Chapter 7), we provide frequent and concrete advice on how to make the most out of your interactions with instructors, advisors, and counselors.

EXERCISE 7.4



A New Look at What College Teachers Do



The last few paragraphs describe how college teachers spend their time and should dispel the notion that college teachers don't work very hard. What have you learned about the duties of a college teacher that you didn't know before? How much does this knowledge help you understand the actions of your current college teachers?

MAKING THE MOST OF THE LEARNING RELATIONSHIP

Just as most college teachers work faithfully to succeed at their roles as teachers, so should you feel an obligation to gain the most from your hours in class, if for no other reason than that you've probably paid dearly for the right to an education. Here are some ways to accomplish your goals and to show your teachers that you are serious about learning.

1. **Make it a point to attend class regularly and on time.** If you must miss a class, you'll need to ask another student for notes. That's okay as long as the student agrees and you don't make a habit of it. But remember, learning is easier when you are there every day. Save your cuts for emergencies; you will have them. When you know you will

EXERCISE 10.3

Why College?



List all the reasons you chose to attend college. Share your list in a small group, listening to the reasons others give. Attempt to arrive at a consensus about the five most important reasons for people in general to choose college. Then rank the top five, from most important to least important.

Share your final rankings with other groups in the class. How similar were the results of the groups? How different? How easy or hard was it to reach a consensus in your group? In other groups? What does the exercise tell you about the consistency or inconsistency of values among members of the class?

Group Exercises

This exercise from *Chapter 10: A Personal System of Values* is just one of many in the book that utilizes group dynamics.

Personal Stories

We relate several personal stories that allow you to see the college experience through the lives of others. You may be surprised to find that these interesting accounts will show you that your concerns and experiences are often shared by others.

"They Didn't Know Me"

I was never that popular in high school—in fact, I hardly dated. Suddenly in college all these guys were asking me out. They didn't know me. About all they knew was that I looked Asian.

In fact my father's Caucasian. He met my mother in Japan when he was in the merchant marine. He had one day of leave in Japan. They met for one afternoon, standing in line at a shrine in Kyoto when she was still in high school. They wrote to each other for four years before he went back and proposed. With that kind of courtship you might think I wouldn't know each other all that well, but I'm sure they didn't know each other either. I've used the same story for years.

My freshman roommate had another kind of problem. She's African-American, and in the first couple weeks she started dating someone who was also African-American. Then he kind of left her alone and started going out with whites. She might not have minded so much if there had been as many African-American men on campus as there were African-American women. But there weren't. She got pretty fed up with it—I guess lonely is the word.

My brother visited me one weekend in January, and we got to talking about this. He said his experience in college had been more like hers than like mine. Some men seemed to reject him simply because he was Asian. The same thing happened to him.

ACTIVITIES THAT CULTIVATE WRITING AND SPEAKING SKILLS

Realizing the importance of effective writing and speaking (employers are asking for these skills more and more often), we have included numerous activities and discussions to help you achieve proficiency in these two critical areas.

Interactive Exercises

This exercise from the chapter on diversity illustrates the kind of enlightening and involving exercises found throughout the text.

This particular exercise also involves some group activity. Many exercises require practice in writing and speaking.



Creating Common Ground

Examine the items in the following chart. For each item decide whether you would describe your preferences, habits, and customs as reflecting the mainstream or macroculture or a specific ethnic or microculture. Enter specific examples of your own preferences in the appropriate column (two examples are given). For a given item, you may enter examples under both Macroculture and Microculture, or you may leave one or the other blank. In filling out the chart, you may want to look back at the essay you wrote in Exercise 12.1.

Category	Macroculture	Microculture
Language		
Food	<i>hamburgers</i>	<i>sushi (Japanese)</i>
Music (for your peer group)		
Style of dress (for your peer group)		
Religion		
Holidays celebrated		

Category	Macroculture	Microculture
Heroes/role models		
Key values		<i>cooperation (Native American)</i>
Lifestyle		
Personal goals		

Compare answers in a small group. Do most people in the group agree on what should be considered an example of the macroculture and what is an example of a microculture? Is there anyone who identifies completely with the macroculture? Is there anyone who feels completely outside it? What do you and others in your class regard as significant differences among you? In what areas do you share common ground?



JOURNAL

Write about yourself as a writer. How do you proceed when given a writing assignment? How well does your method work? What are your strengths and weaknesses as a writer? What suggestions have instructors made to you about your writing? Now think of yourself as a speaker and answer the same questions. Do you consider yourself a better writer or speaker? Explain why.

Journals

At the end of each chapter is a journal activity, such as the one shown here from the chapter on writing and speaking, that offers an opportunity for writing practice. Journal entries are an excellent vehicle for helping you to reflect, organize, and set goals. The diverse and interesting journal exercises found throughout this book can help you begin the rewarding life-long habit of practicing systematic reflections and, if you wish, keeping a regular journal.



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