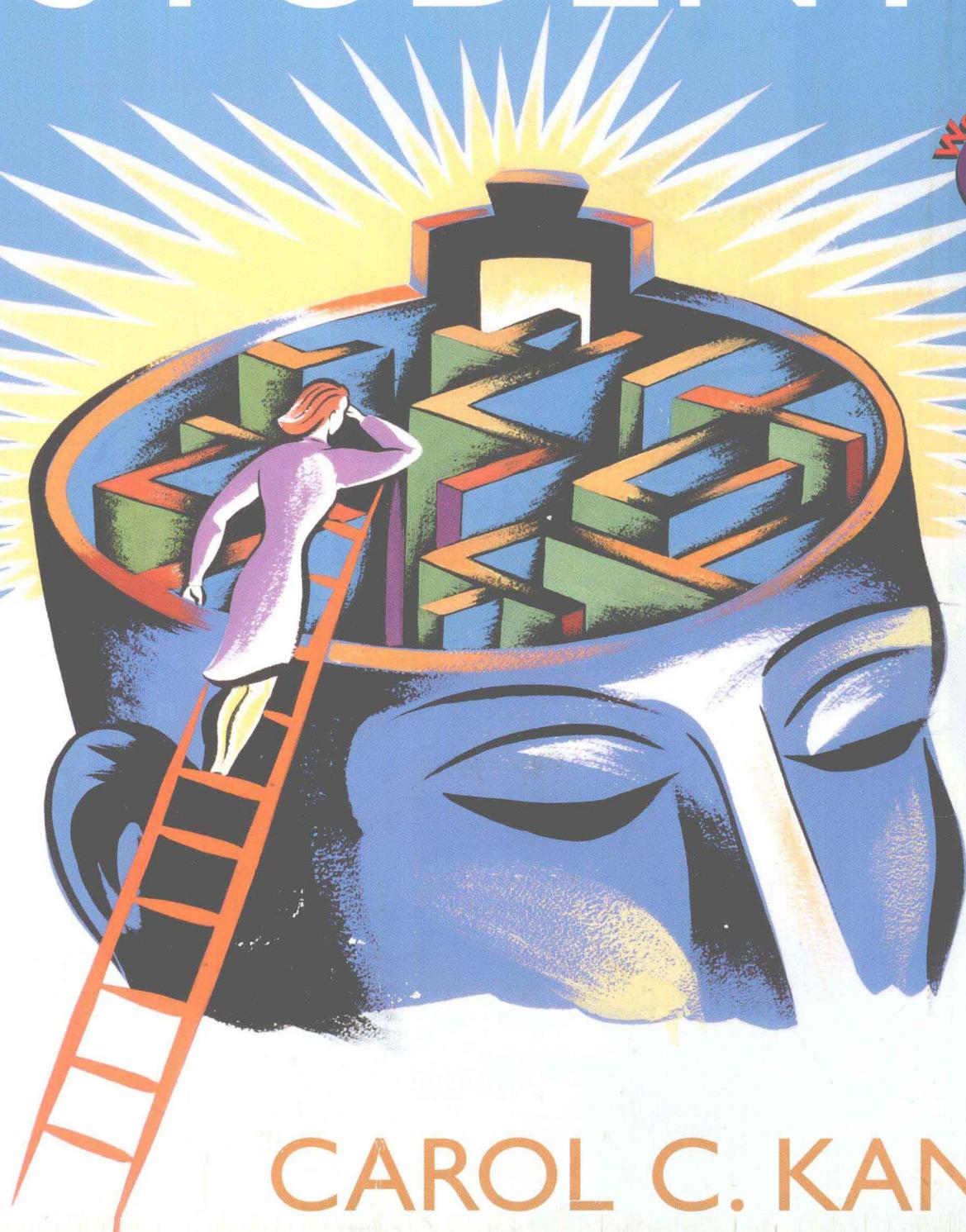


# THE CONFIDENT STUDENT

Web Enhanced!  
CAREER  
RESOURCE  
CENTER



Fifth  
Edition

CAROL C. KANAR

**Fifth Edition**

# **The Confident Student**

**Carol C. Kanar**

**Houghton Mifflin Company**

Boston New York

## To Steve, again

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## Preface

*The Confident Student*, Fifth Edition, is informed by my desire to help students gain the confidence that comes from self-knowledge and achievement to meet the challenges of college, life, and work. The vital study skills, critical thinking strategies, self-discovery techniques, and self-management tools that made previous editions of *The Confident Student* successful have been retained in the Fifth Edition. New to this edition is a more explicit focus on career readiness throughout the text, from the inside front cover's correlation between SCANS skills and the chapters in which they are addressed to a concluding chapter entitled Building Career Skills. The *Thinking Ahead* exercises have been retitled *Thinking Ahead about Career* and updated to link to Houghton Mifflin's *Career Resource Center*. The introductory paragraphs of each chapter contain one or more bold terms in red that alert students to the workplace skills that correspond to the academic skills covered in the chapter. The Skill Finder has been expanded to include more topics and a detailed analysis. Chapter 1 has been expanded to include a money management section. An updated web site includes new exercises on gaining confidence in writing, building vocabulary, gaining math skills, developing science strategies, and using the library. As those who have used previous editions have learned, students who use *The Confident Student*, Fifth Edition, will find in this book all the strategies they need to become confident, successful, lifelong learners.

### New to the Fifth Edition

**A new comprehensive Skill Finder** has been expanded to 110 questions to help students determine their *confidence index*: a measure of how much they already know about the skills covered in the book. Students respond using a four-point scale, and then tally the results to determine which skills need development or improvement. An asterisk identifies specific statements as essential workplace skills, and words in italics identify key terms explained throughout the chapters of the text. The Skill Finder is also available online, complete with links to articles in the Career Resource Center to help students further develop essential workplace skills, and interactive flashcards of the key words and their definitions.

**A new career focus** in the Fifth Edition is both a motivating factor for students seeking practical value from their college experience and a demonstration that learning is a lifelong goal and process. The SCANS (workplace skills) chart on the inside front cover and the bold terms in red that appear in the opening paragraphs of each chapter are designed to focus students' attention on the intersection between college skills and career skills.

**Choosing Financial Success is a new section in Chapter 1.** Successful money management is introduced by guiding students through setting financial goals, following a budget, and being credit card wise. This new content will help students to live within their means during their college years and beyond.

**Building Career Skills, Chapter 15,** has been added to the text to help students prepare for the transition from college to career. This chapter introduces students to new vocabulary and prepares them for choosing or planning a career, developing a résumé, writing a cover letter, and preparing for an interview. Students will build

career confidence by understanding their work style and learning about ethics. After reading this chapter, students will clearly see the connections between what they are learning in college and how to apply this knowledge to the world of work. By placing this discussion of career skills at the end of the book, I hope to help students make a smooth transition from college to work.

### **From College to Career Success: A Web-Based Career Resource Center**

is linked to all of the *Thinking Ahead about Career* exercises, inviting students to access additional articles online to further reinforce key workplace applications to the learning process. Students can access this resource online using their passkey. Encourage your students to first assess their career readiness with the CD-ROM-based assessment. Access the Career Resource Center on the College Survival web site at <http://collegesurvival.college.hmco.com>.

**The Critical Thinking chapter has been moved to Chapter 3** to reflect the importance of this topic as a foundation for success. Students are exposed to critical thinking in the forefront so they can apply these skills throughout the course and in the *Critical Thinking* exercises in each chapter.

**The Chapter Review's Concepts to Understand** has been revised to include a list of words for students to choose from in filling in the numbered blanks.

## **THE CONFIDENT STUDENT, FIFTH EDITION**

### **CHAPTER 1 CHOOSING SUCCESS IN COLLEGE AND IN LIFE**

Form an Academic Support Group, Embrace Diversity, Know Where to Find Help, Stay Informed, Get Involved, Choose Financial Success

■ **NEW:** A new section entitled *Choosing Financial Success* explains a few basic principles that will help students improve the way they manage money through setting financial goals, following a budget, living within their means, and being credit card wise. A new exercise helps students to make a monthly budget based on their income and expenses. The workplace focus in Chapter 1 is on building interpersonal skills from available resources.

### **CHAPTER 2 MOTIVATING YOURSELF TO LEARN**

Assess Your Strengths and Weaknesses, Discover and Use Your Learning Style, Adapt to Others' Styles, Develop Critical Thinking and Study Skills

■ **NEW:** The Confidence Builder has been revised to include *naturalistic intelligence*, the eighth intelligence in Howard Gardner's Multiple Intelligences Theory. The workplace focus in Chapter 2 is on taking responsibility for your success.

### **CHAPTER 3 THINKING CRITICALLY AND CREATIVELY**

Examine Your Assumptions, Make Predictions, Sharpen Your Interpretations, Evaluate What You Learn

■ **NEW:** This chapter has been moved to an earlier position in the text to introduce the concept of thinking critically and creatively from the outset. Presenting this material in the beginning of the text gives students core skills to apply throughout the remaining chapters. A new advertisement accompanies the Critical Thinking exer-

cise. The workplace focus in this chapter is on building thinking skills as a foundation for analytical and creative problem solving throughout life.

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#### **CHAPTER 4 SETTING GOALS AND SOLVING PROBLEMS**

Set Goals for Success in College, Set Reachable Long-Term and Short-Term Goals, Use the COPE Method to Solve Problems

■ **NEW:** The workplace focus in Chapter 4 is on making decisions, a critical thinking skill essential for making appropriate choices in college, life, and career.

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#### **CHAPTER 5 SHARPENING YOUR CLASSROOM SKILLS**

Prepare for Class, Become an Active Listener, Develop a Personal Note-Taking System, Learn to Make Effective Presentations, Participate in Class and Group Activities

■ **NEW:** A revised *Thinking Ahead about Career* exercise concentrates on active listening and maintaining concentration. The workplace focus in this chapter is on listening, a key communication skill.

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#### **CHAPTER 6 MAKING THE MOST OF YOUR TIME**

How to GRAB Some Time, Scheduling Your Time, Procrastination

■ **NEW:** The workplace focus in this chapter is on managing time wisely.

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#### **CHAPTER 7 MAINTAINING YOUR HEALTH AND WELL-BEING**

Health, Well-Being, and Success in College; Staying Healthy; Your Emotions; Your Interpersonal Skills; Making Friends; Your Sexuality

■ **NEW:** The workplace focus in Chapter 7 is on self-management, a personal quality that can help students balance their physical, emotional, and social selves.

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#### **CHAPTER 8 CREATING YOUR STUDY SYSTEM**

SQ3R: The Basic System, Devising Your Study System

■ **NEW:** The sample title page and copyright page in Figure 8.3 have been updated. The workplace focus in this chapter is on acquiring information, a skill that is enhanced by active, efficient reading systems.

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#### **CHAPTER 9 ORGANIZING INFORMATION FOR STUDY**

Concept or Information Maps, Comparison Charts, Time Lines, Process Diagrams, Informal Outlines, Branching Diagrams

■ **NEW:** A new *Thinking Ahead about Career* exercise asks students to think about studying for an exam in order to take the next step in a specific field of study. The Chapter Review includes a new Concepts to Understand section. The workplace focus in this chapter is on organizing information to aid review of key ideas.

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#### **CHAPTER 10 CONTROLLING YOUR CONCENTRATION**

Eliminate Distractions, Eliminate Other Causes of Poor Concentration

■ **NEW:** The *Thinking Ahead about Career* questions have been revised to further emphasize concentration. The workplace focus in this chapter is on self-management, a personal quality that helps students take control of their concentration, study environment, and learning.

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**CHAPTER 11 IMPROVING LEARNING AND MEMORY**

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How Memory Works, Why You Forget, Increase Your Memory Power

■ **NEW:** The Confidence Builder includes a new memory technique. The Concepts to Understand section in the Chapter Review has been revised. The workplace focus in this chapter is on knowing how to learn.

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**CHAPTER 12 PREPARING FOR TESTS**

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How to Prepare for Tests: Three Steps, Develop a Test-Taking Routine, Master Objective Tests, Know How to Answer Essay Questions

■ **NEW:** A new checklist showing what to study for tests will help students organize their materials and establish a framework for studying. The Chapter Review includes a new Concepts to Understand section. The workplace focus in this chapter is on personal responsibility.

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**CHAPTER 13 REDUCING TEST ANXIETY**

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Eliminate the Causes of Test Anxiety, Learn to Relax, Face Your Fears, Fight Distractions, Talk Positively to Yourself, Find Your Best Solution

■ **NEW:** A new *Thinking Ahead about Career* exercise invites students to apply relaxation techniques. The workplace focus in this chapter is on problem solving as a thinking skill that can help to determine what causes stress or anxiety and how to reduce it.

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**CHAPTER 14 BECOMING AN ACTIVE READER**

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Reading Actively; Find the Main Idea, Details, and Implications; Use a Textbook Marking System

■ **NEW:** The passages and short paragraphs have been updated in Exercises 14.2 and 14.3. The section on Textual Implications has been revised. A new textbook example is provided in the section on Using a Textbook Marking System. The Chapter Review includes a new Concepts to Understand section. The workplace focus in Chapter 14 is on reading, a communication skill essential for keeping up with research and development in any career.

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**CHAPTER 15 BUILDING CAREER SKILLS**

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Working in the New Economy, Where the Jobs Will Be, Choosing Your Future, What Employers Want, From College to Work

■ **NEW:** This chapter will help students prepare for tomorrow's workforce by introducing them to working in the new economy, looking at information from the *Occupational Outlook Handbook*, and assessing their skills. A Confidence Builder makes the connection between courses and assignments and career skills. A job fair checklist, sample résumés, and letters will help students get off the ground and on their way to a successful job search.

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**Features Retained from the Fourth Edition**

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*The Confident Student*, Fifth Edition, continues to be a highly visual, highly personal text with a strong academic base. The features that help students acquire knowledge and make it their own have been retained.



**Awareness Checks** in every chapter are brief checklists or assessment questionnaires that orient students to a chapter concept or discussion topic. Followed by a brief explanation, the Awareness Checks help students assess their attitudes, skills, and prior knowledge.



**Confidence Builders** in every chapter address study skills, attitudes, and job or career skills. Their purpose is to broaden students' understanding and build confidence by extending the discussion of chapter topics into related areas of interest or research. Students are encouraged to pursue these topics further by doing online searches using keywords that are provided.



**Computer Confidence** is a feature that adds a technological dimension to the text.



**Critical Thinking** exercises enhance the text's pedagogical foundation. Through this feature, students learn to integrate critical thinking naturally into their approach to studying and interacting in the classroom as they are asked to question, more fully process, and consider different viewpoints surrounding the issues and concepts presented in the chapter.

**Your Reflections** at the end of each chapter poses several questions for students to think about and respond to in writing. The Reflections provide an excellent opportunity for students to assess their progress, reflect on what they are learning, and plan ways to apply their new skills. The Reflections can be used as a journaling activity, a personal log, or a springboard to discussion between student and instructor.

**Exercises** in every chapter, designated by icons, address learning styles, collaborative activities, and computer/Internet applications. Many of the exercises in the text and online have been revised and some are new. The Internet exercises are reinforced on *The Confident Student* web site, available by selecting the textbook online at <http://collegesurvival.college.hmco.com/students>.

## Ancillaries

**The Instructor's Resource Manual** that accompanies *The Confident Student* contains an answer key for the exercises and chapter-by-chapter suggestions for using the text. Also included are sample course syllabi, a brief bibliography, and a set of reproducible masters for overhead transparencies and handouts to use as supplementary materials. Collaborative activities by Candy Ready of Piedmont Technical College, the section on integrating SCANS workplace competencies with course objectives, and information on portfolio assessment in student success courses have been retained from the Fourth Edition.

**New! A Houghton Mifflin Class Prep CD-ROM** provides instructors with electronic support to accompany the *Instructor's Resource Manual*. Available for both Windows and Macintosh platforms, the CD-ROM provides sample syllabi, chapter exams, answer keys, PowerPoint slides, and transparency masters—all of

which can be easily customized to suit the needs of your course. More information on portfolio assessment, handouts, and other supplementary materials is also available.

### Modules: A New and Exciting Way to Teach

The materials in *The Confident Student*, Fifth Edition, are now available in a new modular format. By selecting only the chapters you want from a database of twenty possible chapters, you can create a customized version of the text geared specifically toward the individual needs of your students. You can even select the sequence in which you wish to present the chapters. The fifteen chapters in the Fifth Edition are available for modularization, along with five additional chapters, including *Becoming a Confident Writer*, *Gaining Math Confidence*, *Developing Science Strategies*, *Developing Your Vocabulary*, and *Using Your Library, Doing Research*. To find out more about the modules, contact your Houghton Mifflin sales representative or visit the College Survival web site.

### College Survival Consulting Services

For more than fifteen years, Houghton Mifflin's College Survival consultants have provided consultation and training for the design, implementation, and presentation of student success and first-year courses. Our team of consultants has a wide variety of experience in teaching and administering the first-year course. They can provide help in establishing or improving your student success program. We offer assistance in course design, instructor training, teaching strategies, annual conferences, and much more. Contact College Survival today at 1-800-528-8323, or visit us on the Web at <http://collegesurvival.college.hmco.com/instructors>.

**The College Survival Student Planner** is a week-at-a-glance academic planner available in a specially priced package with this text. Produced in partnership with Premier, The College Survival Student Planner assists students in managing their time both on and off campus. The planner includes a "Survival Kit" of helpful success tips from Houghton Mifflin Company College Survival textbooks.

**Myers-Briggs Type Indicator® (MBTI®) Instrument\***: This is the most widely used personality inventory in history—shrink-wrapped with *The Confident Student* for a discounted price at qualified schools. The standard Form M self-scoring instrument contains 93 items that determine preferences on four scales: Extraversion–Introversion, Sensing–Intuition, Thinking–Feeling, and Judging–Perceiving.

**Retention Management System™ College Student Inventory**: The Noel Levitz College Student Inventory instrument is available in a specially priced package with this text. This early alert, early intervention program identifies students with tendencies that contribute to dropping out of school. Students can participate in an integrated, campus-wide program. Advisors are sent three interpretive reports: The Student's Report, the Advisor/Counselor Report, and The College Summary and Planning Report.

\*MBTI and Myers-Briggs Type Indicator are registered trademarks of Consulting Psychologists Press, Inc.

## Acknowledgments

First of all, I thank my husband, Stephen P. Kanar, for being the person he is and for steadfastly providing the encouragement and support I needed to complete the Fifth Edition.

A book is the product of many people's efforts. I am indebted to everyone at Houghton Mifflin who contributed to the development and production of the Fifth Edition, and I especially want to thank these people: Mary Finch, your enthusiastic support, encouragement, and promotion of my work mean a lot to me. Shani Fisher, your creativity, boundless energy, and integrity inspire me to do more than I think I can. Kathryn Dinovo and Susan McIntyre, kudos for your work on the production of *The Confident Student*. It's the little things that make the difference between a good book and a much better book. Thank you, Katie Huha, for your work in securing permissions. Sarah Ambrose and your team, I thank all of you for the superb art and design that enhances this book. Andrew Sylvester, for all the many things you have done for me and *The Confident Student*, I thank you. Barbara LeBuhn, Keith Fredericks, Lisa Goodman, and Rachel Wimberly, I am grateful to you for your contributions to the success of the Fifth Edition.

To the reviewers who read my manuscript and provided me with many fine suggestions for developing the Fifth Edition into its present form, you have my thanks:

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Karen Weaver Coleman, *Reading Area Community College*  
Paula Wimbish, *Hinds Community College*

Finally, I remain deeply grateful to the many students whose hopes and achievements inspire each new edition of this book. Wherever you are, I wish you the fulfillment of your dreams.

CCK

## To the Student

*The Confident Student*, Fifth Edition, is designed to help you define your goals and develop the thinking skills, learning strategies, and personal qualities essential to academic and career success. This book includes thorough discussions, illustrations, and easy-to-understand suggestions that will help you become a confident student and lifelong learner.

### How to Use This Book

Begin with the Skill Finder on pages xix–xxvi. Use it to get an idea of what the book covers, to discover which of your study skills need improvement, and to find out which chapters may be most useful to you. In addition, try these suggestions to get the most you can out of *The Confident Student*.

1. Use the chapter-opening questions to assess your prior knowledge about the chapter topic. This prereading activity will put you in the frame of mind for maximum learning.
2. Read each chapter one section at a time. If you have questions, write them in the margin or in a notebook so you can bring them up in class discussion.
3. Pay special attention to the photographs, figures, and other visual elements that may clarify and expand your understanding of chapter concepts.
4. Complete the Awareness Checks. Do the chapter exercises and try out the suggestions in the Confidence Builders, Computer Confidence boxes, and Critical Thinking boxes to reinforce your grasp of each new strategy or skill.
5. To relate what you are learning to real-world situations in life and work, complete Thinking Ahead about Career. Access the Career Resource Center to further explore articles and exercises related to your success after college.
6. To round out your understanding of a chapter, complete the Chapter Review.
7. For a personal assessment of what you have learned and how it may affect your life, complete Your Reflections at the end of each chapter.
8. Finally, talk over the chapter with a friend or with members of a study group. Discussing a chapter is an excellent way to review it and fill in any gaps in your understanding.

### Make *The Confident Student* a Better Book

When you've completed your course, I'd really like to know your opinion of *The Confident Student*, Fifth Edition. Tell me what works and what doesn't work for you. I would be grateful for any suggestions you have that will help me improve the text.

Carol Kanar  
c/o Houghton Mifflin College Survival  
215 Park Avenue South, 10th Floor  
New York, NY 10003  
collegesurvival@hmco.com

## Skill Finder

This questionnaire will help you determine your *confidence index*: a measure of what you already know about the skills covered in this book and which skills need developing or improving. Read each statement. How confident are you that you possess the skill or knowledge that the statement describes? Check the column that best expresses your level of confidence: *Very Confident*, *Fairly Confident*, *Not Very Confident*, or *Not Confident*. Give yourself 3 points for a check in the *Very Confident* column, 2 points for a check in the *Fairly Confident* column, 1 point for a check in the *Not Very Confident* column, and no points for a check in the *Not Confident* column. Add your points and write your score in the space labeled *Section Total*. When you have completed your Skill Finder, transfer your section totals to Table 1 on page xxvi, add them, and write your score in the space labeled *Grand Total*. Use your section totals and grand total from Table 1 to help you find your confidence index for each section (Table 2, page xxvi) and your overall confidence index (Table 3, page xxvi). A more detailed explanation of how to calculate and interpret your confidence index follows at the end of the Skill Finder.

You will notice an asterisk following some of the statements in the Skill Finder. The asterisk identifies the statement as an essential workplace skill. Access the Career Resource Center and visit *The Confident Student* web site for links to online articles that address the identified skills.

Words in italics identify key terms explained in each chapter. *The Confident Student* web site has online flashcards to help you remember these key words. You can also print out a list of the key terms and their definitions.

The complete Skill Finder is also available in an interactive format. Log on to the web site at <http://collegesurvival.college.hmco.com/students> and select Kanar, *The Confident Student*.

Very Confident	Fairly Confident	Not Very Confident	Not Confident
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### Success is a matter of choice, not chance.

1. I know the difference between elective courses and required courses.
2. I have a *mentor* I can turn to for advice.
3. I have a college catalog, and I know what kinds of information it contains.
4. I know what services my college offers to help students financially, academically, and in other ways.
5. I have an academic support group.

Very Confident	Fairly Confident	Not Very Confident	Not Confident
3	2	1	0
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- I use email and am aware of its benefits.\*
- I am flexible and able to adapt to change.\*
- I am comfortable in a culturally diverse environment.\*
- I am able to manage my finances.
- I know the advantages and disadvantages of using credit cards.

### Motivation and learning are connected.

- I know what my basic skill strengths and weaknesses are.
- I know what my *learning style* is and how to use it to my advantage.
- I adapt easily to others' teaching and learning styles.
- I understand how motivation and learning are connected.
- I am aware that people may have *multiple intelligences*.
- I know what *critical thinking* is, and I am able to think critically.\*
- I take personal responsibility for my learning and its outcomes.\*
- I know where and how I learn best, and I try to create those conditions for myself.
- I am usually able to manage my own feelings and behavior.
- I am aware that there are different ways to learn and that it is up to me to choose appropriate strategies.

### Thinking critically and reading are lifelong learning skills.

- Before reading or listening to lectures, I first examine my own *assumptions* about the topic.
- I know how to predict test questions from reading and lectures.
- I am able to determine an author's or speaker's purpose.
- I understand the purpose of *graphics* and how to interpret them.
- I am able to use *creative thinking* to meet many challenges.\*
- I know how to evaluate what I am learning for its *reliability, objectivity, and usefulness*.

Very Confident	Fairly Confident	Not Very Confident	Not Confident
3	2	1	0
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Section Total: 1727. I am an *active reader* rather than a *passive reader*.\*28. I know how to read for main ideas, details, and *implications*.

29. I am able to calculate my reading rate so that I can manage my reading and study time more effectively.

30. I use a textbook marking system.

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Section Total: 26**Goal setting and problem solving are keys to your future.**31. I know the difference between a *short-term goal* and a *long-term goal*.

32. Setting goals is an important part of my planning.\*

33. When things get difficult, I am not inclined to give up.

34. I usually do not have trouble making decisions.\*

35. I know why I am in college.

36. I am able to tell when a goal is a realistic one.

37. I have a *positive attitude* toward others, myself, and the future.\*

38. I am aware of different types (categories) of goals.

39. When I have a problem, I am able to identify its causes.

40. I solve problems through planning rather than by relying on time or chance to take care of them.\*

**Listening and note taking are cornerstones of classroom success.**

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41. Most people would describe me as a good listener.\*

42. I know the difference between *active listening* and *passive listening*.

43. I am not usually distracted when I am listening to a lecture.

44. I recognize the *signal words* that are clues to a speaker's important ideas.

45. I have a note-taking system that usually gives me good results.

46. I consider myself to be an effective speaker or presenter.\*

47. I know how to use a computer to organize my notes.

Very Confident	Fairly Confident	Not Very Confident	Not Confident
3	2	1	0
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Section Total: 21

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Section Total: 23

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48. My interpersonal skills make it easy for me to participate in group activities.\*
49. I am almost always prepared for class.
50. I use my course *syllabus* to keep up with assignments.

### Time management is essential to college, life, and career success.

51. I realize that time is a resource I must use efficiently and wisely.\*
52. I usually have no trouble finding time for studying.
53. I almost always arrive on time for classes.
54. I hand in projects and assignments on time.
55. I rarely miss class for any reason.
56. I am aware of different types of schedules and how they can help me manage my time.
57. As a student athlete, or the friend of one, I know the challenges athletes face and how they can manage their time more effectively.
58. I know what causes *procrastination* and how to avoid it.
59. I know how to use a computer to improve my time management.
60. I understand the connection between time management and study environment.

### Choose success by managing your health and well-being.

61. I maintain a *balanced diet*.
62. I exercise regularly to keep fit.
63. I have learned ways to reduce stress.
64. I know what *Internet addiction* is and how to avoid it.
65. Through self-management, I am able to control my emotions.\*
66. I am sociable and make friends easily.\*
67. I do not abuse alcohol or other harmful substances.
68. Overall, my self-esteem is high.\*

Very Confident	Fairly Confident	Not Very Confident	Not Confident
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Section Total: 21

69. I can accept the need for change.

70. I deal responsibly with sexual situations and relationships.

### To be successful, know how to find, organize, and study information.

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Section Total: 19

71. I know how to find and organize all types of information.\*

72. I am able to tell what is important in a textbook chapter.

73. I know how to use the common parts of textbooks and chapters.

74. I have my own reading–study system, such as SQ3R, that I use consistently.

75. I have no trouble maintaining interest in what I read.

76. I use mapping and diagramming techniques to organize information.

77. I have a system for learning new words and terms.

78. I use different strategies for learning different types of information.

79. I know how to *survey* web sites to find the resources I need.

80. I know how to use a computer for outlining or charting information.\*

### Concentration, learning, and memory are linked.

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81. I am able to control both *internal distractions* and *external distractions*.\*

82. I know how to find or create a study environment for maximum concentration.

83. I understand how having a study system improves concentration.

84. I know how attitude, time management, and goal setting affect my ability to concentrate.\*

85. Neither the instructor's style nor the subject matter affect my ability to concentrate.

86. I understand how the mind processes information.

87. I know how *sensory memory*, *short-term memory*, and *long-term memory* differ.

88. I know why I forget and that I can improve my ability to remember.

89. I understand the connection between learning and memory.

Very Confident	Fairly Confident	Not Very Confident	Not Confident
3	2	1	0
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Section Total: 20

90. I have learned a variety of memory-enhancing techniques, and I use them successfully.

**Being well-prepared for tests will reduce anxiety and ensure success.**

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Section Total: 18

91. When it comes to tests, I know what, when, and how to study.

92. I am almost always well-prepared for a test.

93. I know when it is appropriate to use guessing strategies.

94. I am able to control my feelings and attention during tests.

95. I review my errors and learn from my mistakes.

96. I am good at taking several different types of tests.

97. I know what *test anxiety* is.

98. I know the common causes of test anxiety and how to eliminate them.

99. I understand how *positive self-talk* can help me.

100. I use my self-management skills to help me prepare for tests.\*

**College is a step toward life and career success.\***

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Section Total: 29

101. I have personal goals for my life in the future.

102. I know what working in the new economy will be like.

103. I am aware of career trends and the job outlook for the future.

104. I have already chosen a major or course of study.

105. I have begun thinking about, or have already chosen a career.

106. I see how my college courses are related to my life and work.

107. I know what the essential skills are that employers expect.

108. I understand what is meant by workplace ethics.

109. I consider myself to be computer and technology literate.

110. I am familiar with one or more of these career tools: *résumé*, *cover letter*, and *interview*.

\*You can find articles related to each of these statements on the Career Resource Center web site.