

JOHN W. SANTROCK • JANE S. HALONEN



Your Guide to
College Success

Strategies for Achieving Your Goals

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College Success

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to the Instructor

Of all college courses, no other single course is more important than the one for which this text is written. It is our first and best opportunity to help students learn or improve skills that are fundamental to their academic success and that will continue as life-long skills. To an extent that students themselves often do not fully realize, the problem is two-fold: a problem of both mind and heart. And for every student, every class of students, needs and personal potentials are different.

When we began to conceive of this text, we were aware of the need for improvement in the texts available for the course. Co-author Santrock's years of teaching the college success course at his own college convinced him that no book yet had brought the right balance of heart and mind, breadth of flexibility, and high quality of current, research-proven, sound advice for first-year students. Co-author Halonen's career-long expertise in psychology and teaching of critical thinking skills revealed to her that no college success text yet had done justice to this central focus of academic development. Wide-ranging talks with other instructors of college success confirmed these intuitions. It was those observations that motivated us to pursue this project.

Five qualities of *Your Guide to College Success* make it both truly innovative and worthy of your consideration:

- A content based on the most current, comprehensive research on the principles of effective learning, motivation, and testing; a content worthy of an academic institution and its wide variety of first-year students.
- A conscientious balance of “heart” (understanding and harnessing emotions) and “mind” (mastering academic strategies for thinking and learning).
- A comprehensive, flexible, research-based plan of self-assessments and exercises allowing students and instructors to focus on individual students' priorities, goals, and needs.
- A text that fully supports and provides opportunities for the “portfolio” approach to learning that an increasing number of campuses are adopting.
- Complete full-color customization of the text to fit the needs of every campus, every style of college success course; and a host of other supports, including a unique on-line service, to help your course succeed.

Outstanding Content

We did not take lightly the challenge of writing a book with rich, academically sound content.

How have we infused this text with outstanding content? First, we committed ourselves to presenting concisely the best, most current knowledge on each topic. Then we extensively examined the existing research and literature on a particular topic, such as test-taking strategies, learning styles, or communication skills. We studied the academic literature. We read the best trade books. We thought long and hard about what first-year students really need to know about a topic to succeed in college. Then we wrote.

For each chapter draft we obtained the expertise of a number of consultants—master teachers who examined the content and the pedagogy. They provided suggestions and evaluated the value of the book for their own first-year students. As we continued to revise the manuscript, we also enlisted colleagues at other schools to class-test it extensively, obtaining detailed, written, item-by-item feedback from their students.

Throughout this content-focused process we have kept in mind a central guiding principle:

AN OUTSTANDING COLLEGE SUCCESS TEXT MUST ADDRESS BOTH MIND AND HEART.

Some college success texts strive mainly to address students' academic skills. They go after the student's mind. Others try to connect more with the student's feelings and improve their adjustment to college life. They go after the student's heart. *Your Guide to College Success* seeks a better mix of these two approaches.

Mind and Structure

We reinforce sound academic content with careful and consistent structure. Many college success texts are not organized like other college texts. They also don't look like them. The basic content in *Your Guide to College Success* is logically ordered and clearly presented. Readers will come away from each chapter with a clear, organized understanding of what they need to do to be successful. They also will be able to transfer what they have learned from using this college text to other texts in other courses.

We reinforce the content with careful pedagogy as well. In addition to a complete chapter on critical thinking, we have made sure that each chapter stimulates reflection, good critical thinking and planning, and how to apply these skills throughout the student's college career.

Key learning features within each chapter include:

College Success Checklists An effective way to help students learn is to stimulate their thinking about the skills they currently possess and what they need to learn. The checklist at the beginning of each chapter focuses students on the skills and characteristics needed to succeed in college that the chapter will address. The same checklist appears again at the end of the chapter, where students can evaluate how their thinking may have changed, how much they have learned, and how they have improved in areas where they were weak. It also encourages them to apply what they have learned.

Self-Assessments One or more times in each chapter, students complete a Self-Assessment. This feature helps them to examine themselves more deeply on a specific skill or characteristic. For example, Chapter 3, “Managing Time and Money,” includes five self-assessments: “Creating a Term Planner,” “My Weekly Plan,” “Am I a Procrastinator?,” “My Annual Budget,” and “My Monthly Budget.”

On-Target Tips and Summary Tips for Mastering College The chapters are full of practical strategies for college success. Several times in each chapter the strategies are highlighted in boxed inserts called On-Target Tips. These are handy lists or steps for improving success in some academic life skill. For example, in Chapter 7, “Succeeding on Tests,” students will find sets of tips entitled: “Will This Be on the Test?,” “How Not to Cram,” “Learning to Relax,” “Scoring Essay Brownie Points,” and “Should I Challenge My Grade?”

The page-long Summary Tips for Mastering College appears at the end of each chapter. It provides a final wrap-up of the main things students need to do to succeed in the areas covered by the chapter.

Our reviewing and class-testing have shown these lists of tips to be extremely popular with both instructors and students. Students report having copied the lists to post them at their desks. Another popular way to use them is to gather copies of them in each student’s learning Portfolio (see below).

All pages of *Your Guide to College Success* are perforated. Thus, the checklists, self-assessments, and other features mentioned below can be removed from the book and consolidated in a personal learning portfolio that becomes the student’s permanent, personal digest of the course and springboard for applying these skills to other courses and activities on and off campus.

The Learning Portfolio

As the authors of the first introductory psychology text with diversity as its main theme, we have benefited from the input of diversity focus groups and consultants for more than a decade. We have written this text to meet the needs of men and women students representing all ages, ethnic backgrounds, learning styles and abilities. We have taken care to address the needs of commuters as well as campus residents.

The learning portfolio takes as a starting point the fact that students not only have different things to learn, but learn in different ways. Instructors can encourage diverse learning experiences by letting students choose among the different types of exercises. Or instructors can assign different kinds of projects within a chapter to different students. This strategy can address differences in learning styles and in weaknesses needing remediation, as well as the boredom that can set in when instructors find themselves reading too many papers on the same topic.

The learning portfolio that ends each chapter includes five parts, each of which contains further options. The five parts are:

Learning by Reflecting: Journal Entries These exercises can be used for journal writing. Their purpose is to improve the student’s self-understanding. Often they ask the student to consider how lessons from prior experience might help them conquer current challenges.

Learning by Doing: Action Projects These are action projects, such as conducting informational interviews, setting up discussions, visiting locations outside class, and making presentations. Many of these projects lend themselves to teamwork and collaborative learning.

Learning by Thinking Critically: Critiques These are mainly writing and discussion exercises to develop students' ability to analyze concepts, solve problems, predict consequences, and offer criticism. Group discussion is often a part of the process.

Learning by Thinking Creatively: Personal Vision These activities help students develop a personal vision, come up with new ways to look at issues, and frequently draw on their creative verbal and visual skills. They often include possibilities for group brainstorming and other creative collaboration.

Learning by Planning: Goal-Setting These give students practice in setting goals and planning achievement strategies in relation to issues and needs that emerge from their reading of the chapter and their use of the checklists and self-assessments.

One advantage of the portfolio approach is that throughout the course, students can collect a personal body of work in which they can see the progress they are making. Another advantage is that instructors can conveniently assess each student's progress and final performance in the course by looking at the accumulating quality of their work throughout the term. We urge you to give the learning portfolio idea your serious consideration. Whether or not you choose to organize your course in this manner, we know you will find the portfolio exercises provide a broad, flexible choice of activities suitable for your students.

Heart, Emotion, and Motivation

Mind isn't all there is to college. A text for this course must engage the heart as well. It must excite and motivate students. It needs to reach their feelings. In every chapter we seek to empower students to become more emotionally resilient, to understand their emotions, to cope with stressful circumstances, and to adopt self-enhancing strategies that will help them to master college.

To do this, we begin each chapter with a high-interest profile of a successful person and their college background. The stories present a mix of famous individuals like Oprah Winfrey, Albert Einstein, Amy Tan, and Arnold Schwarzenegger and other lesser known individuals whose stories are equally revealing and engaging, including graduates of both two- and four-year institutions. The stories are linked with chapter content and start the chapter with positive emotion and inspiration.

The need to motivate and evoke feelings is the rationale behind other features, too. Five chapter features are designed with this in mind:

Feeling Good Students want to feel good. These boxed inserts encourage them to monitor their emotions and use them for their advantage. For example, in Chapter 3, “Managing Time and Money,” the insert describes the bad-feeling/good-feeling cycle of emotional buying and offers happier alternatives.

Surprised? Surprise is an important emotion that can motivate. These boxed inserts give information that will surprise many students. One example discusses how many hours students think they should study outside class for every hour they are in class. The surprising results can serve to motivate them to think about their own expectations and to see the need to study more.

Staying Out of the Pits For many students, college is a roller-coaster of emotional highs and lows. In this insert we portray some typical traps, like the serious problem of credit card abuse and suggestions for avoiding it with more effective money strategies.

Amazing But True College Stories Students love and remember dramatic stories. In this feature we present attention-grabbing stories that speak to issues of success. Chapter 1 recounts the remarkable journey of Mary Groda in overcoming numerous obstacles to a college education.

Cartoons Laughter is invaluable behavior that most often springs from positive emotion. Humor helps students relate to a book and its overall message. To this end, each chapter contains a number of cartoons that tie in with the chapter’s themes.

We want students to realize that it is not only possible but even preferable to have fun while learning!

Full-Color Customization

Your Guide to College Success comes in a standard version with all fourteen chapters. It also is available in full-color customized versions. Instructors can select the subset of chapters that meet their individual needs, priorities, and values. They can have the chapters bound in any sequence. They can also have the publisher bind materials specific to their campus with the chapters of the text. Students appreciate and benefit from customization, especially since they pay only for the chapters the instructor chooses to use.

Acknowledgments

We would like to thank the many respondents to our recent course survey. This book benefitted greatly from the ideas of a carefully selected panel of reviewers and class-testers, all of whom are experienced instructors of college success courses at their institutions. Their guidance was invaluable in the development of this text. We especially thank our in-depth class-testers, who worked with manuscript chapters on a day-to-day basis with their students and provided superb feedback to the entire book team.

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 Cynthia C. Turner, St. Philip's College

Particular thanks to Karan Hancock-Gier, Alice Lanning, and their students for their outstanding class-testing work. In addition to reviewing and class-testing, Dr. Lanning also shouldered the sizable task of writing an outstanding Instructor's Resource Manual for the text. We hope you will be as impressed as we are by the sound practicality of its advice, its creative suggestions, and its ease of use.

Survey Respondents

Britt Andreatta, University of California-Santa Barbara
 Victoria Angis, Castleton State College
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 Tim Beardsley, West Virginia University-Parkersburg
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 Ellen Galligan, Sullivan County Community College
 Phil Griffin, Tacoma Community College
 Maryann Greenwood, Modesto Junior College
 John Harwood, Richland College
 Gladys Hauton, Nebraska Methodist College
 Jann Hickey, University of Southern Indiana
 Jim Hiett, Volunteer State Community College
 Bettie Horne, Abraham Baldwin College
 David Hosman, Valencia Community College
 Judy Jackman, Amarillo College
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 Eileen Korpita, University of South Carolina
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 David Sundberg, Central Missouri State University
 Darlene Thomas, Midlands Technical College
 Linda Timmerman, Navarro College
 Myron Umerski, St. Cloud State University

Ancillaries

For more details on how to order each of the following, see the preview pages at the front of your Instructor's Edition, or contact your local ITP sales representative.

Instructor's Edition Includes a visual walk-through of features and chapter-by-chapter grids to show how self-assessments, lists of tips, portfolio exercises, videos, and other resources can be used in connection with specific topics within chapters.

Instructor's Resource Manual Prepared by Dr. Alice Lanning of the University of Oklahoma. Includes additional ice-breakers and other exercises, how to structure group and collaborative learning, alternative teaching strategies, specific suggestions for teaching each topic, chapter quizzes, and many other resources.

The Wadsworth College Success Course Guide A resource for instructors and administrators on creating and running a first-year course.

College Success Internet-At-A-Glance A one-page laminated pocket reference for students. Gives URL sites related to college success.

Franklin Quest Planner, College Edition The best professional time management system in a special student version, including an audio training tape for the student. Available at a very low cost if purchased bundled with each text.

Success Online (<http://www.success.wadsworth.com>) An Internet service including professional resources, opportunities for online discussion, online library offerings and services, virtual conference center opportunities, sample syllabi, e-mail to authors, electronic access the Keystone newsletter. For students, the site provides interactive exercises and tutorials, links to web resources, and access to a virtual community of other students to extend their learning.

InfoTrac College Edition Online access to complete articles from over 600 scholarly and popular publications.

CNN College Success Today, Vol. I Timely segments on key topics in college success, produced by the award-winning educational team at CNN and only available from Wadsworth!

The Wadsworth Video Series An extensive selection of videos on AIDS, stress management, improving grades, healthful eating and nutrition, substance abuse prevention, and maximizing mental performance.

World of Diversity A powerful two-video set on communication and conflict resolution between cultures.

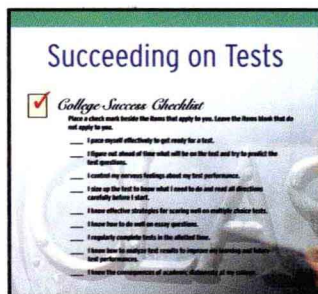
AT&T WorldNet Service Free Internet access for one month, with customized links to college success-related sites.

College Success Guide to the Internet, by Daniel J. Kurland A practical guide for students and instructors.

to the Student

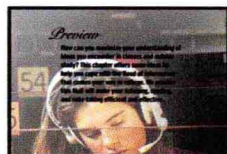
This book has a number of devices that will help you learn the material more effectively and make your learning more enjoyable. Below are brief descriptions and examples.

Beginning of Chapter



College Success Checklist

A checklist opens each chapter. The items listed are the main skills and characteristics that you need to succeed in college related to the chapter. Completing the checklist will get you thinking in terms of aims of the chapter and how to apply them.



Preview

This brief section helps you preview the chapter's main themes.



Chapter Outline

This tells you the main headings of the chapter so you can get a quick visual overview of the main topics that are covered.

Images of College Success

Each chapter opens with an interesting personal story related to the chapter's topic.

Self-Assessment 8-3

How Systematically Do I Solve Problems?

Think about the problems you have faced in your academic and personal life in the last month. Review how regularly you went through each of the stages of the IDEAL model.

	USUALLY	SOMETIMES	RARELY	EXPLAIN
Identification: I accurately identify when something needs attention.				
Definition: I describe problems comprehensively, including the factors that might influence the problem.				
Evaluation: I figure out different approaches to take and decide on the best alternative.				
Action: I effectively put my plans into action.				
Looking back: I successfully evaluate how effective				

Within Chapter

Self-Assessments

One or more times in each chapter, you will be asked to complete a Self-Assessment. This features helps you to examine yourself in relation to a skill or problem.

On Target Tips

After Class Is Over

Just one you do after class to consolidate your learning!

You can:

- Describe and reorganize your notes. This not only allows you to create a master, unified set of ideas for study, but also provides an immediate rehearsal to help you consolidate the information.
- Highlight the most important ideas. Underline or color-code the ideas that stand out as the most likely to appear on a test. Write notes in the margins that will make the material more meaningful to you.
- Write a summary paragraph of the main ideas. What were the main points covered in class? How did this class fit with the main points covered in class? How did this class fit with the main points covered in class?

On-Target Tips

These appear as boxed inserts in each chapter, and they provide a number of specific strategies for you to apply.

Staying Out of the Pits

The Lure of Free and Easy Plastic

You and easy plastic. What could possibly go wrong with getting a free credit card? For starters, the average college student graduates with \$10,000 in debt. In many cases, part of the debt is on credit cards.

Sixty-four percent of students have credit cards. It is all too easy for students to get credit cards. And it is all too easy to run up big debts on them.

Many students have more than one credit card. Don't say financial advisers. The more credit cards you have, the easier it is to run up big debts. The other students use credit cards to compensate for their lack of financial planning.

What are some alternatives to credit cards?

Feeling Good, Surprised?, Staying Out of the Pits, and Amazing But True Stories

Each of these appears once per chapter. They describe real students' experiences that can give you insights about college life.



Cartoons

Each chapter has a number of cartoons related to the content that we hope you enjoy.

Summary Tips For Mastering College

Managing Time and Money

Setting Goals and Planning

- Write down your long-term and short-term goals. Make them precise and complete. Set a completion date for your goals. Develop a plan of action, be consistent and persistent, and monitor your progress.
- Create a term calendar for the semester or quarter. Write in your important test dates, when papers are due, and so on. Keep a spare copy in case you lose the calendar.
- Do weekly plans. Develop your weekly plan at the end of each week. Review your plan and adjust as needed.

Managing Money

- If you commute, use this time effectively: tape your instructor's lectures if they will fly back on the way home or to school.
- Don't procrastinate. Tackle the tasks that complete. If you are a procrastinator, set small goals, and don't make excuses. Be organized.

Managing Money

- Put together a budget for the entire academic year and expenses.
- Put together a monthly budget. Be specific about your needs and wants.

End of Chapter

Summary Tips for Mastering College

This section provides a final wrap-up of the main things in each chapter. It's a summary outline of the chapter's key suggestions.

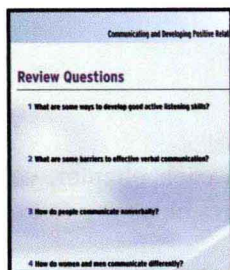
College Success Checklist

Have your views changed since you completed this checklist at the beginning of the chapter? Place a check mark beside any item for which you feel good about your current practice. Also check any item for which you have new ideas about how to improve.

- ☐ I am an active listener when I communicate with others.
- ☐ I know what the barriers to communication are and how to overcome them.
- ☐ I understand the nature of nonverbal communication.
- ☐ I can describe how females and males communicate differently.
- ☐ I appropriately use self-disclosure in close relationships.
- ☐ I express myself assertively.

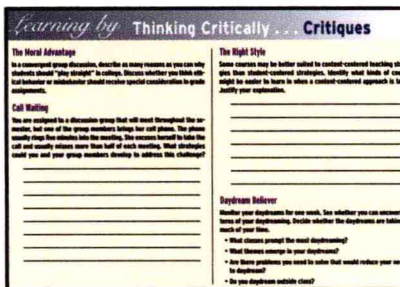
College Success Checklist

This will be the same checklist you filled out at the beginning of the chapter. By completing it again, you can see how much you have learned, how your views may have changed, and what you need to work on further.



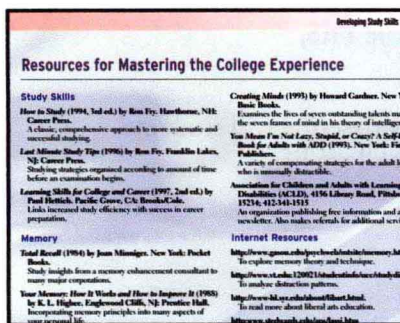
Review Questions

These test your knowledge of what you learned in the chapter.



Learning Portfolio Exercises

This section includes five different types of exercises: Learning by Reflecting, Learning by Doing, Learning by Thinking Critically, Learning by Thinking Creatively, and Learning by Planning. In consultation with your instructor you can select and complete appropriate exercises and collect the results in a Learning Portfolio that you can use in your other classes and on the job!



Resources for Mastering the College Experience

This final section includes a wide range of useful resources that you will find handy in and out of the classroom. They include books, brochures, Internet locations, addresses, and phone numbers.

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