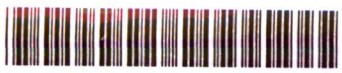
POWER Learning

Strategies for Success in College and Life

Robert S. Feldman

4200302141



4200302141

POWER Learning

Strategies for Success in College and Life

Robert S. Feldman
University of Massachusetts—Amherst

本书配有光盘，需要者请到网络光盘实验室拷贝

Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis
Bangkok Bogotá Caracas Lisbon London Madrid
Mexico City Milan New Delhi Seoul Singapore Sydney Taipei Toronto

McGraw-Hill Higher Education

A Division of The McGraw-Hill Companies

P.O.W.E.R. LEARNING: STRATEGIES FOR SUCCESS IN COLLEGE AND LIFE
Copyright © 2000 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 VNH/VNH 9 0 9 8 7 6 5 4 3 2 1

ISBN 0-07-365505-8

Editorial director: *Phillip A. Butcher*
Sponsoring editor: *Sarah Touborg Moyers*
Senior developmental editor: *Rhona Robbin*
Editorial assistant: *Bennett Morrison*
Director of marketing: *Margaret Metz*
Marketing manager: *David Patterson*
Senior project manager: *Denise Santor-Mitzit*
Production supervisor: *Kari Geltemeyer*
Senior designer: *Jennifer McQueen Hollingsworth*
Cover photographer: *Sharon Hoogstraten*
Senior photo research coordinator: *Keri Johnson*
Photo researcher: *Elyse Rieder*
Supplement coordinator: *Carol Loreth*
Compositor: *ElectraGraphics, Inc.*
Typeface: *10.5/13 Palatino*
Printer: *Von Hoffmann Press, Inc.*

Library of Congress Cataloging-in-Publication Data

Feldman, Robert S. (Robert Stephen)
P.O.W.E.R. learning : strategies for success in college and life / Robert S. Feldman.
p. cm.
Includes bibliographical references (p.) an index.
ISBN 0-07-365505-8 (softcover)
1. College student orientation. 2. Study skills. 3. Life skills. 4. Success. I. Title. II. Title: POWER learning.
LB2343.3.F44 2000
378.1'98—dc21 99-39465

http://www.mhhe.com

About the Author

Robert S. Feldman is a professor of psychology at the University of Massachusetts at Amherst, where he is Director of Undergraduate Studies and recipient of the College Outstanding Teacher Award. He has also taught courses at Mount Holyoke College, Wesleyan University, and Virginia Commonwealth University. As Director of Undergraduate Studies, he initiated the Minority Mentoring Program. He teaches the first-year experience course and in the Talent Advancement Program for new students.

A graduate of Wesleyan University and the University of Wisconsin—Madison, Professor Feldman is a fellow of both the American Psychological Association and the American Psychological Society. He is a recipient of a Fulbright Senior Research Scholar and Lecturer award and has written some 100 scientific articles, book chapters, and books. His books, some of which have been translated into Spanish, French, Portuguese, and Chinese, include *Fundamentals of Nonverbal Behavior, Development of Nonverbal Behavior in Children, Understanding Psychology, Social Psychology, and Development Across the Life Span.* His research interests encompass the development of nonverbal behavior in children and the social psychology of education, and his research has been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research.

Professor Feldman's spare time is most often devoted to serious cooking and earnest, but unpolished, piano playing. He lives with his wife, a psychologist, in a home overlooking the Holyoke mountain range in Amherst, Massachusetts, and has three children.

Preface

He doesn't know it, but Mark Johnson provided the impetus for this book.

Mark was an enigma when I first met him some two decades ago, soon after I first began college teaching. Enrolled in my introductory psychology class, he was a quiet, good-natured student. His attendance was sporadic, but he passed the tests, although just barely. For most of the semester, he managed to squeak by, a pattern, I would learn, that was typical for him and for other students like him.

Then, on the day that term papers were due, Mark came up to me after class and offered up a lengthy list of reasons why he was unable to complete his paper on time. The paper due date could hardly have sneaked up on him—we had been talking about it in class for several weeks. Yet Mark had managed to put himself in a situation that ensured he would fall short of what was required.

What puzzled me about Mark was that he was smart, articulate, and eager to succeed. He certainly wanted to do well, and seemed every bit as capable as those students who were doing quite well in class. Why, then, was Mark a marginal student, and what didn't he know that his more successful classmates did? Over the years, I encountered other students like Mark, and I wondered: Was there a way to teach *every* student how to succeed, both academically and beyond the classroom?

P.O.W.E.R. Learning embodies the answers to these questions. Based on the conviction that *good students are made, not born,* the central message of ***P.O.W.E.R. Learning*** is that students can be successful in college if they follow the basic principles and strategies presented in this book. Once mastered, these principles and strategies can help students to maximize their accomplishments, both in and out of the classroom.

Introducing *P.O.W.E.R. Learning: Strategies for Success in College and Life*

This text is designed to be used by students in first-year experience courses. For many students, the first-year experience course is a literal lifeline. It provides the means to learn what it takes to achieve academic success and to make a positive social adjustment to the campus community. If students learn how to do well in their first term of college, they are building a foundation that will last a lifetime.

I wrote ***P.O.W.E.R. Learning*** because no existing text provides a systematic framework to help students develop learning and problem-solving strategies that will be effective both in and out of the classroom. The book is an outgrowth of my experience as a college instructor—most of it involving first-year students—combined with my research on the factors that influence learning.

P.O.W.E.R. Learning provides a framework that students can begin to use

此为试读,需要完整PDF请访问: www.ertongbook.com

immediately to become more effective students. Having taught first-year-experience courses many times, I knew this framework had to meet several important criteria. Specifically, it had to be:

- Clear, easy-to-grasp, logical, and compelling, so that students could readily see its merits.
- Effective for a variety of student learning styles—as well as a variety of teaching styles.
- Workable within a variety of course formats.
- Transferable to settings ranging from the classroom to the dorm room to the board room.
- Effective in addressing both the mind *and* the spirit, presenting cognitive strategies and skills, while engaging the natural enthusiasm, motivation, and inclination to succeed that students carry within them.

Based on comprehensive, detailed feedback obtained from both instructors and students, ***P.O.W.E.R. Learning: Strategies for Success in College and Life*** meets these criteria. The book will help students confront and master the numerous challenges of the college experience through use of the P.O.W.E.R. learning approach, embodied in the five steps of the acronym *P.O.W.E.R.* (*P*repare, *O*rganize, *W*ork, *E*valuate, and *R*ethink). Using simple—yet effective—principles, ***P.O.W.E.R. Learning*** teaches the skills needed to succeed in college and careers beyond.

Developing *P.O.W.E.R. Learning*

P.O.W.E.R. Learning: Strategies for Success in College and Life has undergone the most extensive pre-publication development of any book published for the first-year-college experience course. The input of literally hundreds of instructors and students in face-to-face focus groups and conferences, manuscript reviews (through several drafts), questionnaires, and surveys, contributed significantly to the development of the book. The material has been thoroughly class-tested, aggressively critiqued by dozens of students taking their own first-year experience college success course, and revised on the basis of this student feedback.

What did instructors and students say? Several key examples illustrate what I learned and how I responded. First, both groups found the ***P.O.W.E.R. Learning*** framework easy to grasp, useful, and likely to provide substantial benefits, both in and out of the classroom. They asked for more hands-on and group learning activities than they found in existing texts. In response to this feedback, the ratio of exercises-to-text shifted substantially in terms of increased exercises in later drafts. Finally, it became clear that the World Wide Web was playing an increasingly large role in instruction and students' lives. Consequently, not only did I add material and exercises on using the Web in every chapter, but there is an interactive Web site for readers of ***P.O.W.E.R. Learning***. (Visit it at http://www.mhhe.com/power and see for yourself!)

Furthermore, a review of the scientific literature (summarized in the *Instructor's Manual*) confirmed that the principles guiding the development of the *P.O.W.E.R.* framework are supported by extensive research in educational psychology. In short, the result of this thorough pre-publication development and testing is a book and supplements package that both author and publisher are confident will meet the needs of those who teach the course and those who

take it. *No other book more closely reflects what instructors and students say they want in a first-year-experience text.*

The Goals of the Book

P.O.W.E.R. Learning: Strategies for Success in College and Life **addresses five major goals.**

1. **To provide a systematic framework for organizing the strategies that lead to success.** First and foremost, the book provides a systematic, balanced presentation of the skills required to achieve student success. Using the *P.O.W.E.R.* framework and relying on proven strategies, ***P.O.W.E.R. Learning*** provides specific, hands-on techniques for achieving success as a student.
2. **To offer a wide range of skill-building opportunities.** ***P.O.W.E.R. Learning*** provides a wealth of specific exercises, diagnostic questionnaires, case studies, and journal writing activities to help students to develop and master the skills and techniques they need to become effective learners and problem solvers. *Readers learn by doing.*
3. **To demonstrate the connection between academic success and success beyond the classroom.** Stressing the importance of *self-reliance* and *self-accountability,* the book demonstrates that the skills required to be a successful student are tied to career and personal success as well.
4. **To develop critical thinking skills.** Whether to evaluate the quality of information found on the Internet or in other types of media, or to judge the merits of a position taken by a friend, colleague, or politician, the ability to think critically is more important than ever in this age of information. Through frequent questionnaires, exercises, journal activities, and guided group work, ***P.O.W.E.R. Learning*** helps students to develop their capacity to think critically.
5. **To provide an engaging, accessible, and meaningful presentation.** The fifth goal of this book underlies the first four—to write a student-friendly book that is relevant to the needs and interests of its readers and that will promote enthusiasm and interest in the process of becoming a successful student. Learning the strategies needed to become a more effective student should be a stimulating and fulfilling experience. Realizing that these strategies are valuable outside the classroom as well will provide students with an added incentive to master them.

In short, ***P.O.W.E.R. Learning: Strategies for Success in College and Life*** is designed to give students a sense of mastery and success as they read the book and work through its exercises. It is meant to engage and nurture students' minds and spirits, stimulating their intellectual curiosity about the world and planting a seed that will grow throughout their lifetime.

Achieving the goals of the book

The goals of ***P.O.W.E.R. Learning: Strategies for Success in College and Life*** are achieved through a consistent, carefully devised set of features common to every chapter. Students and faculty endorsed each of these elements. They include the following:

- ***Chapter-opening scenarios.*** Each chapter begins with a short vignette, describing an individual grappling with a situation that is relevant to the subject matter of the chapter. Readers will be able to relate to these vignettes, which feature students running behind schedule (Chapter 2), figuring out a way to keep with a reading assignments (Chapter 7), or facing a long list of French vocabulary words to memorize (Chapter 9).
- ***Looking Ahead*** sections. These sections provide a bridge between the opening vignettes and the remainder of the chapter and include orienting questions that lay out the chapter's objectives.
- ***P.O.W.E.R. Plan.*** Every chapter includes a figure that summarizes the key activities related to each step of the P.O.W.E.R. process for the major topic discussed in the chapter. The P.O.W.E.R. Plan figures are especially helpful to visually oriented learners.
- ***Try It*** activities. These sections, interspersed throughout the chapter, include written exercises of all types. These activities are keyed to one or more of the steps of P.O.W.E.R.; the relevant steps are indicated by highlighted letters at the top of each Try It. There are at least five *Try It* activities in every chapter, and at least one of these is designated as an in-class, group exercise. Examples of *Try It* exercises include "Assess Your Learning Style" (Chapter 3), "Identify Course Goals" (Chapter 5), "Discover Your Attention Span" (Chapter 7), and "Use Freewriting" (Chapter 10).
- ***Journal Reflections.*** This feature provides students with the opportunity to keep an ongoing journal, making entries relevant to the chapter content. Students are asked to reflect and think critically about related prior experiences. For example, the Journal Reflections in Chapter 4, "Finding and Using Information," asks for students' reactions to computers, and the one in Chapter 8, "Writing and Speaking," asks students to reflect on their feelings about the writing process.
- ***Speaking of Success.*** Every chapter includes interviews with individuals who exemplify academic success. Some of these individuals are well-known figures such as Bill Cosby, Rebecca Lobo, and Colin Powell; others are current students or recent graduates. Many of these individuals have struggled to overcome difficulties in their personal lives or in school before achieving academic or career success. Students will be able to relate to or identify with the stories told by the people profiled in these sections; some accounts may inspire readers to realize their goals and aspirations.
- ***Career Connections.*** This feature links the material in the chapter to the world of work, demonstrating how the strategies discussed in the chapter are related to career choices and success in the workplace. Topics addressed in these sections include narrowing career choices, applying for jobs, and developing workplace listening skills.
- ***Running Glossary.*** Key terms appear in boldface in the text and are defined in the margins. In addition, they are listed in a Key Terms and Concepts section at the end of the chapter, with accompanying page references. Key terms are highlighted in color in the index.
- ***End-of-chapter material.*** Each chapter ends with a summary (Looking Back), organized around the orienting questions featured in the Looking Ahead section; a list of key terms and concepts with page references; and

an annotated list of student resources. These resources include campus offices, relevant supplemental readings, and World Wide Web sites and exercises (Taking It to the Net) that require use of the Web. This material helps students study and retain important concepts presented in the chapter, as well as guiding future inquiry.

Case Study. Each chapter ends with a case study (The Case of . . .) to which the principles described in the chapter can be applied. Case studies are based on situations that students might themselves encounter. For instance, the case study in the note-taking chapter describes the difficulties experienced by a student who writes down the instructor's every word ("The Case of . . . The Human Dictation Machine"), and the case study in the decision-making chapter describes a problem involving an apartment lease and roommates ("The Case of . . . Left Holding the Lease"). Each case provides a series of questions that encourage students to consider what they've learned and to use critical thinking skills in responding to these questions.

P.O.W.E.R. Tools for Instructors and Students

The same philosophy and goals that guided the writing of ***P.O.W.E.R. Learning: Strategies for Success in College and Life*** have informed the development of a *comprehensive, first-rate* set of teaching aids. Through a series of focus groups, questionnaires, and surveys, we asked instructors what they needed to optimize their courses. We also analyzed what other publishers provided in the way of teaching aids to make sure that the ancillary materials accompanying ***P.O.W.E.R. Learning*** would surpass the level of support to which instructors are accustomed.

As a result of the extensive research that went into devising the teaching aids, we are confident that whether you are an instructor with long experience, or are teaching the course for the first time, this book's instructional package will enhance classroom instruction and provide guidance as you prepare for and teach the course.

Print Resources

Annotated Instructor's Edition (AIE) (0-07-233724-9) The AIE contains the full text of the student edition of the book with the addition of marginal notes providing a rich variety of teaching strategies, discussion prompts, and helpful cross-references to the Instructor's Resource Manual. Prepared by Cindy Wallace and Joni Webb Petschauer of Appalachian State University.

Instructor's Resource Manual and Testbank (0-07-234372-9) Written by Cindy Wallace, Joni Webb Petschauer, and Don Friedman of Appalachian State University, with additional contributions from experienced instructors across the country, this manual provides specific

suggestions for teaching each course topic in the text, tips on implementing a first-year experience program, handouts to generate creative classroom activities, transparency masters, audiovisual resources, sample syllabi, tips on incorporating the Web into your course, and a bank of chapter quizzes.

Custom Options P.O.W.E.R. Learning can be customized for brevity in shorter courses and can be expanded to include semester schedules, campus maps, and other materials specific to your course. Please contact your McGraw-Hill representative for details.

Human Resources

Workshops with Author and Author Team A variety of workshops are available on topics such as teacher training and using technology in the first-year seminar. Please ask your McGraw-Hill representative for details.

Digital Resources

P.O.W.E.R. Learning CD-ROM (0-07-234375-3) This CD-ROM provides students with a rich multimedia extension of the text's content. Each module of the CD-ROM is tied to a chapter of the text, featuring interactive self-assessments, simulations, video and audio clips, crossword puzzles, Web links, journal activities, and an Internet primer. Available in both Windows and Mac for free when packaged with the text.

Health Quest CD-ROM This interactive program features an array of dynamic simulations and assessment activities to help students make responsible decisions about all aspects of their health and wellness, including stress, nutrition, alcohol and drug use, and sex. Available in both Windows and Mac for a nominal fee, packaged with the text.

P.O.W.E.R. Learning Website (0-07-233723-0) Look to us for online teaching and learning tools at www.mhhe.com/power. Instructors and students will find downloadable resources, demonstrations of all of our software programs, opportunities for online discussion, e-mail access to the author and project contributors, Web exercises, and a rich bank of links for college success.

PageOut: The Course Website Development Center Let us help build your own course Web site. PageOut lets you offer students instant access to your syllabus, lecture notes, original material, recommended Web site addresses, and material from the *P.O.W.E.R. Learning* Web site. Students can even check their grades online. PageOut also provides a discussion board where you and your students can exchange questions and post announcements, as well as an area for students to build personal Web pages.

To find out more about PageOut: The Course Website Development Center, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.

PowerPoint Slides (0-07-234373-7) These slides, drawn from the book's graphics and other sources, offer a variety of electronic options to enhance instructor and student presentations.

Study Smart (0-07-552888-6) This innovative study skills tutorial for students is an excellent resource for the learning lab. Teaching students note-taking methods, test-taking strategies, and time management secrets, Study Smart operates with a sophisticated answer analysis that students will find motivational. Available for individual purchase and site license adoption.

Video Resources (0-07-236710-5) *Real People Talk About Real Success.* Filmed expressly for ***P.O.W.E.R. Learning*** on various campus locations and "real-world" settings, this documentary-style video features a variety of inspiring people, both professional and student, describing life challenges and how the elements of the *P.O.W.E.R.* framework help them achieve success. Designed for use during the early part of the semester, this video is ideal for helping break the ice and stimulating discussion. Ask your McGraw-Hill representative for details.

Start Right Video Series Produced in conjunction with the National Orientation Directors Association, this program consists of six videos (approximately 20 minutes each) on diversity, residential life, academic success, wellness, alcohol, and money. The series is supported by an instructor's guide by Nancy Hunter Denny, including discussion questions, handouts and worksheets, and student exercises. An additional hour-long program, *The Facilitator's Training Video,* illustrates effective methods and strategies for peer discussion leaders. Ask your McGraw-Hill representative for details.

Additional Value-Added Packaging Options

The McGraw-Hill Guide to Electronic Research and Documentation (0-07-069027-8) Written by Diana Roberts Wienbroer of Nassau Community College, this 60-page booklet will help students in all of their cross-curricular endeavors. It is available at no charge when packaged with the text.

Random House Webster's College Dictionary (0-07-366069-8) Updated for the 21st century, this dictionary is available for a nominal cost when packaged with the text.

此为试读,需要完整PDF请访问: www.ertongbook.com

To the Student

Using *P.O.W.E.R. Learning: Strategies for Success in College and Life*

Do you find that there's not enough time to accomplish all the things you want to do? Do you put off studying for tests until the last minute? Do you sometimes have trouble making decisions?

If so, you're not alone. *Every* first-year college student encounters challenges such as these, and many others. That's where *P.O.W.E.R. Learning: Strategies for Success in College and Life* comes in. It is designed to help you to master the challenges you'll face in college as well as in life after college. The *P.O.W.E.R.* framework—which is based on five key steps embodied in the word *P.O.W.E.R.* (*P*repare, *O*rganize, *W*ork, *E*valuate, and *R*ethink)—teaches strategies that will help you become a more successful student and that will give you an edge in attaining what you want to accomplish in life.

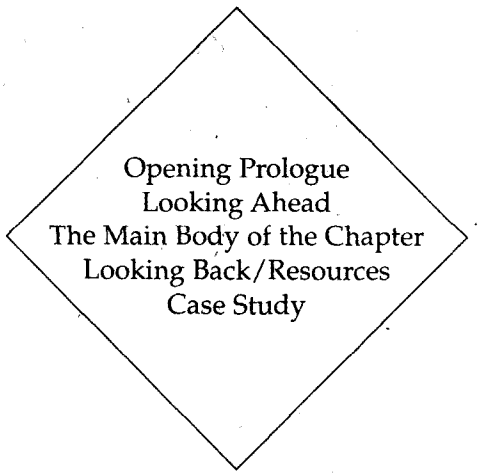
But it's up to you to make use of the book. By familiarizing yourself with its features and using the built-in learning aids, you'll maximize it usefulness and be more likely to get the most out of it.

Familiarize yourself with the scope of *P.O.W.E.R. Learning*

Begin by skimming the table of contents, which provides an overview of the book. By reading the chapter titles, you'll get a sense of the topics that are covered and the logic of the sequence of chapters.

Then, take some time to flip through the book. Choose a chapter that sounds interesting to you, skim a few pages, and see for yourself the kinds of practical information the book provides.

Note that every chapter has the same diamond-shaped pattern:



Use the built-in learning aids

Now that you have a broad overview of ***P.O.W.E.R. Learning,*** you're ready to consider each of the book's different components. What follows is a visual guide.

The day has started off with a bang. Literally. Jessie Trevant's alarm has gone off at 8:35 a.m., rousing her from a deep sleep. As she struggles, eyes closed, to turn off the clock radio's incessant electronic pinging, Jessie knocks it off the desk next to her bed, and it falls to the floor. The bang as it hits not only wakes her fully, but also rouses her roommate, normally a deep sleeper.

Jessie is distressed. Although she and her roommate, squeezed into a room designed originally as a single, have gotten along pretty well for the first two weeks of the term, their relationship is still shaky. Jessie wonders how her roommate will react to being awakened so early.

Struggling out of bed, Jessie reflects on the day ahead. It's one of her most intense class days—four different classes, scattered across the campus. She also must put in several hours of work in the college bookstore, where she has a 15-hour-a-week job, and she knows she better get started on her history paper, which is due next week.

But her major concern is the biology test she must take during her first class of the day. She studied until 2:00 in the morning, leaving precious little time for sleep, but she still could have used more study time. It is her first test in college, and there is so much material to remember. In some irrational way, she feels her performance will signal how successful her entire college career will be, and she wants to make sure she does well on the test.

After a quick shower, Jessie joins a flood of students making their way to classes. She glances at her biology textbook and feels a wave of anxiety flood over her, raising the same questions that have dogged her since she started college: Will I do well in my classes? How can I manage to hold down a job and have enough time to study? Will I make friends and become part of the college community? Can I live up to my family's expectations? . . . And underlying them all is a single challenge: *Will I be successful in college?*

Looking Ahead

Whether academic pursuits are a struggle or come easily to you . . . whether you live on campus or commute . . . whether you are fresh out of high school or are returning to school many years after high school graduation—college is a challenge. Every one of us has doubts of one sort or another about our capabilities and motivation, and new situations—like starting college—make us wonder how well we'll succeed.

That's where this book comes in. It is designed to help you learn the most effective ways to approach the challenges you encounter, not just in college, but outside the classroom, too. It will teach you practical strategies, hints, and tips that can lead you to success, all centered around an approach to achieving college success: P.O.W.E.R. Learning.

This book is designed to be useful in a way that is different from other college texts. It presents information in a hands-on format. It's meant to be used—not just read. Write on it, underline words and sentences, use a highlighter, circle key points, and complete the questionnaires right in the book. The more exercises you do, the more you'll get from the book. Remember, this is a book to help you with your course work throughout college. It's a good idea to invest your time here and now. If the learning techniques you master here become second nature, the payoff will be enormous.

This first chapter lays out the basics of P.O.W.E.R. Learning. By the time you finish this chapter, you'll be able to answer these questions:

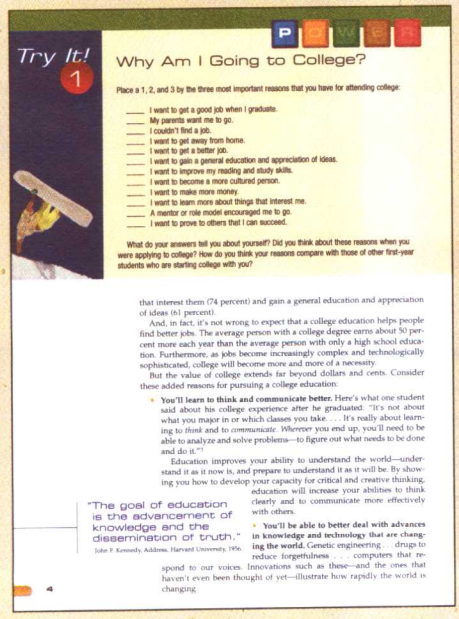
- **What are the benefits of a college education?**
- **What are the basic principles of P.O.W.E.R. Learning?**
- **How do expert students use P.O.W.E.R. Learning?**

Opening Prologue This is a brief account of a student confronting a challenge, of the kind you are likely to face, that is relevant to the chapter topic.

Looking Ahead This opening section orients you to the topics covered in each chapter, providing a link between the opening situation and the rest of the chapter. It also includes a list of key questions that are addressed—and answered—within the chapter.

Journal Reflections This feature allows you to keep an ongoing journal, making entries relevant to the chapter content.

Try It Every chapter offers at least five opportunities for you to gain hands-on experience with the material covered in the chapter. These activities include questionnaires, self-assessments, and group exercises that you can do with your classmates. The name says it all: Try It!



Try It! 1

P O W E R

Why Am I Going to College?

Place a 1, 2, and 3 by the three most important reasons that you have for attending college:

___ I want to get a good job when I graduate.
___ My parents want me to go.
___ I couldn't find a job.
___ I want to get away from home.
___ I want to get a better job.
___ I want to gain a general education and appreciation of ideas.
___ I want to improve my reading and study skills.
___ I want to become a more cultured person.
___ I want to make more money.
___ I want to learn more about things that interest me.
___ A mentor or role model encouraged me to go.
___ I want to prove to others that I can succeed.

What do your answers tell you about yourself? Did you think about these reasons when you were applying to college? How do you think your reasons compare with those of other first-year students who are starting college with you?

that interest them (74 percent) and gain a general education and appreciation of ideas (61 percent).

And, in fact, it's not wrong to expect that a college education helps people find better jobs. The average person with a college degree earns about 50 percent more each year than the average person with only a high school education. Furthermore, as jobs become increasingly complex and technologically sophisticated, college will become more and more of a necessity.

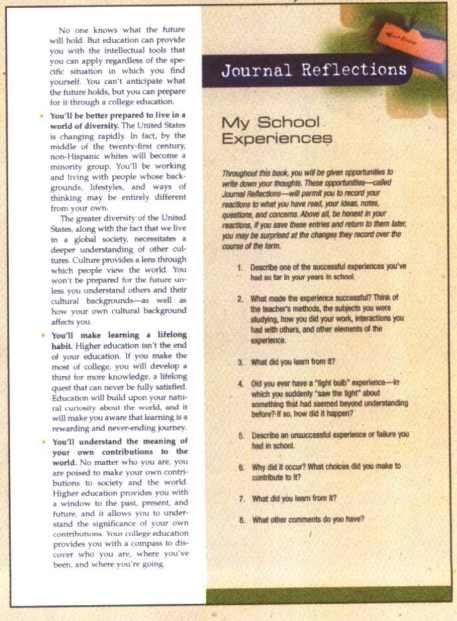
But the value of college extends far beyond dollars and cents. Consider these added reasons for pursuing a college education:

- **You'll learn to think and communicate better.** Here's what one student said about his college experience after he graduated: "It's not about what you major in or which classes you take. . . . It's really about learning to *think* and to *communicate*. Wherever you end up, you'll need to be able to analyze and solve problems—to figure out what needs to be done and do it."

Education improves your ability to understand the world—understand it as it now is, and prepare to understand it as it will be. By showing you how to develop your capacity for critical and creative thinking, education will increase your abilities to think clearly and to communicate more effectively with others.

"The goal of education is the advancement of knowledge and the dissemination of truth."
John F. Kennedy, Address, Harvard University, 1956

- **You'll be able to better deal with advances in knowledge and technology that are changing the world.** Genetic engineering . . . drugs to reduce forgetfulness . . . computers that respond to our voices. Innovations such as these—and the ones that haven't even been thought of yet—illustrate how rapidly the world is changing.



Journal Reflections

My School Experiences

Throughout this book, you will be given opportunities to write down your thoughts. These opportunities—called Journal Reflections—will permit you to record your reactions to what you have read, your ideas, notes, questions, and concerns. Above all, be honest in your reactions. If you save these entries and return to them later, you may be surprised at the changes they record over the course of the term.

1. Describe one of the successful experiences you've had so far in your years in school.
2. What made the experience successful? Think of the teacher's methods, the subjects you were studying, how you did your work, interactions you had with others, and other elements of the experience.
3. What did you learn from it?
4. Did you ever have a "light bulb" experience—itr which you suddenly "saw the light" about something that had seemed beyond understanding before? If so, how did it happen?
5. Describe an unsuccessful experience or failure you had in school.
6. Why did it occur? What choices did you make to contribute to it?
7. What did you learn from it?
8. What other comments do you have?

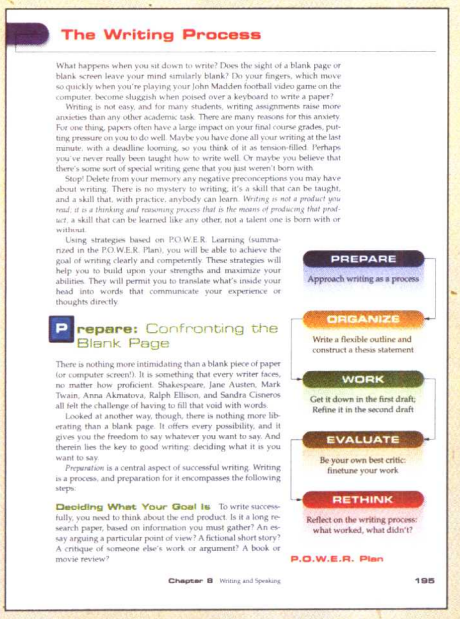
No one knows what the future will hold. But education can provide you with the intellectual tools that you can apply regardless of the specific situation in which you find yourself. You can't anticipate what the future holds, but you can prepare for it through a college education.

- **You'll be better prepared to live in a world of diversity.** The United States is changing rapidly. In fact, by the middle of the twenty-first century, non-Hispanic whites will become a minority group. You'll be working and living with people whose backgrounds, lifestyles, and ways of thinking may be entirely different from your own.

The greater diversity of the United States, along with the fact that we live in a global society, necessitates a deeper understanding of other cultures. Culture provides a lens through which people view the world. You won't be prepared for the future unless you understand others and their cultural backgrounds—as well as how your own cultural background affects you.

- **You'll make learning a lifelong habit.** Higher education isn't the end of your education. If you make the most of college, you will develop a thirst for more knowledge, a lifelong quest that can never be fully satisfied. Education will build upon your natural curiosity about the world, and it will make you aware that learning is a rewarding and never-ending journey.
- **You'll understand the meaning of your own contributions to the world.** No matter who you are, you are poised to make your own contributions to society and the world. Higher education provides you with a window to the past, present, and future, and it allows you to understand the significance of your own contributions. Your college education provides you with a compass to discover who you are, where you've been, and where you're going.

P.O.W.E.R. Plan Every chapter includes a figure that summarizes the key activities related to each step of the P.O.W.E.R. process for the major topic discussed in the chapter. The P.O.W.E.R. Plan figures are especially helpful to visually oriented learners.



The Writing Process

What happens when you sit down to write? Does the sight of a blank page or blank screen leave your mind similarly blank? Do your fingers, which move so quickly when you're playing your John Madden football video game on the computer, become sluggish when poised over a keyboard to write a paper?

Writing is not easy, and for many students, writing assignments raise more anxieties than any other academic task. There are many reasons for this anxiety. For one thing, papers often have a large impact on your final course grades, putting pressure on you to do well. Maybe you have done all your writing at the last minute, with a deadline looming, so you think of it as tension-filled. Perhaps you've never really been taught how to write well. Or maybe you believe that there's some sort of special writing gene that you just weren't born with.

Stop! Delete from your memory any negative preconceptions you may have about writing. There is no mystery to writing, it's a skill that can be taught, and a skill that, with practice, anybody can learn. *Writing is not a product you read; it is a thinking and reasoning process that is the means of producing that product*, a skill that can be learned like any other, not a talent one is born with or without.

Using strategies based on P.O.W.E.R. Learning (summarized in the P.O.W.E.R. Plan), you will be able to achieve the goal of writing clearly and competently. These strategies will help you to build upon your strengths and maximize your abilities. They will permit you to translate what's inside your head into words that communicate your experience or thoughts directly.

Prepare: Confronting the Blank Page

There is nothing more intimidating than a blank piece of paper (or computer screen!). It is something that every writer faces, no matter how proficient. Shakespeare, Jane Austen, Mark Twain, Anna Akmatova, Ralph Ellison, and Sandra Cisneros all felt the challenge of having to fill that void with words.

Looked at another way, though, there is nothing more liberating than a blank page. It offers every possibility, and it gives you the freedom to say whatever you want to say. And therein lies the key to good writing: deciding what it is you want to say.

Preparation is a central aspect of successful writing. Writing is a process, and preparation for it encompasses the following steps.

Deciding What Your Goal Is To write successfully, you need to think about the end product. Is it a long research paper, based on information you must gather? An essay arguing a particular point of view? A fictional short story? A critique of someone else's work or argument? A book or movie review?

PREPARE
Approach writing as a process

ORGANIZE
Write a flexible outline and construct a thesis statement

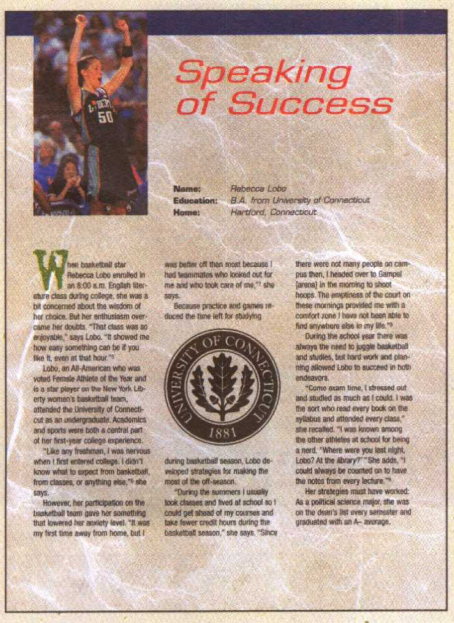
WORK
Get it down in the first draft; Refine it in the second draft

EVALUATE
Be your own best critic: finetune your work

RETHINK
Reflect on the writing process: what worked, what didn't?

P.O.W.E.R. Plan

Speaking of Success Every chapter includes an interview with someone who has achieved academic success. Some of these people are well-known individuals, whereas others are current students or recent graduates who have overcome academic difficulties to achieve success.



Speaking of Success

Name: Rebecca Lobo
Education: B.A. from University of Connecticut
Home: Hartford, Connecticut

When basketball star Rebecca Lobo enrolled in an 8:00 a.m. English literature class during college, she was a bit concerned about the wisdom of her choice. But her enthusiasm overcame her doubts. "That class was so enjoyable," says Lobo, "it showed me how easy something can be if you like it, even at that hour."[1]

Lobo, an All-American who was voted Female Athlete of the Year and is a star player on the New York Liberty women's basketball team, attended the University of Connecticut as an undergraduate. Academics and sports were both a central part of her first-year college experience.

"Like any freshman, I was nervous when I first entered college. I didn't know what to expect from basketball, from classes, or anything else,"[2] she says.

However, her participation on the basketball team gave her something that lowered her anxiety level. "It was my first time away from home, but I was better off than most because I had teammates who looked out for me and who took care of me,"[3] she says.

Because practice and games reduced the time left for studying during basketball season, Lobo developed strategies for making the most of the off-season.

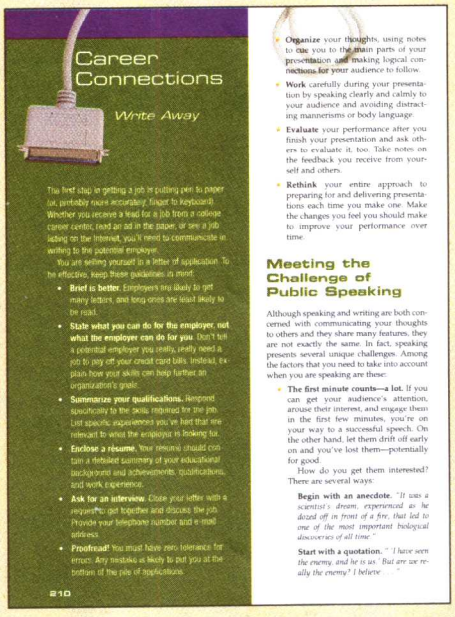
"During the summers I usually took classes and lived at school so I could get ahead of my courses and take fewer credit hours during the basketball season," she says. "Since there were not many people on campus then, I headed over to Gampel [arena] in the morning to shoot hoops. The emptiness of the court on these mornings provided me with a comfort zone I have not been able to find anywhere else in my life."[4]

During the school year there was always the need to juggle basketball and studies, but hard work and planning allowed Lobo to succeed in both endeavors.

"Come exam time, I stressed out and studied as much as I could. I was the sort who read every book on the syllabus and attended every class," she recalled. "I was known among the other athletes at school for being a nerd. 'Where were you last night, Lobo? At the library?'" She adds, "I could always be counted on to have the notes from every lecture."[5]

Her strategies must have worked. As a political science major, she was on the dean's list every semester and graduated with an A– average.

Career Connections Linking college success strategies to the workplace, Career Connections boxes illustrate how the strategies and skills discussed in the chapter can help you on-the-job—and to find a job in the first place.



Career Connections

Write Away

The first step in getting a job is putting pen to paper (or, probably more accurately, finger to keyboard). Whether you receive a lead for a job from a college career center, read an ad in the paper, or see a job listing on the Internet, you'll need to communicate in writing to the potential employer.

You are selling yourself in a letter of application. To be effective, keep these guidelines in mind:

- **Brief is better.** Employers are likely to get many letters, and long ones are least likely to be read.
- **State what you can do for the employer, not what the employer can do for you.** Don't tell a potential employer you really, really need a job to pay off your credit card bills. Instead, explain how your skills can help further an organization's goals.
- **Summarize your qualifications.** Respond specifically to the skills required for the job. List specific experiences you've had that are relevant to what the employer is looking for.
- **Enclose a résumé.** Your résumé should contain a detailed summary of your educational background and achievements, qualifications, and work experience.
- **Ask for an interview.** Close your letter with a request to get together and discuss the job. Provide your telephone number and e-mail address.
- **Proofread!** You must have zero tolerance for errors. Any mistake is likely to put you at the bottom of the pile of applications.

210

- **Organize** your thoughts, using notes to cue you to the main parts of your presentation and making logical connections for your audience to follow.
- **Work** carefully during your presentation by speaking clearly and calmly to your audience and avoiding distracting mannerisms or body language.
- **Evaluate** your performance after you finish your presentation and ask others to evaluate it, too. Take notes on the feedback you receive from yourself and others.
- **Rethink** your entire approach to preparing for and delivering presentations each time you make one. Make the changes you feel you should make to improve your performance over time.

Meeting the Challenge of Public Speaking

Although speaking and writing are both concerned with communicating your thoughts to others and they share many features, they are not exactly the same. In fact, speaking presents several unique challenges. Among the factors that you need to take into account when you are speaking are these:

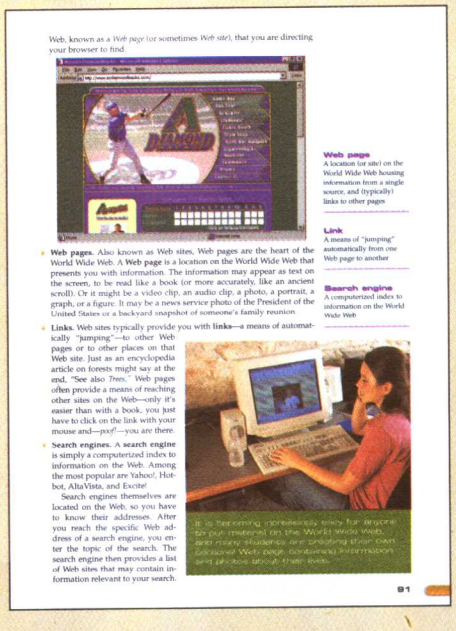
- **The first minute counts—a lot.** If you can get your audience's attention, arouse their interest, and engage them in the first few minutes, you're on your way to a successful speech. On the other hand, let them drift off early on and you've lost them—potentially for good.

  How do you get them interested? There are several ways:

  Begin with an anecdote. *"It was a scientist's dream, experienced as he dozed off in front of a fire, that led to one of the most important biological discoveries of all time."*

  Start with a quotation. *" 'I have seen the enemy, and he is us. But are we really the enemy?' I believe."*

Running Glossary Key terms appear in boldface in the text and are defined in the margins. In addition, they are listed in a Key Terms and Concepts section at the end of the chapter, where they are referenced by page number, and identified in the index in color.



Web, known as a *Web page* (or sometimes *Web site*), that you are directing your browser to find.

Web page
A location (or site) on the World Wide Web housing information from a single source, and (typically) links to other pages

Link
A means of "jumping" automatically from one Web page to another

Search engine
A computerized index to information on the World Wide Web

- **Web pages.** Also known as Web sites, Web pages are the heart of the World Wide Web. A **Web page** is a location on the World Wide Web that presents you with information. The information may appear as text on the screen, to be read like a book (or more accurately, like an ancient scroll). Or it might be a video clip, an audio clip, a photo, a portrait, a graph, or a figure. It may be a news service photo of the President of the United States or a backyard snapshot of someone's family reunion.
- **Links.** Web sites typically provide you with **links**—a means of automatically "jumping"—to other Web pages or to other places on that Web site. Just as an encyclopedia article on forests might say at the end, "See also *Trees*," Web pages often provide a means of reaching other sites on the Web—only it's easier than with a book, you just have to click on the link with your mouse and—*poof!*—you are there.
- **Search engines.** A **search engine** is simply a computerized index to information on the Web. Among the most popular are Yahoo!, HotBot, AltaVista, and Excite!

  Search engines themselves are located on the Web, so you have to know their addresses. After you reach the specific Web address of a search engine, you enter the topic of the search. The search engine then provides a list of Web sites that may contain information relevant to your search.

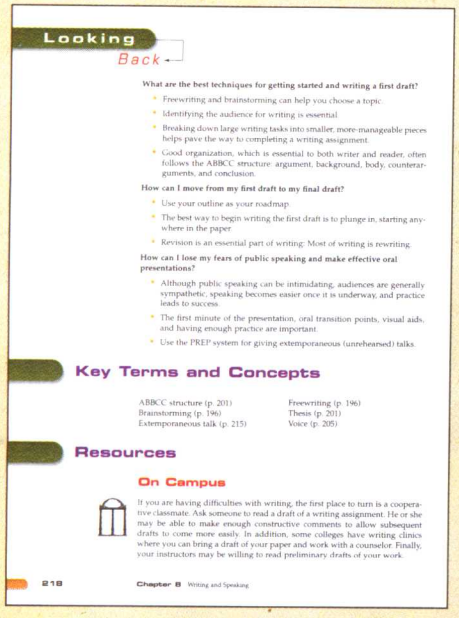
It is becoming increasingly easy for anyone to put material on the World Wide Web, and many students are creating their own personal Web page, combining information and photos about their lives.

91

Looking Back Looking Back is a summary organized around the questions featured in the Looking Ahead section that lists the key points discussed in the chapter.

Key Terms and Concepts This list of important terms you should know is alphabetized, and the page numbers refer back to the point in the chapter where the term was introduced.

Resources Every chapter includes a list of the three types of resources that can help you find information relevant to the chapter: a list of on-campus resources; books; and websites. There are also exercises in using the web, called Taking It to the Net.



Looking Back

What are the best techniques for getting started and writing a first draft?

- Freewriting and brainstorming can help you choose a topic.
- Identifying the audience for writing is essential.
- Breaking down large writing tasks into smaller, more-manageable pieces helps pave the way to completing a writing assignment.
- Good organization, which is essential to both writer and reader, often follows the ABBCC structure: argument, background, body, counterarguments, and conclusion.

How can I move from my first draft to my final draft?

- Use your outline as your roadmap.
- The best way to begin writing the first draft is to plunge in, starting anywhere in the paper.
- Revision is an essential part of writing: Most of writing is rewriting.

How can I lose my fears of public speaking and make effective oral presentations?

- Although public speaking can be intimidating, audiences are generally sympathetic; speaking becomes easier once it is underway, and practice leads to success.
- The first minute of the presentation, oral transition points, visual aids, and having enough practice are important.
- Use the PREP system for giving extemporaneous (unrehearsed) talks.

Key Terms and Concepts

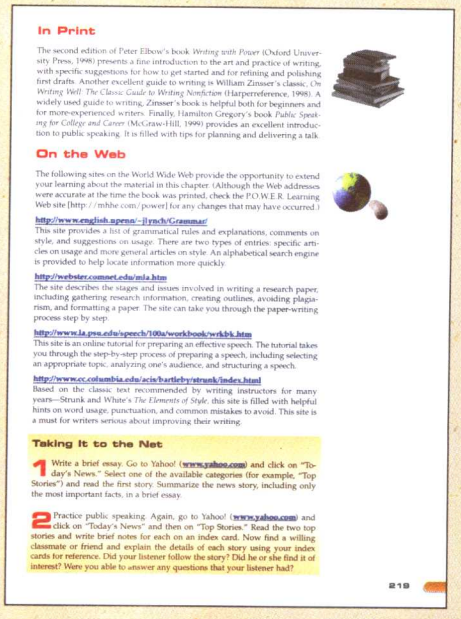
ABBCC structure (p. 201) Brainstorming (p. 196) Extemporaneous talk (p. 215) Freewriting (p. 196) Thesis (p. 201) Voice (p. 205)

Resources

On Campus

If you are having difficulties with writing, the first place to turn is a cooperative classmate. Ask someone to read a draft of a writing assignment. He or she may be able to make enough constructive comments to allow subsequent drafts to come more easily. In addition, some colleges have writing clinics where you can bring a draft of your paper and work with a counselor. Finally, your instructors may be willing to read preliminary drafts of your work.

218 Chapter 8 Writing and Speaking



In Print

The second edition of Peter Elbow's book *Writing with Power* (Oxford University Press, 1998) presents a fine introduction to the art and practice of writing, with specific suggestions for how to get started and for refining and polishing first drafts. Another excellent guide to writing is William Zinsser's classic, *On Writing Well: The Classic Guide to Writing Nonfiction* (Harperreference, 1998). A widely used guide to writing, Zinsser's book is helpful both for beginners and for more-experienced writers. Finally, Hamilton Gregory's book *Public Speaking for College and Career* (McGraw-Hill, 1999) provides an excellent introduction to public speaking. It is filled with tips for planning and delivering a talk.

On the Web

The following sites on the World Wide Web provide the opportunity to extend your learning about the material in this chapter. (Although the Web addresses were accurate at the time the book was printed, check the P.O.W.E.R. Learning Web site [http://mhhe.com/power] for any changes that may have occurred.)

http://www.english.upenn.edu/~jlynch/Grammar/
This site provides a list of grammatical rules and explanations, comments on style, and suggestions on usage. There are two types of entries: specific articles on usage and more general articles on style. An alphabetical search engine is provided to help locate information more quickly.

http://webster.commnet.edu/apa.htm
The site describes the stages and issues involved in writing a research paper, including gathering research information, creating outlines, avoiding plagiarism, and formatting a paper. The site can take you through the paper-writing process step by step.

http://www.la.psu.edu/speech/100a/workbook/wrkbk.htm
This site is an online tutorial for preparing an effective speech. The tutorial takes you through the step-by-step process of preparing a speech, including selecting an appropriate topic, analyzing one's audience, and structuring a speech.

http://www.cc.columbia.edu/acis/bartleby/strunk/index.html
Based on the classic text recommended by writing instructors for many years—Strunk and White's *The Elements of Style*, this site is filled with helpful hints on word usage, punctuation, and common mistakes to avoid. This site is a must for writers serious about improving their writing.

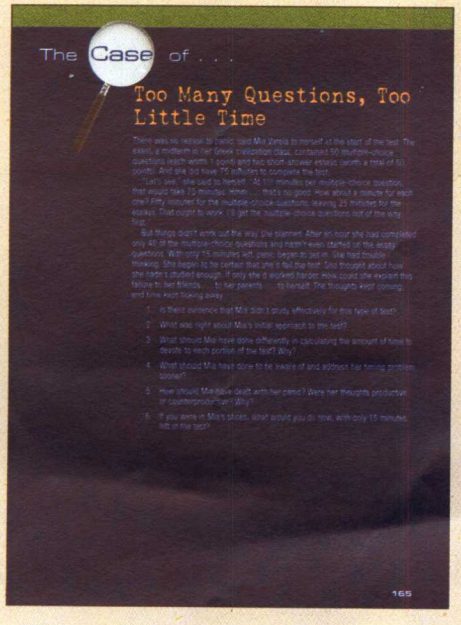
Taking It to the Net

1 Write a brief essay. Go to Yahoo! (www.yahoo.com) and click on "Today's News." Select one of the available categories (for example, "Top Stories") and read the first story. Summarize the news story, including only the most important facts, in a brief essay.

2 Practice public speaking. Again, go to Yahoo! (www.yahoo.com) and click on "Today's News" and then on "Top Stories." Read the two top stories and write brief notes for each on an index card. Now find a willing classmate or friend and explain the details of each story using your index cards for reference. Did your listener follow the story? Did he or she find it of interest? Were you able to answer any questions that your listener had?

219

Case Study Every chapter ends with a case study (The Case of . . .) and accompanying questions. These cases are designed to provide you with an opportunity to apply the principles in the chapter.



The Case of . . .

Too Many Questions, Too Little Time

165

Every chapter contains these features, which will serve as familiar guideposts as you make your way through the book. The structure will help you in organizing the book's content, as well as in learning and remembering the material.

Get in touch

I welcome your comments and suggestions about ***P.O.W.E.R. Learning,*** as well as the Web site and CD-ROM that accompany the book. You can send letters to me at the Department of Psychology at the University of Massachusetts, Amherst, Massachusetts 01003. Even easier, send me an e-mail message at feldman@psych.umass.edu. I will write back!

A final word

P.O.W.E.R. Learning presents the tools that can maximize your chances for academic and life success. But remember that they're only tools, and their effectiveness depends on the way in which they are used. Ultimately, you are the one who is in charge of your future.

The start of college offers a wonderful point of departure. Make the journey a rewarding, exciting, and enlightening one!

此为试读,需要完整PDF请访问: www.ertongbook.com