

CORNERSTONE

SECOND EDITION

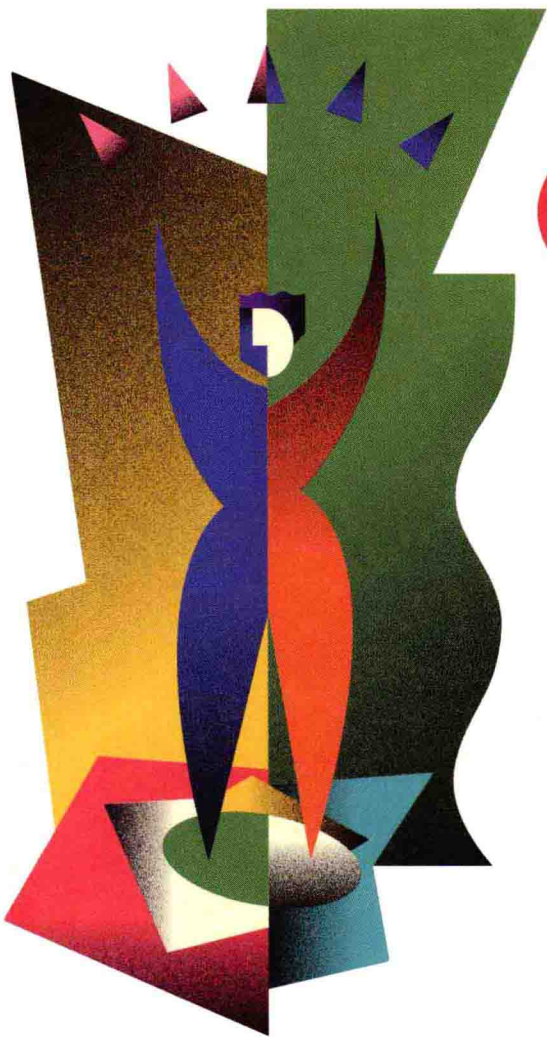
BUILDING ON YOUR BEST



RHONDA J. MONTGOMERY

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CORNERSTONE

Building on Your Best *Second Edition*

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PRENTICE HALL

Upper Saddle River, New Jersey 07458

DEDICATION

Cornerstone is dedicated to our families and close friends who have helped us, nurtured us, believed in us, and encouraged us to become the best we can be.

For Rhonda:

Mick Montgomery, Jackie Montgomery, Sharlene Redd, and Charles and Sharon Delph

For Pat:

My personal hero, my mother, Annie Laura Bryan Ginn

For Robb:

Morris B. Jackson, Karen Jones, Terry Jackson, Lee Templeton, Chris Hightower, Mark Jones, Fraser Bradford, Cindy Coker, Clara Ann "Tinky" Bush, and Leona Tate

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Upper Saddle River, New Jersey 07458

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-205-29069-8

Prentice-Hall International (UK) Limited, London

Prentice-Hall of Australia Pty. Limited, Sydney

Prentice-Hall Canada Inc., Toronto

Prentice-Hall Hispanoamericana, S.A., Mexico

Prentice-Hall of India Private Limited, New Delhi

Prentice-Hall of Japan, Inc., Tokyo

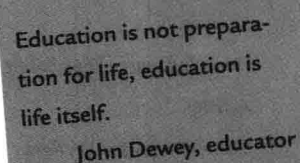
Pearson Education Asia Pte. Ltd., Singapore

Editora Prentice-Hall do Brasil, Ltda., Rio de Janeiro

Photo Credits: Chapter 1: 1 Brian Smith. 6 L. Kolvoord/The Image Works. 7 Sepp Seitz/Woodfin Camp & Associates. 12 Len Rubenstein/Index Stock Imagery. 13 Loren Santow/Tony Stone Images. 17 Jacques Chenet/Woodfin Camp & Associates. Chapter 2: 25 Frozen Images/The Image Works. 27 Sepp Seitz/Woodfin Camp & Associates. 34 P. Beringer/The Image Works. Chapter 3: 53 Matthew McYay/Stock Boston. 59 Paul Mozell/Stock Boston. 63 Michael Newman/PhotoEdit. Chapter 4: 81 Allstock/Tony Stone Images. 85 Bob Daemmrich/Stock Boston. 89 J. Nourok/PhotoEdit. 93 (top) Ira Wyman/Sygma; (middle) Mandella D. Brauchli/Sygma; (bot.) Bargas/Sygma. 96 Gary Conner/PhotoEdit. Chapter 5: 105 Paula Lerner/Woodfin Camp & Associates. 113 Deborah Davis/Tony Stone Images. 114 Brian Smith. 116 Anthony Neste. Chapter 6: 137 David H. Wells/The Image Works. 138 Gary A. Conner/PhotoEdit. 140 Anthony Neste. 144 Stewart Cohen/Tony Stone Images. 150 Barbara Stitzer/PhotoEdit. Chapter 7: 153 Brian Smith. 157 (bot.) Brian Smith. 162 Gary A. Conner/PhotoEdit. 163 Brian Smith. Chapter 8: 173 Brian Smith. 177 Deborah Davis/PhotoEdit. 179 Brian Smith. 191 Brian Smith. 194 Mark Richards/PhotoEdit. 195 Phyllis Picardi/Stock Boston. Chapter 9: 199 Bob Daemmrich/The Image Works.

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To the Student



Education is not preparation for life, education is life itself.
John Dewey, educator

Cornerstone was born out of our desire to help new college students develop the skills that would enable them to be successful in college. Seldom will you read a textbook as honest and straightforward as we have tried to make this one. The words that you read and the activities provided in this worktext have not come easily to us. They are the result of our collective experiences over our many years of teaching and administration in higher education. We hope our words will touch you deeply and provide you insight that will enable you to make it to graduation and beyond.

We hope that our words will give you peace as well as cause you some discomfort; teach you and challenge you; hold you and let you go. It is also our hope that you will approach these activities with new eyes; yours is a different world now. To experience that world, you'll need to be open and willing to participate. Without your participation, the power of this worktext is lost. With your participation, it holds unlimited possibilities for bringing change, improving skills, and setting you off on a lifetime of success.

Within the pages of this worktext you will find many activities such as *At This Moment* which will help you explore where you are and where you are going. Each chapter includes a feature called *An Insider's View*, stories from students across the United States discussing issues found within the chapter. You will also find a new feature, *From the World of Work*, essays from professionals in a variety of careers.

You will notice that the pages of Cornerstone are filled with cartoons. They are there for your enjoyment and to add a little comic relief (many of them are a howl!). The cartoons also tell a story. Get to know Cliff, Miho, Vasquez, Kate, and the others. Watch how they cope with their college experiences, how they're changed by them, and how they grow from them.

We have added a couple of important new topics. There are three entirely new chapters, Chapter 3, *How are You Smart? A Personal Journey into Multiple Intelligences, Learning Styles and Personality Typing*, Chapter Four, *Think before You Leap: Using Critical Thinking Skills in College and Life*, and Chapter 10, *Strategies for Success: A Guide to Writing and Public Speaking*.

There is a double entry journal designed to accompany this text (at no extra charge), which your instructor may opt to order with the text for this course. When used properly, this journal can be a valuable communication tool between you, your peers, and your instructor. Take your time to reflect honestly and openly on the questions asked. Only through your own soul-searching and self-revelation will the features of this book help you improve your skills as a college student and assist you in becoming a productive citizen.

We wish you luck in building your future on the cornerstones that will carry you for the rest of your life.

Rhonda, Pat, and Robb

ACKNOWLEDGMENTS

Professional Acknowledgments: Dr. Steward Mann, Dean, The William F. Harrah College of Hotel Administration, University of Nevada, Las Vegas; Dr. Carol Harter, President, University of Nevada, Las Vegas; Patti Shock, Department Chair, Tourism and Convention Administration, University of Nevada, Las Vegas; Dr. John Palms, President, The University of South Carolina; Dr. Jerome Odom, Provost, The University of South Carolina; Dr. Richard Moore, President, The Community College of Southern Nevada; Dr. Bob Silverman, Associate Vice President for Academic Affairs, The Community College of Southern Nevada; Dr. Don Smith, Department Chair, English, The Community College of Southern Nevada; Steve Konowalow, The Community College of Southern Nevada

We also offer our sincere gratitude to the following professionals who helped us, encouraged us and provided significant support to us: Cheryl E. Schwartz, Javier Ortiz, Steve Spearman, Curtis Roe, Bob Binkowski, Arnolando Gonzalez, Lois Pasapane, Molly Widdicombe, Linda Chenault, Garcia Tate, Steve Brannon, Joe Perdue, Tim Rice, Roosevelt Richardson, Lucinda Moyano, Nancy Markee, Janice Gardner, Missy Parker, Chris Fiorentino, Brian Delph, Martiza Correa, Joe Anna Hibler, Jim Farmer.

The following educators offered significant contributions to the development of this book with their insightful and constructive reviews: Janet Cutshall, Sussex County Community College; Marnell Hayes, Lake City Community College; Elzora Holland, University of Michigan, Ann Arbor; John Lowry-King, Eastern New Mexico University; and Betty Smith, University of Nebraska at Kearney. The following students from Moorhead State University and the University of Nebraska at Kearney offered helpful commentary about the cartoons:

Natalie Anderson, Jason Ankeman, Rebecca Barclay, Stacy M. Baysore, Amy Block, Christa Bunker, Robb M. Campbell, Melissa Carper, Abby Dunning, Laura Eckhoff, Chad Engle, Kalon Fancher, Erica Froemke, Elli Giesa, Stacey Gilbreath, Kerri Gottsch, Ryan Graus, Kami Graves, Abby Havel, Matt Hipp, Mike Hogan, Chara Howard, Sean M. Huck, Staci Huff, Derek W. Hunt, Toby Jeffers, Dave Jorgensen, Nichole Jynson, Jeff Kezeor, Joe Khan, Zach Kinder, Jack King, Jessica Kistler, Michala Klein, Richard Lindsay, Allen McDowell, Kelly McMullen, Jamie Mrkvicka, Alicia Mullen, Jami O'Brien, Tyler Peterson, Ben Piasecki, Marty Pillor, Ann Riha, Janell Schlickbesnol, Amber Shenk, Charisa Stetson, April Tann, Aaron Tjaden, Kara Trampe, Lou Tran, Alan Van Diemen, Dan Wesolowski, Corey Wickham, Mistte Wingenbach, Melissa Winter, Laura Wood, and Kara Wright.

Thanks to Christian O'Brien for creating the illustrations for this book. Born in 1974, he grew up in Haverhill, Massachusetts, and spent much of his childhood drawing cartoons. Christian is a graduate of Massachusetts College of Art in Boston. While there, he edited *The Rag*, an on-campus publication, and was a member of the Student Government Association. His work can be found in various small press publications. Despite support from family and teachers, he often doubted he was capable of succeeding as an artist. At college, he honed his talents and learned to have faith in his ability.

And thanks to Jackie Romeo of Emerson College, who contributed her advice and her humor to the conceptualization of the illustrations.

Rhonda, Pat, and Robb

ABOUT THE AUTHORS

■ RHONDA J. MONTGOMERY



Rhonda Montgomery is the Assistant Dean for the William F. Harrah College of Hotel Administration at the University of Nevada, Las Vegas and has been teaching in higher education for 14 years. Rhonda has been responsible for developing and incorporating first-year orientation/study skills curricula into existing introductory courses and programs.

Currently, Rhonda is teaching a first-year orientation/study skills course as well as hospitality education. Because she believes in the holistic development of first-year students, she volunteers to teach first-year students each semester and uses a variety of experiences such as field trips, exercises, and case studies to aid in their retention and success.

Rhonda is the co-author of five texts including two student success texts, *Cornerstone* and *365 Things I Learned in College* (Allyn & Bacon, 1996). She has also presented at The National Conference on the Freshman Year Experience and spoken extensively to first-year students and educators about building success into their curriculum.

■ PATRICIA G. MOODY



Patricia G. Moody is Dean of the College of Applied Professions at the University of South Carolina, where she has been a faculty member for over twenty years. An award-winning educator, Pat has been honored as Distinguished Educator of the Year at her college, Collegiate Teacher of the Year by the National Business Education Association, and has been a top-five finalist for the Amoco Teaching Award at the University of South Carolina. In 1994, she was awarded the prestigious John Robert Gregg Award, the highest honor in her field of over 100,000 educators.

Pat frequently speaks to multiple sections of first-year students, incorporating personal development content from her trademark speech, "Fly Like an Eagle," as well as numerous strategies for building self-esteem and for achieving success in college. She also works with first-year classes on subjects such as goal setting, priority management, and diversity.

A nationally known motivation speaker, Pat has spoken in 42 states, has been invited to speak in several foreign countries, and frequently keynotes national and regional conventions. She has presented "Fly Like an Eagle" to thousands of people from Olympic athletes to corporate executives to high school students. Her topics include Thriving in the

Changing Corporate Environment, Perception is Everything: Powerful Communications Strategies, Gold Star Customer Service, and The Great Balancing Act: Managing Time at Home and at Work.

An avid sports fan, she follows Gamecock athletics and chairs the University of South Carolina Athletics Advisory Committee.

■ ROBERT M. SHERFIELD

Robert Sherfield has been teaching public speaking, theater, and study skills and working with first-year orientation programs for over 17 years. Currently, he is Co-Director of the Faculty Center of Learning and Teaching, and a professor at the Community College of Southern Nevada, teaching study skills, orientation courses, and drama.

Robb's extensive work with student success programs includes experience with the design and implementation of these programs—including one program that was presented at the International Conference on the Freshman Year Experience in Newcastle upon Tyne, England.

Some of Robb's responsibilities have also included serving as Coordinator of University 101, Director of Student and Cultural Activities, Director of Orientation Programs, and Director of Student Media at the University of South Carolina at Union. He also codesigned a student success course at Florence Darlington Technical College. For the past 3 years, Robb has traveled extensively throughout the United States assisting colleges, universities and professors build, enhance, or revise their first year orientation programs.

In addition to his coauthorship of *Cornerstone: Building on Your Best*, he has also coauthored *Roadways to Success* (Allyn & Bacon, 1997) and the trade book, *365 Things I Learned in College* (Allyn & Bacon, 1996).

Robb's interest in student success began with his own first year in college. Low SAT scores and a mediocre high school ranking denied him entrance into college. With the help of a success program, Robb was granted entrance into college, and went on to earn a doctorate and become a college faculty member. He has always been interested in the social, academic, and cultural development of students, and sees this book as his way to contribute to the positive development of first-year students across the nation.



SUPPLEMENTS

A FULL FACULTY- AND STUDENT-SUPPORT PACKAGE HELP MAKE TEACHING AND LEARNING MORE PRODUCTIVE AND REWARDING

FOR INSTRUCTORS . . .

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Written by the text authors, this Instructor's Manual includes practical teaching tips, resource lists, sample syllabi, cooperative learning exercises, other options. Free to adopters of the textbook.

■ POWERPOINT™ LECTURE PRESENTATION SLIDES

One hundred sixty one full-color PowerPoint™ slides. Included in the Instructor's Manual or you can download them from our website and use them to highlight key concepts and topics from each of the text chapters. Free to adopters of the textbook.

■ CORNERSTONE: BUILDING ON YOUR BEST VIDEO

Intended to be shown early in the course, this professionally produced video stimulates student thought and connects students in an emotional way to the experience of college. The conversations of real students with their peers combined with an intimate view of students' "self-talk" bring this video to life. Free to adopters of the textbook.

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■ STUDY SKILLS VIDEO

This video features professional educators teaching study skills and note taking, critical thinking, reading, writing, math and science, and test taking. Encourages students to utilize study skills to enhance their educational experience. Free to adopters.

■ FACULTY DEVELOPMENT SEMINARS

Conducted by the Cornerstone program authors, these one-day workshops are designed to help faculty address the specific issues of teaching first-year college students. Free to adopters of 1000+ copies of the textbook.

FOR STUDENTS . . .

■ DOUBLE-ENTRY JOURNAL

Available in an optional package, free with the text. The double-entry journal is a proven, effective way to encourage student journaling. An E-journal will also be available on our web site.

■ STUDENT SELF-ASSESSMENT DISK

For sale to students, this self-scoring disk includes a pre- and a post-self-assessment from LASSI and an additional assessment from PEEK. (Windows™ and Macintosh™)

■ PRENTICE HALL SELF-ASSESSMENT CD

For sale to students, this easy-to-use self-scoring disk includes 45 self-assessments including Personality, Values and Attitude, Motivation, Decision-Making, Communication Skills, Leadership and Team Skills, Power and Conflict Skills, Jobs, Organization Structure, Careers, Change and Stress. (Windows™ and Macintosh™)

■ NCS CAREER TESTING PROGRAM

The Enhanced Version of the Career Assessment Inventory. This test compares occupational interests and personality preferences with individuals in hundreds of careers. Students complete the test, mail it, and receive the test results within seven to ten working days. Available at a discount when packaged with the text.

■ NEW YORK TIMES SUPPLEMENT

Recent articles that enhance classroom discussions with real world stories and are of interest to today's students have been collected into this supplement. It maintains the New York Times newspaper format. Free when using the textbook.

■ SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE, AUDIOCASSETTE, BY STEVEN COVEY

Audiotape program teaches listeners how to achieve success in both business and personal relationships. This approach broadens their way of thinking and leads to greater opportunities and effective problem solving. Available at a discount when packaged with the text.

■ THE STUDENT PLANNER

Comprised of daily and monthly planners, calendars through the year 2001, an address book, course and class planners, and other organizing materials, the Student Planner is designed to help students organize and manage their time more effectively. Available free when packaged with the textbook.

WEB RESOURCES

"Student Success Supersite"

<http://www.prenhall.com/success>

An entire website devoted to helping students have a positive first-year experience.

Cornerstone's Companion Website

<http://www.prenhall.com/montgomery>

Online study guide with references to the textbook.

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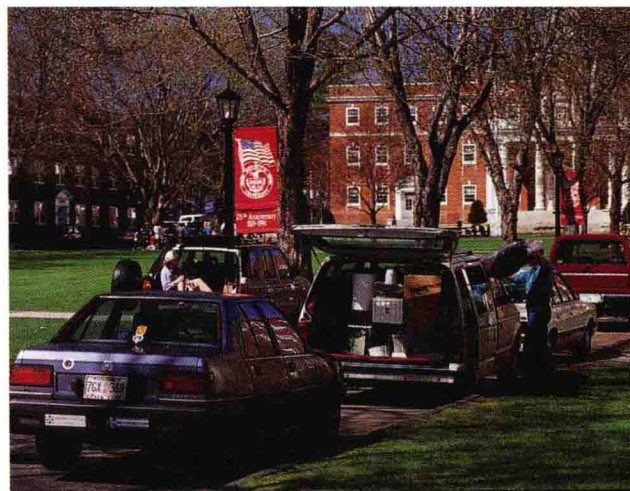
Nothing Stays the Same

Preparing for and Dealing with Change

Mark was the son of textile workers. Both of his parents had worked in the mills *for almost 30 years.* They lived in the *rural south* about 35 miles from the nearest metropolitan area. His high school graduated *a small number of students* yearly. Mark had decided to attend a *community college* some 30 miles from home for his first two years and then *transfer* to a larger, four-year college. *Money, time, grades, goals, and family commitments* led to his decision.

Mark *was not a good student* in high school. He finished with a D-average and his SAT scores and rank in his class *were in the lowest 25th percentile.* In fact, initially he had been *denied entrance to the community college.* The college granted him provisional acceptance only if he enrolled in, and *successfully completed, a summer preparatory program.* During the summer, Mark enrolled in the prep program, *never realizing what lay ahead.*

Mark's first class that semester was English. The professor walked in, handed out the syllabus, called the roll, and *began to lecture.* Lord Byron was the topic for the day. *The professor sat on a stool by the window, leaned his elbow on the ledge, and sipped a cup of coffee* as he told the story of how Byron's foot had been damaged at birth. *He continued to weave the details of Byron's life poetically, through quotes and parables, until*



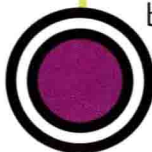
the 50-minute period had quietly slipped away. After an hour's break, Mark headed across campus for history. *The professor entered with a dust storm behind her.* She went over the syllabus, and *before the class had a chance to blink, she was involved in the first lecture.* "The cradle of civilization," she began, "was Mesopotamia." The class scurried to find notebooks and pens to begin taking notes. *Already they were behind, Mark included.* Exactly 47 minutes after she had begun to speak, the professor took her first breath. "You are in history now. You elected to take this class and you will follow my rules," she told the first-year students sitting in front of her. "You are not to be late, you are to come to this class prepared, and you are to read your homework. If you do what I ask you to do, you will learn more about Western civilization *than you ever thought possible.* If you do not keep up with me, you will not know if you are in Egypt, Mesopotamia, or pure hell! Class dismissed!"

Without a moment to spare, Mark ran to the other end of campus for his next class. *He walked into the room in a panic, fearing he was late.* To his surprise, the instructor was not yet in class. *The class waited for more than 10 minutes before the professor entered.* "You need to sign this roster and read chapter one for Wednesday," he said. "You can pick up a syllabus on your way out." *Mark was shocked.* Was the class over? What about the bell? The students in the class looked at each other with dismay and quietly left the room, wondering what Wednesday would hold. *On the 30-mile trip home, Mark's mind was filled*

with new thoughts ... Lord Byron, Mesopotamia, professors who talked too fast, professors who did not talk at all, the cost of tuition, the size of the library. He knew that something was different, *something had changed.* He couldn't put his finger on it. It would be years later before he would realize that the change was not his classes, not his schedule, not the people, not the professors—but himself; *Mark had changed.* In one day, he had tasted something intoxicating, something that was addictive. *He had tasted a new world.*

Mark had to go to work that afternoon, and *even his job had changed.* He had always known that *he did not want to spend the rest of his life in the factory,* but this day the feeling was stronger. His job was not enough, his family was not enough, the farm on which he had been raised was not enough anymore. *There was a new light for Mark, and he knew that because of one day in college, he would never be the same.* It was like tasting Godiva chocolate for the first time—Hershey's kisses were no longer enough. It was like seeing the ocean for the first time and knowing that the millpond would never be the same. *He couldn't go back. What he knew before was simply not enough.*

My name is Robert Mark Sherfield, and 24 years later, as I coauthor your text, I am still addicted to that new world. Spartanburg Methodist College changed my life, and I am still changing—with every day, every new book I read, every new class I teach, every new person I meet, and every new place to which I travel, *I am changing.*



Why Address Change?

Take a minute and think about your life so far. You've already faced some major changes, haven't you? For some of you, graduating from high school recently was a big change. For others, returning to school after being out for five or ten years is a monumental change. For still others, the loss of your job or changing job requirements have caused you to return to college, and that is a major change. In the days, weeks, and months to come, you'll be faced with many more changes, changes that you perhaps did not or could not have expected. You will meet people whose religion, race, national origin, age, or sexual orientation differs from your own. You'll be asked to sit in groups with people who do not have the same values, morals, judgments, and actions as you. You'll be told and shown things by professors and peers that you never imagined possible. Some of these events will be positive, some shocking, some disturbing, some elevating, and some life altering. You are embarking on one of the most exciting rides of your life—so get ready!

In many of the situations that will arise in the coming days, you may not have to be involved or take any action, you may be only an observer. In some situations you will need to take immediate action. In other cases you'll have time to ponder and reflect on the appropriate action. This chapter will help you cope with change and make wise and healthy decisions. After completing this chapter, you will be able to

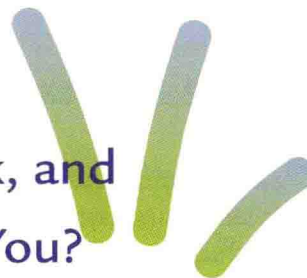
- Determine whether college is important to you
- Identify reasons for attending college
- Discuss how college changes people
- Analyze recent changes in your personal life
- Prepare for changes in the coming days
- Prepare for life changes
- Discuss the premises of change
- Recognize and deal with the physical and emotional effects of change
- Incorporate into your life the cornerstones for dealing with change



Life is about change, and
about movement, and
about becoming some-
thing other than what you
are at this very moment.

Unknown

Why Cornerstone? What Can This Book, and This Course Do for You?



This book and this course are intended to shake you up—to *cause* change! Yes, to cause change. We hope that this book will help you see more clearly the possibilities the future holds; that the activities included here will help you anticipate and cope with the many new situations you will face; that in the days and weeks to come you will use this book as a guide to help you contend with change, discover more about yourself, develop study and prioritizing skills, master the terminology of college life, develop higher order thinking skills, learn more about careers, cope with stress, and develop an appreciation for diversity. We hope that our words together—yours and ours—will help you make your goals and dreams come true. This book is primarily about decisions: decisions that you will face in the days and months ahead, decisions that may affect the rest of your life, decisions that *you* will make. This book is about learning how to bring the best you have to each situation. *Cornerstone* is about building on your best!

We chose the title *Cornerstone* because a cornerstone is, according to the *American Heritage Dictionary*, “the indispensable and fundamental basis of something.” We consider this course the cornerstone for your success in college. In a building, a cornerstone is laid to establish a firm foundation. Often, a ceremony attends the laying of a cornerstone, and treasured documents and valuables may be placed within the cornerstone. Today is a celebration; a celebration of your future, of your potential, and of the joys and triumphs yet to come. Today, you are laying the cornerstone for the rest of your life. Take your time, use only the best materials available to you, plan your structure carefully, let others help you along the way, and you will have built a lasting monument celebrating your achievements.

As you read about—and possibly struggle with—the concepts and challenges presented here, you will find many opportunities to write and personalize this worktext. Some of the activities may seem personal and may make you uncomfortable, but if you undertake them seriously, you will gain valuable tools that will help you be successful. The chapters contain many common elements: quotations; At This Moment, A Self-Assessment; interactive writing opportunities; activities; journal exercises; student testimonials; stories of students and graduates; statements from professionals in “The World of Work”; an Online Study Guide; and cornerstones for success.

There are 16 exercises called At This Moment, A Self-Assessment. These exercises are intended to assess where you stand “at this moment” in relation to materials covered in a chapter. Take a moment to determine where you are at this moment in dealing with change.