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FOCUS

ON COLLEGE AND
CAREER SUCCESS

STEVE STALEY ■ CONSTANCE STALEY

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FOCUS CHALLENGE CASE

DO YOU KNOW STUDENTS LIKE THESE?



Dexter Lewis

His career plans fall afoul of a big corporate layoff, but can college put him back on track?



Sylvia Sanchez

Her big-time dreams need real-time goals to get her there.



Tammy Ko

Her hands-on learning style doesn't match her instructor's by-the-book lecture style.



Derek Johnson

His busy lifestyle makes time management a huge challenge.



Desiree Moore

Her perfectionist style wants right answers but runs into a professor with tough questions.



Dario Jones

His research assignment in an online course raises questions about plagiarism.



Rachel White

Her note-taking skills leave her far behind a fast-lecturing instructor.



Katie Alexander

Her reading, writing, and presenting skills are putting her at a disadvantage.



Kevin Baxter

His return to college after years on the job leave him wondering if he made the right choice.



Serena Jackson

Her frustration with her group members has her panicked about a grade.



Ethan Cole

His uncertainty about a major and career are leaving him unfocused and unsure.



Anthony Lopez

His wellness choices are sabotaging his academic performance.

FOLLOW THESE STUDENTS THROUGH THE PAGES OF *FOCUS ON COLLEGE AND CAREER SUCCESS*.

FOCUS

ON COLLEGE AND CAREER SUCCESS

STEVE STALEY

Colorado Technical University

CONSTANCE STALEY

University of Colorado, Colorado Springs



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

**FOCUS on College and Career Success,
Third Edition****Steve Staley and Constance Staley**

Product Director: Lauren Murphy

Product Manager: Sarah Seymour

Content Developer: Courtney Triola

Product Assistant: Chip Moreland

Senior Content Project Manager: Aimee Bear

Senior Designer: Diana Graham

Manufacturing Planner: Bev Breslin

IP Analyst: Ann Hoffman

IP Project Manager: Carly Belcher

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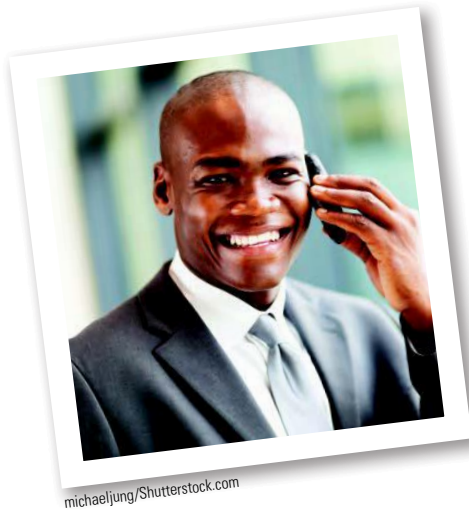
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MEET THE CAST

Note: The *FOCUS* cast is based on real students who've taken a course very similar to the one that you're in right now. While we've used photos of different people, the information about the cast, what they've learned, and advice they want to share is passed on directly from these students.



CHAPTER 1: Dexter Lewis

HOMETOWN: Colorado Springs, Colorado

MAJOR: Communication

LESSONS LEARNED: Dexter realized that he had to learn how to motivate himself, especially when it came to studying, because no one was telling him he had to do it. He also realized how important it is to get to know people in his classes. "This helps because if you can't show up to class . . . you can always get the notes from a friend, and you can gather your friends to make study groups to help ace those tests."

TOUGHEST FIRST-YEAR CLASS: Economics, because of the challenge of the course, his fear of the subject, and not studying the material enough.

ADVICE TO NEW STUDENTS: "Don't bury your head in the sand and don't procrastinate. Whether it's dealing with how to pay for college, studying, scheduling your time or anything else—putting things off until the last minute or hoping that 'they will just work themselves out' is a recipe for disaster. The little bit of time it takes to organize, to make a phone call, to talk to a professor, or to budget for your college expenses will pay off BIG TIME, giving you greater peace of mind when it counts and greatly aiding in your college success and overall experience."

FREE TIME: Groups and activities on campus, playing video games with friends, playing ultimate Frisbee or volleyball outside the dorms, or going out to the movies.

HELPFUL STUDY APPS: "I couldn't survive without my cell phone calendar. I schedule everything."

CHAPTER 2: Sylvia Sanchez

HOMETOWN: I've lived all over Colorado. I consider the whole state to be my hometown!

MAJOR: Nursing with a minor in psychology

LESSONS LEARNED: Sylvia is still learning lessons about college. She keeps growing and discovering new things about herself and has made lifelong friends. She plans to remember college as the best years of her life!

TOUGHEST FIRST-YEAR CLASS: Anatomy . . . It was hard to study *all* the time.

ADVICE TO NEW STUDENTS: "Listen to your heart; it will lead you to the right place. Take every opportunity that comes to you because college is about finding out who you are and what you want from life."





CHAPTER 3: Tammy Ko

HOMETOWN: Manitou Springs, Colorado

MAJOR: Marketing

LESSONS LEARNED: Juggling a part-time job while in school, Tammy loved meeting new people, but she regretted not talking to other students about which instructors and courses to take toward her marketing major. In order to succeed, she says, you've "gotta give it all you've got!"

TOUGHEST FIRST-YEAR CLASS: Microeconomics, because it wasn't like high school courses that just required memorizing a lot of facts.

ADVICE TO NEW STUDENTS: "Talk to other students to learn about the best instructors, and make sure you are studying something that you are interested in."

CHAPTER 4: Derek Johnson

HOMETOWN: Colorado Springs, Colorado

MAJOR: Communications/Recording Arts

LESSONS LEARNED: Even though he's not married and has no children, Derek and his case study character have much in common—too much to do and too little time! Derek felt his biggest mistake in college was not asking enough questions in class. He knows now he should ask for clarity on content or assignments he doesn't understand.

TOUGHEST FIRST-YEAR CLASS: English, because he and his instructor had differing opinions, but he communicated through the tough spots and earned an "A."

ADVICE TO NEW STUDENTS: "Surround yourself with positive people. As the saying goes, 'You are the company you keep.' I've seen many of my friends drop out because the people they called friends were holding them back from their full potential."

FREE TIME: Composing music and producing films

CHAPTER 5: Desiree Moore

HOMETOWN: Colorado Springs, Colorado

MAJOR: MA Communication

LESSONS LEARNED: Organization, time management, study groups, and note cards

TOUGHEST FIRST-YEAR COURSE: Psychology, because in this class I had to be very organized to keep my notes in order. There were only two exams in this class during the entire semester. I did not organize my notes or my time very well.

ADVICE TO NEW STUDENTS: "Get to know your professors, ask questions, and have a study buddy."

FREE TIME: In my free time, I work out at the gym. I also spend quality time with my son.





lenetstan/Shutterstock.com

CHAPTER 6: Dario Jones

HOMETOWN: Fountain, Colorado

MAJOR: MA, Communication

LESSONS LEARNED: Start strong, work hard, and finish strong

TOUGHEST FIRST-YEAR COURSE: Math 099

ADVICE TO NEW STUDENTS: “Get to know your instructors and fellow classmates. Ask questions in class when you’re not sure about something.”

FREE TIME: What free time? To relax, I listen to jazz or classical music, or I’ll channel surf until I find something interesting to watch.



iStockphoto.com/Abel Mitija Varela

CHAPTER 7: Rachel White

HOMETOWN: Denver, Colorado

MAJOR: Philosophy

LESSONS LEARNED: Go to class!

TOUGHEST FIRST-YEAR COURSE: Intro to Geography (it might have been easier if I’d gone to class).

ADVICE TO NEW STUDENTS: “Balance fun and schoolwork, so you don’t get burned out on either one!”

FREE TIME: Acting and improv theater



goodluz/Shutterstock.com

CHAPTER 8: Katie Alexander

HOMETOWN: Colorado Springs, Colorado. Because she went to college in her hometown, Katie really enjoyed the opportunity college provided to meet new people.

MAJOR: Nursing

LESSONS LEARNED: Spending her free time with her friends watching movies, going bowling or dancing, and just hanging out, Katie found that like her *FOCUS* Challenge Case character, she, too, would make up excuses to get out of studying and doing her homework. She quickly learned the importance of reading and taking notes. “As weird as it may sound, reading cuts your end study time by more than half. Reading the material ahead of time helps you understand everything so much better.”

ADVICE TO NEW STUDENTS: “Stay motivated. College is going to *fly* by! If you stay motivated and get good grades, it really will be over before you know it.”



CHAPTER 9: Kevin Baxter

HOMETOWN: St. Paul, Minnesota

BACKGROUND: Once a student returning to school after fifteen-plus years in the working world, Kevin is currently a professor of chemistry at University of Colorado at Colorado Springs.

COLLEGE MEMORIES: Kevin remembers how much he liked the different social environment college provided after being out of school for so many years.

TOUGHEST FIRST-YEAR COURSE: English Composition, because writing wasn't exactly his forte.

ADVICE TO NEW STUDENTS: "Study hard, and use your time wisely."

FREE TIME: Woodworking, hiking, and climbing

CHAPTER 10: Serena Jackson

HOMETOWN: Denver, Colorado

MAJOR: Nursing

TOUGHEST FIRST-YEAR COURSE: Biology, because the way the class was taught in college (lecture-based) was very different than the way classes were taught in high school. She had to learn on her own what material was most important to study.

LESSONS LEARNED: Serena wishes she had gone to more study groups and devoted more of her time to subjects that she struggled with in order to be more successful. She also would have asked for help from professors since she now realizes they are fully ready to help a student become better in their class.

ADVICE TO NEW STUDENTS: "Make the most out of your college years. Make new friends because they could be great resources in the future. Also, if your professor tells you to read something, make sure you read the entire thing and you are able to teach it back to them because that will help your grade."

FREE TIME: Hanging out with friends, participating in club events, and volunteering

HELPFUL STUDY APPS: Quizlet, Learnsmart, and Study Blue help Serena study for upcoming quizzes and exams.





Phase4Studios/Shutterstock.com

CHAPTER 11: Ethan Cole

HOMETOWN: Fort Morgan, Colorado

MAJOR: Sociology

LESSONS LEARNED: Like his *FOCUS* Challenge Case character, Ethan noticed that he, too, didn't always push himself to reach his potential. But he learned through his first-year seminar course that he is responsible for himself and that instructors aren't like high school teachers. They will let you fail a class if you don't do what you need to. It's up to you.

ADVICE TO NEW STUDENTS: "Not only did getting involved on campus help me have more fun in school, but it has also helped me academically. It has taught me how to manage my time and has made it so much easier for me to participate with confidence in class. Just make sure you get what you need to do done, and you will enjoy your college experience so much more."

FREE TIME: "Free time? What's that?! I'm too busy to have free time!" (But he secretly admits he snowboards, plays guitar, draws, and spends time with friends.)



Nicotombo/Shutterstock.com

CHAPTER 12: Anthony Lopez

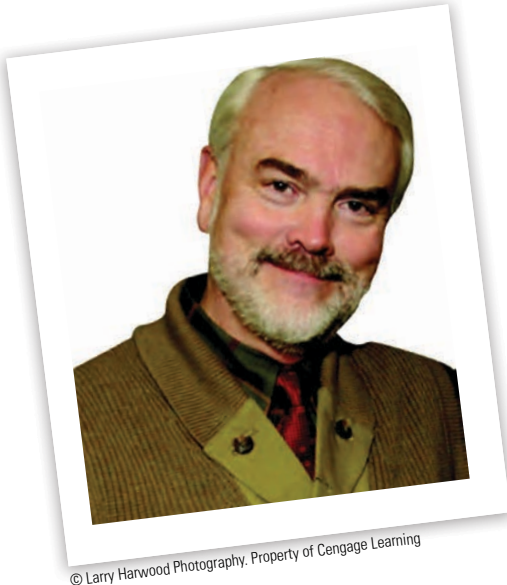
HOMETOWN: Aguascalientes, Mexico

MAJOR: Spanish with an emphasis on secondary education

LESSONS LEARNED: Anthony is extremely involved on campus and within his community—he is President of the Association of Future Teachers, sings with his church choir, plays intramural soccer, and works for the Air Force on weekends. Anthony thinks one mistake he made in his first term was that he procrastinated with homework because his new freedom let him think he could have fun first and study later, but he quickly learned he was wrong.

ADVICE TO NEW STUDENTS: "Be smart and be involved, but always do your homework first. If you are involved on campus, you will meet people that will help make your college experience easier and more fun."

MEET THE AUTHORS



Steve Staley

HOMETOWNS: Watford City, North Dakota, for his first five years; then Seattle, Washington, through high school graduation.

BACKGROUND: Steve has taught at the U.S. Air Force Academy, the University of Colorado, and Colorado Technical University after earning a B.S. in International Relations, an M.A. in National Security and Strategic Studies, and an M.A. and Ph.D. in English Language and Literature.

COLLEGE MEMORIES: Steve loved both the sciences and the humanities and had a hard time deciding which direction to choose. Most important memories? Great friends and rewarding activities, including singing in his college chorale.

ADVICE TO NEW STUDENTS: “During hard times, remember that ‘Attitude Is Everything’! Look for what you can learn from each experience, and keep thinking about how to apply your college experiences to your future career success.”

FREE TIME: Reading, fly fishing, traveling, family time, and working with other faculty on helping students be the best they can be during their college years.



Constance Staley

HOMETOWN: Pittsburgh, Pennsylvania (although she never actually lived there. Instead, she lived all over the world and went to ten schools in twelve years.)

BACKGROUND: Connie has taught at the University of Colorado at Colorado Springs for more than 35 years after getting a bachelor's degree in education, a master's degree in linguistics, and a Ph.D. in communication.

COLLEGE MEMORIES: Connie remembers loving her public speaking class as a first-year student and having tons of friends, but being extremely homesick for her family.

ADVICE TO NEW STUDENTS: “Earning a college degree is hard work, takes a long time, and requires a substantial investment of your time, energy, and resources. But it's the best investment you can make in your own future—one you'll never regret.”

FREE TIME: Spending time with her husband, her two daughters, and her boy/girl grandtwins; relaxing at her cabin in the mountains; and traveling around the country to speak to other professors who also care about first-year students and their success.

INTRODUCTION TO STUDENTS

Dear Reader,

This book is different. It won't coerce, coddle, caution, or coax you. Instead, it will give *you* the tools you need to coach yourself. Ultimately, this book is about you, your college career, and your career beyond college. It's about the future you will create for yourself.

FOCUS on College and Career Success stars a cast of students very much like our own students, like a stage play. One student "actor" is featured in each chapter's opening case study. All twelve cast members reappear throughout the book, so that you'll get to know them as you read. We've been teaching for a combined total of more than eighty years now and worked with thousands of students. Each case study is about a real student (with a fictitious name) that we've worked with or a mixture of several students. You may find you have some things in common with them. But whether you do or not, we hope they will make this book come to life for you.

We both love what we do, and we care deeply about students. We hope that comes through to you as a reader. You'll see that we've inserted some of our own personalities, had a bit of fun at times, and tried to create a new kind of textbook for you. In our view, learning should be engaging, personal, memorable, challenging, and fun.

Most importantly, we know that these next few years hold the key to unlock much of what you want from your life. And from all our years of experience and research, we can tell you straightforwardly that what you read in this book works. It gets results. It can turn you into a better, faster learner. *Really?* you ask. Really! The only thing you have to do is put all the words in this book into action. That's where the challenge comes in.

Becoming an educated person takes time, energy, resources, and focus. At times, it may mean shutting down the six windows you have open on your computer, and focusing all your attention to one thing in laser-like fashion. It may mean disciplining yourself to dig in and stick with something until you've nailed it. Can you do it? We're betting you can, or we wouldn't have written this book. Invest yourself fully in what you read here, and then decide to incorporate it into your life. If there's one secret to college success, that's it.

So, you're off! You're about to begin one of the most fascinating, liberating, challenging, and adventure-filled times of your life. We may not be able to meet each one of you personally, but we *can* wish you well, wherever you are. We hope this book helps you on your journey.

The image shows two handwritten signatures in black ink. The signature on the left is "Steve Staley" and the signature on the right is "Constance Staley". Both are written in a cursive, flowing style.

READINESS: *FOCUS* ENTRANCE INTERVIEW

Although you may not have experienced life as a new college student for long, we're interested in how you expect to spend your time, what challenges you think you'll face, and your general views of what you think college will be like. Please answer thoughtfully.

INFORMATION ABOUT YOU

NAME _____

STUDENT NUMBER _____ COURSE/SECTION _____

INSTRUCTOR _____

GENDER _____ AGE _____

YOUR BACKGROUND

1. Ethnic Identification (check all that apply):

- | | | |
|---|--|--------------------------------|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> Black or African American | <input type="checkbox"/> White |
| <input type="checkbox"/> Mixed Race (for example, one Caucasian parent and one Asian) | <input type="checkbox"/> Prefer not to answer | |

2. Is English your first (native) language?

☐ yes ☐ no

3. Did your parents graduate from college?

☐ yes, both ☐ yes, father only ☐ yes, mother only ☐ neither ☐ not sure

YOUR PREVIOUS SCHOOL EXPERIENCE

4. If you are entering college soon after completing high school, on average, how many total hours per week did you spend studying outside of class in high school?

- | | | | | |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---|
| <input type="checkbox"/> 0–5 | <input type="checkbox"/> 6–10 | <input type="checkbox"/> 11–15 | <input type="checkbox"/> 16–20 | <input type="checkbox"/> 21–25 |
| <input type="checkbox"/> 26–30 | <input type="checkbox"/> 31–35 | <input type="checkbox"/> 36–40 | <input type="checkbox"/> 40+ | <input type="checkbox"/> I am a returning student and attended high school some time ago. |

5. What was your high school grade point average when you graduated?

- | | | | | |
|--|--|-----------------------------|-----------------------------|-------------------------------------|
| <input type="checkbox"/> A+ | <input type="checkbox"/> A | <input type="checkbox"/> A– | <input type="checkbox"/> B+ | <input type="checkbox"/> B |
| <input type="checkbox"/> B– | <input type="checkbox"/> C+ | <input type="checkbox"/> C | <input type="checkbox"/> C– | <input type="checkbox"/> D or lower |
| <input type="checkbox"/> I don't remember. | <input type="checkbox"/> I earned a GED. | | | |

6. Did you go to college elsewhere before enrolling in this one?

☐ yes ☐ no ☐ I've attended more than one other college.

INFORMATION ABOUT THIS SEMESTER/QUARTER

7. How many credit hours are you taking this term?

☐ 6 or fewer ☐ 7–11 ☐ 12–14 ☐ 15–16 ☐ 17 or more

8. Where are you living this term?

☐ with my immediate family ☐ with a relative other than my immediate family
☐ on my own ☐ other (please explain)

WORKING WHILE IN COLLEGE

9. In addition to going to college, do you expect to work for pay at a job (or jobs) this term?

☐ yes ☐ no

10. If so, how many hours per week do you expect to work?

☐ 1–10 ☐ 11–20 ☐ 21–30 ☐ 31–40 ☐ 40+

YOUR COLLEGE EXPECTATIONS

YOUR REASONS AND PREDICTIONS

11. Why did you decide to go to college? (Check all that apply.)

<input type="checkbox"/> because I want to build a better life for myself.	<input type="checkbox"/> because I want to build a better life for my family.
<input type="checkbox"/> because I want to be well off financially in the future.	<input type="checkbox"/> because I need a college education to achieve my dreams.
<input type="checkbox"/> because my friends were going to college.	<input type="checkbox"/> because my family encouraged me to go.
<input type="checkbox"/> because it was expected of me.	<input type="checkbox"/> because I want to prepare for a <i>new</i> career.
<input type="checkbox"/> because I want to continue learning.	<input type="checkbox"/> because the career I am pursuing requires a degree.
<input type="checkbox"/> because I was unsure of what I might do instead.	<input type="checkbox"/> other (please explain)

12. How do you expect to learn best in college? (Check all that apply.)

<input type="checkbox"/> by looking at charts, maps, graphs	<input type="checkbox"/> by writing papers
<input type="checkbox"/> by listening to instructors' lectures	<input type="checkbox"/> by engaging in activities
<input type="checkbox"/> by reading books	<input type="checkbox"/> by looking at symbols and graphics
<input type="checkbox"/> by going on field trips	<input type="checkbox"/> by talking about course content with friends or family
<input type="checkbox"/> by looking at color-coded information	<input type="checkbox"/> by taking notes
<input type="checkbox"/> by listening to other students during in-class discussions	<input type="checkbox"/> by actually doing things

- 13.** The following sets of opposite descriptive phrases are separated by five blank lines. Put an X on the line between the two that best represent your response, like this: For me, high school was easy _____ : X : _____ : _____ : _____ hard

I expect my first term of college to:

challenge me academically	_____ : _____ : _____ : _____ : _____	be easy
be very different from high school	_____ : _____ : _____ : _____ : _____	be a lot like high school
be exciting	_____ : _____ : _____ : _____ : _____	be dull
be interesting	_____ : _____ : _____ : _____ : _____	be uninteresting
motivate me to continue	_____ : _____ : _____ : _____ : _____	discourage me
be fun	_____ : _____ : _____ : _____ : _____	be boring
help me feel a part of this school	_____ : _____ : _____ : _____ : _____	make me feel like an outsider

- 14.** How many total hours per week do you expect to study outside of class for your college courses?

_____ 0–5	_____ 6–10	_____ 11–15	_____ 16–20	_____ 21–25
_____ 26–30	_____ 31–35	_____ 36–40	_____ 40+	

- 15.** What do you expect your grade point average to be at the end of your first term of college?

_____ A+	_____ A	_____ A–	_____ B+	_____ B
_____ B–	_____ C+	_____ C	_____ C–	_____ D or lower

YOUR STRENGTHS, PERSONALITY, AND INTERESTS

- 16.** Please identify your *strengths*—personal characteristics that will contribute to your college success. (Check all that apply.)

_____ a. I am good at building relationships.	_____ j. I can usually look at a problem and figure out a plan of action.
_____ b. I can usually convince others to follow my plan.	_____ k. I work to keep everyone happy.
_____ c. I like to win.	_____ l. I'm a take-charge kind of person.
_____ d. I work toward future goals.	_____ m. I help other people develop their talents and skills.
_____ e. I like to be productive and get things done.	_____ n. I'm a very responsible person.
_____ f. I have a positive outlook on life.	_____ o. I can analyze a situation and see various ways things might work out.
_____ g. I'm usually the person who gets things going.	_____ p. I usually give tasks my best effort.
_____ h. I enjoy the challenge of learning new things.	
_____ i. I am focused.	

- 17.** How confident are you in yourself in each of the following areas? (1 = very confident, 5 = not at all confident)

_____ overall academic ability	_____ technology skills
_____ mathematical skills	_____ physical well being
_____ leadership ability	_____ writing skills
_____ reading skills	_____ social skills
_____ public speaking skills	_____ emotional well being
_____ study skills	_____ teamwork skills

- 18.** For each of the following pairs of descriptors, which set sounds most like you? (Please choose between the two options on each line and place a check mark by your choice.)

<input type="checkbox"/> Extraverted and outgoing	or	<input type="checkbox"/> Introverted and quiet
<input type="checkbox"/> Detail-oriented and practical	or	<input type="checkbox"/> Big-picture and future-oriented
<input type="checkbox"/> Rational and truthful	or	<input type="checkbox"/> People-oriented and tactful
<input type="checkbox"/> Organized and self-disciplined	or	<input type="checkbox"/> Spontaneous and flexible

- 19.** *FOCUS* is about twelve different aspects of college life. Which are you most interested in applying to yourself in your academic work? (Check all that apply.)

<input type="checkbox"/> Becoming mindful, building resilience	<input type="checkbox"/> Engaging, listening, and note-taking in class
<input type="checkbox"/> Starting strong, setting goals	<input type="checkbox"/> Reading, writing, and presenting
<input type="checkbox"/> Learning styles and studying	<input type="checkbox"/> Developing memory, taking tests
<input type="checkbox"/> Managing time, energy, and money	<input type="checkbox"/> Communicating in groups, valuing diversity
<input type="checkbox"/> Thinking critically and creatively	<input type="checkbox"/> Choosing a college major and career
<input type="checkbox"/> Learning online	<input type="checkbox"/> Creating a future

YOUR CHALLENGES

- 20.** Of the twelve aspects of college life identified in the previous question, which do you expect to be most challenging to apply to yourself in your academic work? (Check all that apply.)

<input type="checkbox"/> Becoming mindful, building resilience	<input type="checkbox"/> Engaging, listening, and note-taking in class
<input type="checkbox"/> Starting strong, setting goals	<input type="checkbox"/> Reading, writing, and presenting
<input type="checkbox"/> Learning styles and studying	<input type="checkbox"/> Developing memory, taking tests
<input type="checkbox"/> Managing time, energy, and money	<input type="checkbox"/> Communicating in groups, valuing diversity
<input type="checkbox"/> Thinking critically and creatively	<input type="checkbox"/> Choosing a college major and career
<input type="checkbox"/> Learning online	<input type="checkbox"/> Creating a future

- 21.** Which one of your current classes do you expect to find most challenging this term and why?

Which class? (course title or department and course number) _____

Why? _____

Do you expect to succeed in this course? ☐ yes ☐ no ☐ Perhaps (please explain): _____

- 22.** Please mark your *top three areas of concern* relating to your first term of college by placing 1, 2, and 3 next to the items you choose (with 1 representing your top concern).

<input type="checkbox"/> I might not fit in.	<input type="checkbox"/> My social life might interfere with my studies.
<input type="checkbox"/> I might have difficulty making friends.	<input type="checkbox"/> My studies might interfere with my social life.
<input type="checkbox"/> I might not be academically successful.	<input type="checkbox"/> My instructors might not care about me as an individual.
<input type="checkbox"/> My performance might disappoint my family.	<input type="checkbox"/> I might not finish my degree.
<input type="checkbox"/> My personal life might interfere with my studies.	<input type="checkbox"/> I might not manage my time well.

- | | |
|--|--|
| ____ My studies might interfere with my personal life. | ____ I might be bored in my classes. |
| ____ I might have financial difficulties. | ____ I might feel intimidated by my instructors. |
| ____ My job might interfere with my studies. | ____ I might feel overwhelmed by all I have to do. |
| ____ My studies might interfere with my job. | ____ other (please explain)_____ |

YOUR FUTURE

23. How certain are you now of the following (1 = totally sure, 5 = totally unsure)?

- ____ Finishing your degree or certificate
- ____ Finishing your degree or certificate at this school
- ____ Sticking with the major you've chosen
- ____ Continuing on to work toward a bachelor's or advanced degree

24. What are you most looking forward to in college?

25. Describe the best outcomes you hope for at the end of this first semester/quarter. Do you expect to achieve them? Why or why not?

3e



FOCUS

ON COLLEGE AND
CAREER SUCCESS

STEVE STALEY ■ CONSTANCE STALEY

FOCUS

ON COLLEGE AND CAREER SUCCESS

Annotated Instructor's Edition Content



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FOCUS CHALLENGE CASE

Steve Staley

Some people stay in one place and do one thing increasingly well, he thought.

But as he looked back on his career, Steve Staley realized that he'd done just the opposite—as an Air Force instructor pilot, Air Force Academy professor of English, Naval War College professor of strategy and policy, University of Colorado director of advising, Fulbright Fellow teaching business communication in Kyrgyzstan, director of corporate communications and educational development in a high-tech firm, and dean of academics and professor of management and humanities at Colorado Technical University. What did all these jobs have in common? They all focused on helping people learn things they cared strongly about. And though they were all “academic” in one sense, these career twists and turns specialized in practical outcomes.

At Colorado Tech, he found that his students were intensely focused on learning useful skills that would increase their earning power and advance their careers. Eventually, as Director of Faculty Development, Steve used all that experience to extend his efforts, by helping to prepare his faculty colleagues to be the best teachers they could be, across a variety of academic disciplines.

The breadth of his career convinced him of one thing: The best career and technical schools, such as Colorado Tech, were very effective in meeting their student's needs, all the way from scheduling classes when busy students (often with demanding jobs and active families) could take them, to offering courses and majors attuned to the needs of the newer, changing career opportunities in their communities—from information technology to criminal justice to nursing to hospitality management.

But many of his students had been out of school for years before returning to earn their college degrees. Many had served in the military, worked in law enforcement or healthcare, or held other responsible jobs. And in many cases, he found that his students could benefit from an introductory course designed to sharpen their academic skills, show them the best ways of working with their instructors and fellow students, and help them connect their school work with their career and professional goals—in short, to help them learn to focus on college and career success!

FOCUS CHALLENGE CASE

Constance Staley

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Forty years? she thought. What a long time to work at one job in one place.

But she had learned so much over that time, especially about students and about teaching, about learning and about knowing.

When she first began, the campus consisted of a few buildings and a dirt parking lot. Now it was a thriving community with thousands of students and buildings going up everywhere. Of course, you can enhance your career by moving from one school to another, she thought to herself, but you can also learn a lot by sticking with a good thing over a long period of time. So that's what she'd done. There had been brief excursions, working in private industry and teaching students in the former Soviet Union as a Fulbright Scholar. But for the most part, Constance Staley had spent her entire career as a professor on one campus, University of Colorado, Colorado Springs. As the campus had "grown up," so had she as a teacher.

Over her years as a professor, she'd worked with thousands of students. She concentrated on being the kind of teacher who listened and cared, who sent encouraging e-mails to students when they needed them, or "reality check" e-mails when they needed an academic pep talk because they weren't doing so well. She loved the give and take, convincing students that this class wasn't about how much she knew. It was about how much they could learn.

But it was challenges like the ones presented by students—like many of

those featured in this book's case studies—that motivated Constance Staley to write *Focus on college and career success*. She knew that getting a college degree was their key to a better life, a more fulfilling career, and most importantly, achieving their potential. The Roman poet Manilius said it well centuries ago: "The end depends on the beginning."

Connie's goal was to build much of what she has learned into a single tool: a book that would almost teach itself, freeing instructors to do what they need to do with their students, collectively and individually. According to reviewers, some of the strengths of *Focus on college and career success* are its ability to build rapport with students, engage them, unlock intrinsic motivation, demonstrate that learning is taking place, and help them learn how to focus. The visual display on the following pages will walk you through *Focus on college and career success*, feature by feature.

It's been said that teaching is the ultimate act of optimism. When a Sylvia Sanchez, an Ethan Cole, or a Serena Jackson is engaged and succeeds, we know why we do what we do as instructors. And we continually challenge ourselves to do it better.

Focus is for all the first-year students who sit in your classrooms, and for you in your own personal and professional journey as their teacher.

WHY FOCUS ON COLLEGE AND CAREER SUCCESS?

Q: What makes this text special? How does this book differ from other books in the *FOCUS* series?

A: Today's college students are pragmatic and career-oriented. Simply put, they want a college degree so they can get a better job.

However, today's employers worry that many graduates aren't ready for prime time. They often arrive in the workplace without refined oral and written communication skills, positivity and a strong work ethic, or the "soft skills" required to build professional relationships and work in teams.

This text addresses these issues—student goals and employer needs—simultaneously, in two essential ways.

The first goal of *FOCUS on College and Career Success* is to capitalize on students' career interests by addressing these required workplace skills during the first term of college, rather than waiting until students are about to complete and begin their job search.

The second goal is to convince students that the skills needed for academic success are the same skills required for career professionalism. Developing these skills now and practicing them throughout their college years will give students a keen advantage as they begin and advance through their careers.

Each chapter employs two engaging features to demonstrate these connections between academic and career success: "Soft Skills Are HARD!" and "Going Pro." The first identifies crucial aspects of professionalism that go beyond the student's academic major—often called "hard skills"—to show the importance of interpersonal and behavioral skills in a successful career—the "soft skills" so much in demand on the job. The second demonstrates that the skills and attitudes required for success in school are also keys to success on the job. In addition, the connections between academic and career strengths are consistently emphasized from page to page throughout the text.

Written for traditional and nontraditional students alike, *FOCUS on College and Career Success* not only helps students transition from college to their intended careers, but more than that, it helps them learn how to learn as their careers evolve in today's world of continuing professional development and rapid organizational change.

This text is based on the same strong foundations as the other books in this series—*FOCUS on College Success* and *FOCUS on Community College Success*. What's different about this book is that it's targeted directly at students who are focused on their career paths.

HOW DOES *FOCUS* ADDRESS THE ISSUE OF RETENTION?

Q: Many colleges seem to be *STRUGGLING WITH RETENTION* and are trying to understand why many students don't return after their first year. How does *FOCUS* help with this?

"Teaching with *FOCUS* has made me not only a better instructor, but also a better student of life. I regularly find myself using personal connections to the text as catalytic agents for my own academic and career undertakings. Often we adult learners (including teachers!) have a false assumption that since we've earned a diploma, success strategies like those in this book are already a part of our intellectual repertoire. While we certainly may already practice some of these approaches, *FOCUS on College and Career Success* delivers a rich catalog of relevant content and activities to engage both students and teachers alike."

Professor Karen J. Ernst,
Colorado Technical
University

A: Helping instructors flag potential risk factors for individual students is key to guiding students through misperceptions (for example, how much study time is required) and problematic situations (for example, how important it is to use computer labs on campus when the entire family shares one computer at home). This type of early-alert system can make all the difference when it comes to retention.

Entrance and Exit Interviews

The third edition of *FOCUS* features the redesigned *Entrance and Exit Interviews*. These tools allow students to record their expectations about college, their strengths, and their challenges both at the beginning of the course *and* at the end. When used together, the interviews can show students just how much progress they have made, which is key to unlocking motivation. Students will gain a better understanding of what they learned in this course and overall what it takes to succeed in college and life.

Refer to the Instructor's Resource Manual for additional strategies for successfully using the Entrance and Exit Interviews in your course.

Today, more and more courses are either fully or partially online. Because many students are familiar with today's social media (texting, Twitter, Facebook, YouTube), they find it easy to adjust to online coursework. But while virtual courses offer more flexibility, they still demand productive academic skills. "Online TechKnow" is designed to leverage students' existing technology skills to strengthen their academic success in online courses. These boxes offer suggestions like how to study for online tests, how to interact with students in online discussion groups, and how to use e-mail to best ensure academic success.

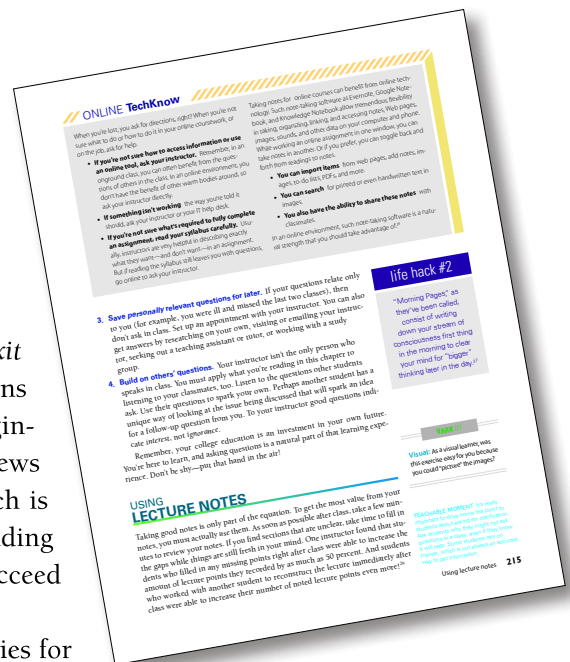
HOW DOES *FOCUS* ADDRESS THE ISSUE OF MOTIVATION?

Q: Because they lack focus, many first-year students become discouraged, find college to be less exciting than they expected, or recognize that they are not well prepared for the sustained investment college requires over time. How does *FOCUS* help address this PROBLEM OF MOTIVATION?

A: Many students today go to college because someone else wants them to, because their friends are going, or because it's the expected "next step." They don't realize how much their own motivation to propel themselves toward a degree is at the heart of their success. In addition to helping students develop realistic expectations of what it takes to learn, throughout *FOCUS* they are reminded that they are central to the learning process and that they must be fully invested.

Readiness Checks and Reality Checks

Newly designed for the third edition, the Readiness Checks ask students at the beginning of every chapter to assess their level of motivation, interest, knowledge,





readiness to begin, and intentions to complete reading. In a unique and visual way, students learn to focus on the material before them and narrow the gap between initial expectations of what's required to work through the chapters and the reality of what it actually took via the end of chapter Reality Checks. These checks help students develop a more realistic approach to learning.

Factors for College and Career Success

Throughout this edition's chapters you'll find two new features linking college and career success factors.

Going Pro helps students realize the application of college success skills and attitudes to professional career success

Soft Skills Are HARD! offers strategies for developing (and practicing) crucial "soft" skills in college that will carry over into the workplace

Challenge → Reaction → Insight → Action (CRIA) Learning System

The CRIA method of learning used in *FOCUS* includes these four steps:

1. A *challenge* is presented.
2. Initial *reactions*, perceptions, and misperceptions are uncovered.
3. Content/resources/new knowledge is presented, leading to new *insights*.
4. Final thoughts and discoveries lead to *action/change*.

HOW DOES *FOCUS* ADDRESS THE ISSUE OF MULTITASKING?

Q: There are a lot of distractions for today's first-year students. How does *FOCUS* help *STUDENTS REDUCE DISTRACTIONS*?

A: Between balancing course loads, busy work schedules, family life, and social activities, first-year students have a lot going on. And that doesn't even take into account the distractions that technology brings to the table. With e-mail, text messages, and Facebook and other social networking sites, it's harder than ever for students to focus. The following content and features have been developed in this text to help students become better *uni-taskers* instead of distracted *multitaskers*.

Sharpen Your Focus Feature

What are some of the reasons your students lose focus? Do any of the reasons below sound familiar?

Doing the right things at the wrong times

Being immobilized by worry

Preferring to veg out

Burning out
Lacking flexibility
Becoming exhausted
Always rushing
Missing opportunities
Stressing out
Not having support
Having unrealistic expectations
Managing time

This regularly occurring feature helps students identify times in their lives, personally, professionally, and academically, when they can get distracted. This feature provides twelve potential reasons that college students lose their focus, and the Try It! activities give students practical strategies to regain control of their success by sharpening their focus.

Time Management Tools

According to research, it can take anywhere from seconds to *hours* to “reboot” after you’ve interrupted yourself to bounce out to something else.¹ It’s too easy for students to lose valuable study time; they need real-world strategies that they can try out right away. Are your students having trouble staying focused on their important tasks? Have them set a kitchen timer for forty minutes and get to work. When they hear the “ding,” they’ll get a real feeling of accomplishment and a bit of relief from stress.² *FOCUS* offers dozens of strategies just like this one that students can try out for themselves, many of which are based on the most current research out there today.

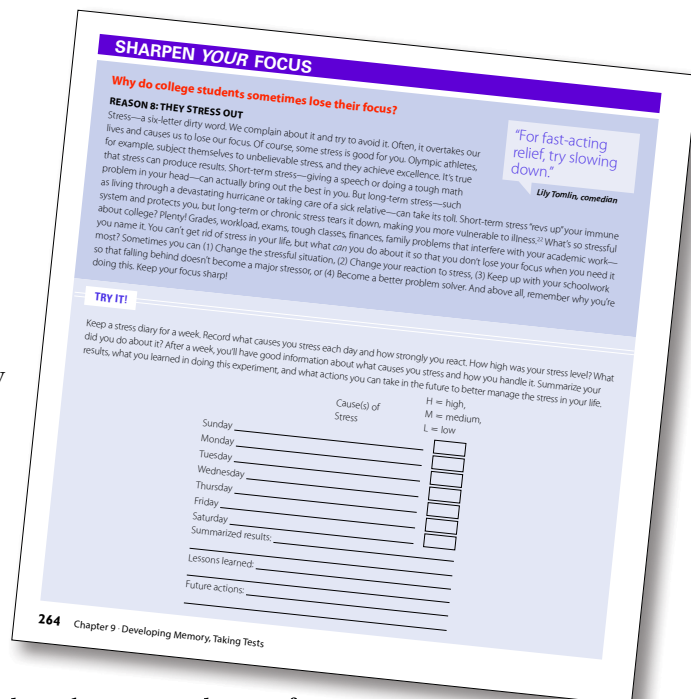
HOW DOES *FOCUS* ADDRESS THE ISSUE OF VARIED LEARNING STYLES?

Q: Today’s *INCOMING STUDENTS HAVE VARIED LEARNING STYLES*. How does *FOCUS* ensure that students identify their learning style and gain the skills necessary to improve their learning throughout their college career?

A: *FOCUS* informs students about their own learning style preferences right away so that they can streamline their efforts and translate between the teaching “language” spoken by their instructors and learning “language” they themselves prefer. Research demonstrates that learning style preferences impact students’ levels of motivation. *FOCUS* encourages students to realize that learning is a process, and helps them customize their learning, just as they customize products in their lives—everything from MP3 players and cell phones to specialty coffee drinks!





VARK It!

Marginal VARK activities in each chapter focus on the four sensory modalities and learning. Just because students know their learning style preferences doesn’t mean that



Teaching Tip: Use Sharpen Your Focus at the beginning or end of every class session to check on how successfully students have zeroed in and reduced distractions since the last class or to help them plan for the coming week.

they necessarily know what to do about it. These “just-in-time” strategies found throughout the chapters allow students to practice using the strategies as they read. Rather than appearing to be “busywork” by being placed at the end or middle of chapters, they are applied immediately to the reading process itself in each chapter. If students are multimodal, they will be encouraged to select activities from several modalities. And as a first-year seminar course should be, the book has been “VARKeD,” by including:

-  **Visual** memorable, unusual photographs with powerful, famous quotations as captions, and bold colors to add appeal
-  **Aural** content-rich chapter summary podcasts with a humorous twist to capture student interest (available for download on CourseMate)
-  **Read/Write** research-based, comprehensive chapters on timely topics written for today’s students
-  **Kinesthetic** FOCUS TV Episodes to reinforce chapter points

Multiple Intelligences and Personality Type

In Chapter 3, students can discover *how* they are smart with multiple intelligences and how personality types can play a role in their learning. Students are encouraged to think about how all these learning preferences should inform their approach to learning and studying for all their courses.

HOW DOES *FOCUS* ADDRESS THE ISSUE OF ENGAGEMENT?

“I love the relatability of this text to my students. It is realistic and applicable to each person, regardless of age, gender, race, or academic backgrounds. Everyone in my classes can find someone to relate to in the Challenge Cases. My students find it engaging and conversational. Its real, down-to-earth applicability really helps students ‘focus’ on success.”

Rebecka Sare, Polk State College

Q: Many first-year students today are *NOT AVID READERS* and are in a college success course that they often don’t feel they need to take. How does *FOCUS* help *GET STUDENTS MORE ENGAGED*?

A: Today’s students could be called “Generation Why.” Why is this course important? Why should I learn how to study when I’ve already been doing it for years? Why? Why? Why? They are pragmatic and have competing distractions. Traditional first-year students and busy nontraditional students alike need a college success textbook that not only tells them what to do but also why doing these things is important. Recognizing the “truth” and *claiming to already know it* are two different things, as are *knowing* and *doing*. For real learning to take place, students must find personal meaning in what they read, and *FOCUS* is all about students. These features are intended to bring readers into the course. *New material on mindfulness—an extremely hot topic in all sectors of society, including the workplace—can introduce students to the importance of attention management and “presence.”*

FOCUS Challenge Cases

Readers have the opportunity to read and react to a real student facing a challenge in each case, and they revisit it at the end of the chapter to see whether and how their perceptions have changed. These cases provide an applied, real-life, kinesthetic approach to learning and allow students a “safe” way to discuss problems they may be facing themselves.

Voice

FOCUS offers a conversational tone that is accessible, noncondescending, and treats readers as adults. The tone is one of an older, wiser coach or mentor who not only gives readers “straight talk” but also encourages them to give academics their best effort. It builds rapport with student readers and works to convince them of key concepts, rather than simply telling them.

Activities and Self-Assessments

“What’s in it for me?” is a relevant question student readers ask, and by the end of *FOCUS*, they will know a great deal about themselves. *FOCUS* provides dozens of classroom-ready exercises, so you’ll no longer have to locate or create them on your own. And because students are most interested in themselves, the variety of self-assessments that appear in *FOCUS* keeps them engaged in the chapter material.

HOW DOES *FOCUS* HELP ME TEACH THE COURSE?

Q: Most instructors have multiple course preps per semester, and although they want to make the college success course as engaging and interactive as possible, they just don’t have time to write *CLASSROOM ACTIVITIES* or research ways to spice up *LECTURES AND DISCUSSIONS* in the classroom. How does *FOCUS* help?

A: *FOCUS* is designed as a learning system with built-in motivational tools and built-in activities and journal/discussion prompts. *FOCUS* was created as a single, multifaceted teaching tool: a book that would encourage instructors to stress high expectations while also providing a high level of support. Teaching a first-year seminar is challenging, and instructors need support, too. Bringing many years of experience, Steve and Constance Staley know firsthand the range of challenges instructors face and what would give them what they need—conveniently and comprehensively—to do the best job they can.

Annotated Instructor’s Edition

The Annotated Instructor’s Edition of *FOCUS* helps instructors at any stage of their teaching careers succeed and provides the guidance needed with any new text. Annotations are categorized into six groups for easy recognition, allowing instructors to pay attention to annotations they are most interested in:

- **Adult Learners** offer thoughtful suggestions designed to help nontraditional students, perhaps returning to college after years away, realize their highest potential.
- **Teachable Moments** note places where instructors can pause to capitalize on chapter content by making particular points that enrich the learning environment.
- **Sensitive Situations** point out places where an in-class discussion could generate potential discomfort and help keep instructors from being caught off guard by these triggers, providing suggestions for how to handle these teaching challenges.

“There are many opportunities for students to use the book as a workbook with activities and suggested group work options. This is important for me, especially in an online class. I am always looking for additional methods of getting students to actively learn in the online environment. Having a textbook that encourages active learning is a must!”

Kirstin Wiley, Bluegrass
Community and Technical
College

- **Application Ideas** offer further active learning strategies to use in class and provide a variety of quick yet powerful classroom activities.
- **Diversity Discussion** annotations give you ways to incorporate the topic of diversity throughout the entire textbook.

Instructor's Manual and Test Bank

The Instructor's Manual serves as a quick guide to every chapter, providing all the frequently asked questions about how to teach the course, from what the main focus of every chapter should be to yet more activity options. It is organized by questions most frequently asked by both new and seasoned instructors; for example, How should I launch this chapter? What important features does this chapter include? What additional exercises might enrich students' learning? This time-saving resource also includes a Test Bank.

Cognero Online Testing Program

FOCUS on College and Career Success, third edition, provides a flexible online testing system that allows you to author, edit, and manage the author-created Test Bank content. You can create multiple test versions instantly and deliver them through your Learning Management System from your classroom or wherever you may be with no special installs or downloads.

Instructor Website with *FOCUS*Points

Created to help instructors teach their courses, the Instructor Website features multiple instructor resources, including the Instructor's Manual and *FOCUS*Points. *FOCUS*Points is an interactive Teaching Tool that allows you to select from varied, multimedia options in class—all located in one spot. You (and your students) decide where to focus during class and then point and click. Using this interactive tool with invisible links inserted, you can lecture, do activities in the text, show *FOCUS* TV episodes, listen to Chapter iAudio summaries, add YouTube videos or other Internet content, or your own materials—easily and conveniently—all with this one, flexible teaching tool. No other first-year seminar textbook includes this powerful, innovative, convenient teaching aid.

50 Ways to Leave Your Lectern

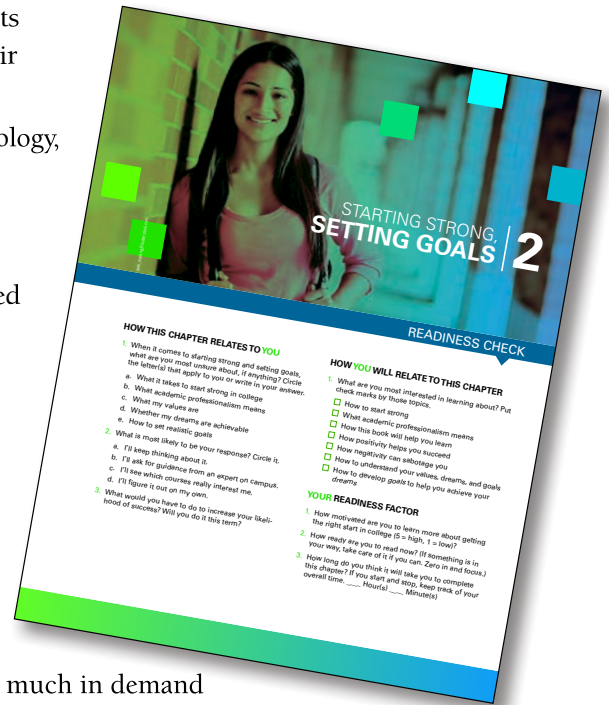
How do we leave our lecterns? How can teachers engage students? This supplement offers you a proven way to stimulate thinking, discussion, and group interaction. Each exercise is organized according to Goals, Group Size, Time Required, Materials, Physical Setting, Process, and Possible Variations. This invaluable, creative resource provides dozens of ideas for kinesthetic classroom activities.

College Success Factors Index

The College Success Factors Index (CSFI) is an online survey that students complete to assess their strengths and weaknesses in areas that have been proven to affect student outcomes for success in higher education. Available in MindTap, the CSFI is a perfect assessment tool for demonstrating the difference your college success course makes in your students' academic success. At the start of your course, the CSFI helps assess incoming students and allows you to tailor your course topics to meet their needs. As a post-test, it provides an opportunity for you and your students to measure their progress.

HOW HAS *FOCUS* BEEN UPDATED FOR THE THIRD EDITION?

- **NEW** Chapter Opener design and content allows students to immediately connect the content in the chapter to their own lives.
- **NEW** This edition has more coverage on up-to-date technology, financial literacy, and career planning.
- **NEW** Every chapter ends with What Did You Learn?, prompting students to reflect on the key takeaways from the chapter and how they plan to use what they've learned moving forward.
- **NEW** Life Hacks. Life hacks are brief pointers, often technology-based, to save readers time and help them increase productivity. These short tips are placed in the margins for quick discovery. Without disrupting Staley's unique voice, this edition contains streamlined, yet robust, content for today's busy reader.
- **UPDATED** What's in YOUR Briefcase? has been reframed as Soft Skills Are HARD! Vital behavioral and interpersonal skills are emphasized as the "soft skills" so much in demand in today's dynamic career fields.
- **UPDATED** What Do You Think? questions in chapters enhance student reflection on the Challenge Cases that begin each chapter.



CHAPTER LEVEL REVISIONS

CHAPTER 1: BECOMING MINDFUL, BUILDING RESILIENCE

Chapter Content

- > **NEW** Chapter 1 has a new focus on mindfulness, mindset, and motivation. FOCUS makes a strong case for “psychological readiness,” “emotional intelligence,” or “soft skills” as the foundation for learning.
- > “Where Does *Your* College ‘Fit’,” formerly “Understanding Where *Your* College ‘Fits,’” includes added research surrounding the importance of mentors to student success in higher education.
- > **NEW** “How Does College Work” section highlights the importance of college and interconnectedness of different disciplines.
- > **NEW** “What Does It Take to Succeed in College? The ‘Three Ms of College Success’” discusses the importance of mindfulness, mindset, and motivation.
- > **NEW** “How Important Is Resilience?” defines resilience and offers five suggestions to help students endure through school, even in difficult or stressful situations.

Features

- > **NEW** Exercise 1.2 “Chocolate Mindfulness Meditation” illustrates the benefits of mindfulness, while teaching students to learn how to become more mindful in a simple and satisfying way.
- > Exercise 1.3 “Theories of Intelligence Scale” has moved from Chapter 2.
- > Exercise 1.4 “Intrinsic Motivation Self-Assessment” has moved from Chapter 2.
- > **NEW** Box 1.1 “Campus Resources: HELP Is Not a Four-Letter Word” lists a variety of resources often available to students on their campus to solve a multitude of problems they may face while in college.
- > **NEW** Exercise 1.5 “How Resilient Are You?” encourages students to evaluate their resilience.

CHAPTER 2: STARTING STRONG, SETTING GOALS

Chapter Content

- > **NEW** Chapter 2 now focuses on students getting a strong start in college, why higher education is an important choice, and academic professionalism.
- > The topic “Who Are You? And What Do You Want?” has an increased emphasis on students’ critical need to zoom in on academic work and focus (**NEW** “Zoom In and Focus”), while simultaneously taking advantage of college as a time to zoom out, wander, and discover their passions (**NEW** “Zoom Out and Wander”).
- > “What Will Instructors Expect from You? (And What Should You Expect from Yourself?),” formerly “Academic Professionalism Versus Career Pro-

fessionalism” in Chapter 1, advises students with eight recommendations on what is expected of them in higher education.

- **NEW** “What Will Boost Your Success in College?” emphasizes the importance of attitude toward achieving success.
- “This Course Has a Proven Track Record” was moved from Chapter 1.

Features

- **NEW** Exercise 2.1 “College Success Factors” prompts students to consider the impact of multiple factors on their success in higher education.
- **NEW** Box 2.1 “Five Mistakes That Can Cost You Big Time!” presents solutions to five common mistakes first-year students make.
- **NEW** Exercise 2.3 “Uni-tasking Versus Multitasking Experiment” encourages students to work in pairs to learn the effects of multitasking.
- **NEW** Exercise 2.4 “Wise Wanderings” prompts students to build a “wandering map,” exemplified by one created by the author.
- **NEW** “Curiosity: *Presence*: Can Your Body Change Your Mind?” discusses the compelling story of Amy Cuddy, who overcame the odds, and teaches students how to leverage the power they hold within themselves.
- **NEW** Exercise 2.5 “The Future Scale” teaches students about the level of hope within themselves.
- “Box 2.2 Generation 1: First in the Family?” was moved from Chapter 1.
- **NEW** Box 2.3 “How to Read a Case Study” walks students through using the case study that begins each chapter.
- **NEW** Exercise 2.7 “Write Your Own Case Study” encourages students to write their own challenge case.

CHAPTER 3: LEARNING STYLES AND STUDYING

Features

- **NEW** Box 3.1 Build a Better Brain discusses research on developing and strengthening the brain.
- **NEW** Exercise 3.3 “Interpreting Your VARK Preferences” helps students understand their VARK assessment scores.
- **NEW** “Curiosity: Can You Build a Better Brain?” discusses the research around neuroplasticity and brain development.

CHAPTER 4: MANAGING YOUR TIME, ENERGY, AND MONEY

Chapter Content

- “Time Management Isn’t Enough” includes **NEW** tips for managing your time.
- “Energy, Our Most Precious Resource” includes **NEW** section “Managing Your Classroom Energy”

- “How Time Flies!” has been updated with recent research on how Americans spend their time.
- “The P Word. Read This Section NOW! . . . or Maybe Tomorrow . . . or the Next Day . . . or. . .” includes **NEW** procrastination prevention tips “Rethink Deadlines” and “Make a ‘Done’ List.”

CHAPTER 5: THINKING CRITICALLY AND CREATIVELY

Chapter Content

- **NEW** “Unleash Your Creativity” discusses the benefits of creativity, particularly as it relates to the job market.

Features

- **NEW** Exercise 5.3 “Decision Style Inventory” helps students discover their decision making style.
- **NEW** In Exercise 5.5 “Creative Potential Profile,” students discover their creative thinking potential.

CHAPTER 6: LEARNING ONLINE

Chapter Content

- **NEW** “Use Technology to Your Academic Advantage” discusses the importance of technology in higher education, as well as the different types of technology students may be introduced to.

Features

- **NEW** Box 6.1 “Are Bullets, Bits, and Bytes Enough?” illustrates the importance of learning as much as possible before jumping to conclusions.
- **NEW** Box 6.3 “There’s an App for That” describes some of the top apps used by college students.
- **NEW** Exercise 6.7 “Test Your Literacy Skills” prompts students to practice reading and thinking critically.
- **NEW** Exercise 6.9 “Is This Excerpt Plagiarized?” asks students to determine if what they’re reading is plagiarized, and why that is the case.

CHAPTER 7: ENGAGING, LISTENING, AND NOTE-TAKING IN CLASS

Chapter Content

- “Follow the Rules of Engagement” includes **NEW** rules for how to behave in a variety of academic and professional contexts.
- **NEW** “Listening Is More Than Hearing” illustrates the complex process of listening, including four stages: sensing, interpreting, responding, and evaluating.

- **NEW** “Different Strokes for Different Folks: Note-Taking by the System and Subject” now includes **NEW** section “Note-Taking in Online Courses”

CHAPTER 8: READING, WRITING, AND PRESENTING

Chapter Content

- “Who Needs to Read?” includes **NEW** content and research surrounding the effect of reading on personal and academic success.

Features

- **NEW** Box 8.1 “Reading When English Is Your Second Language” offers suggestions for more effective reading for students whose primary language is not English.
- **NEW** Exercise 8.8 “Critique These Slide Decks” encourages students to consider the advantages and disadvantages of different presentation softwares and styles.
- **NEW** Box 8.3 “PowerPoint or PowerPointless? Nine Ways to Make Your Presentations Stand Out” includes four **NEW** tips for more powerful presentations.

CHAPTER 9: DEVELOPING MEMORY, TAKING TESTS

Chapter Content

- **NEW** “Twenty Ways to Master Your Memory” is now grouped into five categories and is renamed “Five Major Ways to Master Your Memory.”

CHAPTER 10: COMMUNICATING IN GROUPS, VALUING DIVERSITY

Chapter Content

- “Diversity Makes a Difference” contains updated statistics on issues related to cultural stereotypes and discrimination.
- **NEW** “What Is Emotional Intelligence” includes updated research and new scales of emotional intelligence.
- **NEW** “Communicating in Groups: Soft Skills Are HARD!” discusses the importance of group work in college and beyond.
- **NEW** “The Top Ten Rules of Responsible Group Membership” offers ten ways to guarantee a positive outcome from group work.

Features

- **NEW** Exercise 10.2 “What Are Your Views on Groupwork?” asks students to reflect on their opinions of how groups should operate.
- **NEW** Box 10.2 “How Well Do You ‘Play with Others?’” discusses the importance of working together and building professional relationships.

- **NEW** Exercise 10.4 “Winning Is Sweet!” encourages students to actively work with others to achieve a goal.

CHAPTER 11: CHOOSING A COLLEGE MAJOR AND CAREER

Chapter Content

- **NEW** “Step 1: Cultivate Your Bliss,” formerly “Step 1: Follow Your Bliss,” includes more content to help students discover and develop their bliss. This section now emphasizes that bliss is *realized* and *cultivated* over time by gaining academic and life experience. The chapter suggests how to recognize and develop it.

CHAPTER 12: CREATING YOUR FUTURE

Chapter Content

- **NEW** “Brand Yourself” talks about the importance of building a professional “brand” and online presence.

Features

- **NEW** Box 12.1 “Did I Really Post That?” illustrates the impact of an online social presence in the job search.
- **NEW** Box 12.2 “A Model Résumé” offers students an example of a chronological résumé with tips to build their own.



BECOMING MINDFUL, BUILDING RESILIENCE | 1

michaelfjung/Shutterstock.com

READINESS CHECK

HOW THIS CHAPTER RELATES TO YOU

1. When it comes to becoming mindful and building resilience, what are you most unsure about, if anything? Circle the letter(s) that apply to you or write in your answer.
 - a. Whether college is right for me
 - b. What it takes to succeed in college
 - c. What it means to be mindful
 - d. How mindset and motivation fit in
 - e. How to deal with hurdles along the way
2. What is most likely to be your response? Circle it.
 - a. I'll check with my instructors.
 - b. I'll ask my classmates.
 - c. I'll see how things go and adjust.
 - d. I'll wait and eventually figure it out.
3. What would you have to do to increase your likelihood of success? Will you do it this term?

HOW YOU WILL RELATE TO THIS CHAPTER

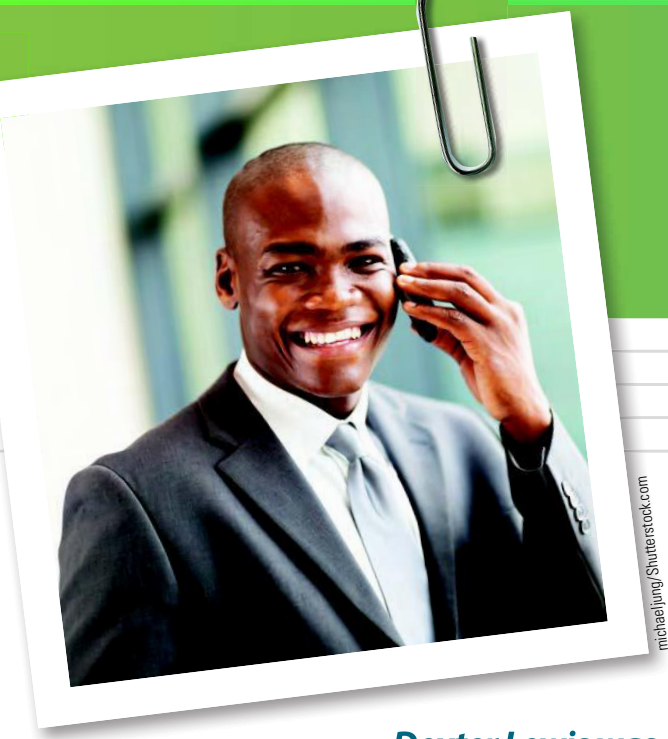
1. What are you most interested in learning about? Put check marks by those topics.
 - ☐ Why students go to college
 - ☐ How college works
 - ☐ How the disciplines connect
 - ☐ What college takes: mindfulness, mindset, and motivation
 - ☐ What resilience is and why you need it

YOUR READINESS FACTOR

1. How motivated are you to learn more about becoming mindful and building resilience? (5 = high, 1 = low)
2. How ready are you to read now? (If something is in your way, take care of it if you can. Zero in and focus.)
3. How long do you think it will take you to complete this chapter? If you start and stop, keep track of your overall time. ____ Hour(s) ____ Minute(s)

FOCUS CHALLENGE CASE

DEXTER LEWIS

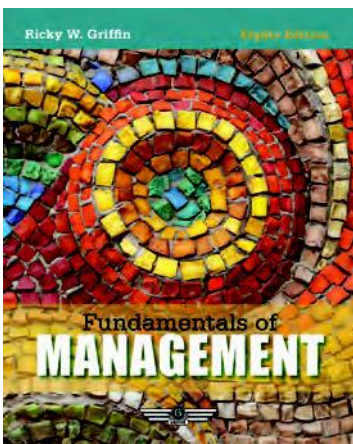


Dexter Lewis was a solid, hard-working, good guy who impressed people. He impressed his high school teachers with his work ethic. He impressed the football recruiters who invited him to play big-time football in college. He even dropped out of college after a year to serve his country in Iraq. When he returned, he got married, had two kids, and did all the “right” things, like working his way up the ranks at a chain store to get a managerial job. Most of his days were frantically stressful, with a majority of his time spent talking on his phone or texting, but at the end of the day, he usually felt pretty good about things. His boss always commented that Dexter was truly respected by the people who worked for him. They saw him as a true professional.

That’s why it seemed so unfair when things suddenly took a nosedive. The announcement came at 10 A.M. on a Friday morning: the chain would close 300 stores nationally, and his was one of them. A wave of panic hit him in the gut as he drove home that evening. How would he tell his wife, Charmaine, and what about their girls’ daycare? Could they live on one salary? And how would he ever find a new job without a college degree in *this* economy? By the time he made the left turn into the cul-de-sac where they lived, he felt physically ill. But as he approached the house, Dexter

saw the girls playing in the front yard. He knew he’d have to put on a good face.

Amazingly, Charmaine was completely calm when he told her. *No problem*, she said. *We’ll tighten our belts, and you’ll get a college degree in management. You’ve got some good experience behind you, and we’ll find a program with some online courses.* Although he’d been dreading the conversation all the way home, Charmaine seemed to have a ready-made solution. Come to think of it, Charmaine’s ability to think through problems and arrive at good solutions was one of the things Dexter had always admired most about her. Her





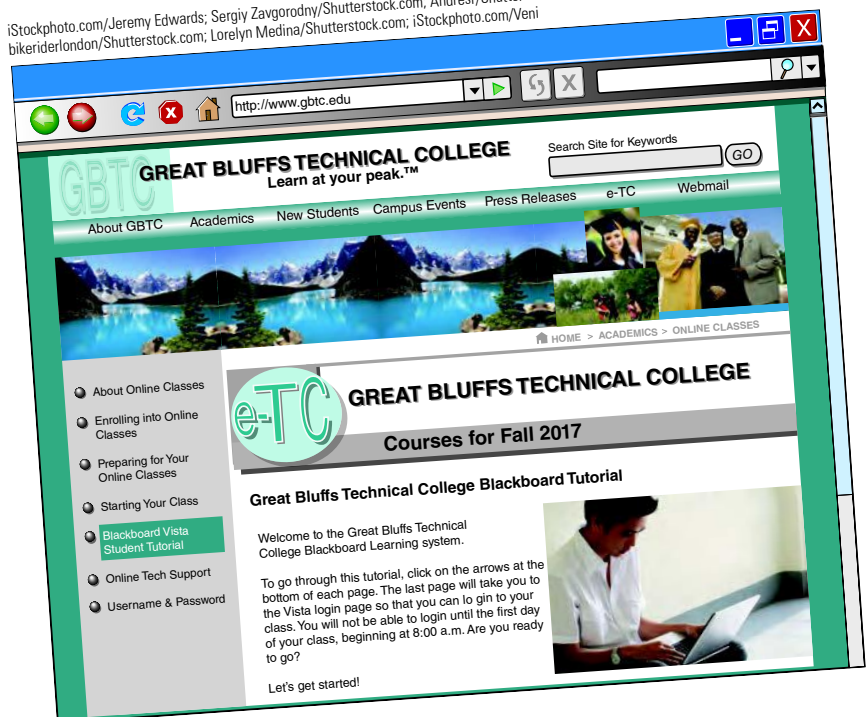
"cooler head" prevailed, so he followed her advice and enrolled that week in an online course to earn a bachelor's degree in management.

As time went on, however, one nagging question bothered him: *was* it a good solution? At midnight on a Thursday, as he was posting to the class portal in Introduction to Managerial Practice, he put his finger on some of the things that were beginning to worry him. Was a management degree what he really wanted? Considering his family responsibilities, would a certificate or an associate's degree be better? Did he really need a bachelor's degree? And just because he had been a manager in a large chain store, was he stuck in the management field? He found it hard to stay focused, and frankly, he sometimes questioned how much he was learning. He didn't always find his online classmates' work to be all that professional. Some of them obviously didn't have any experience in management or even generally in life, and their class posts showed it. In fact, it seemed as if some of them were just getting a degree to get a degree because they couldn't find a job. But then in some ways that was true of him, too. Questions like these made it hard for him to keep his mind on his schoolwork. He was distracted—constantly.

Above all, Dexter wanted to be a solid, hard-working, good guy who impressed people, not only on the job but in college, too. He wanted to live up to other

people's expectations of him—and his own expectations of himself. He just had some important questions to deal with, like *was* he *really* interested in getting a management degree, and how motivated was he to go to college in the first place? Should he drop out and find some field that really intrigued him? The truth was, he had a family to feed *right now*, and a paycheck to earn eventually. Besides, if he quit school, he and Charmaine would have some serious talking to do. All he needed was to find some answers—soon.

iStockphoto.com/Jeremy Edwards; Sergiy Zavgorodny/Shutterstock.com; Andres/Shutterstock.com; bikeriderlondon/Shutterstock.com; Lorelyn Medina/Shutterstock.com; iStockphoto.com/Veni

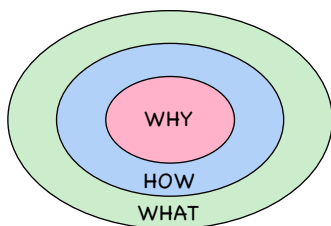


REACTION: WHAT DO *YOU* THINK?

1. Why aren't things going the way Dexter expected in college? Identify three reasons and explain them.
2. What should Dexter do to get his college career on track? If he were your friend, what advice would you give him?
3. What are the roles of mindfulness, mindset, and motivation in college success? Which one of these will be most challenging for you, and why?
4. Some students, like Dexter, drop out of college and then return some years later. What strengths might these returning college students bring with them—strengths that a student coming to college from high school might not have cultivated yet? How might resilience be among these strengths?

YOU'RE IN COLLEGE NOW

Congratulations! You're in college. In starting this new chapter of your life, you've just joined over 20 million other students attending U.S. colleges and universities. As the saying goes, "The first step toward getting somewhere is to decide that you are not going to stay where you are." In choosing to go to college, that's what you've decided. You're *not* going to stay where you are. Your journey has begun. Admittedly, we live in a fast-paced society. We've become accustomed to instant gratification, as it's called. We want what we want, and we want it right now! But earning a college degree takes time, commitment, and determination. It won't happen overnight and it won't happen automatically. Unlike almost anything else you can buy, you must invest more than money to become truly educated. If you're like most students, there will be times along the way when you're tempted to throw in the towel. Some students do. But if you read this book carefully and follow its advice, you will become the best student you can possibly be. You will read about practical tools to help you manage your life, and the advice here will take you beyond college into your career. And most of all, it will encourage you to become a true scholar, someone for whom learning is a priority—someone with goals to achieve and self-expectations to live up to. That is this book's challenge to you as you begin your college experience.



WHY ARE YOU IN COLLEGE?

A *New York Times* bestseller and the corresponding TED Talk by the author Simon Sinek are titled *Start with Why*.¹ The author's message is usually applied to companies, but it also applies to individuals. Employees at every company on the planet know *what* their organization does. "We make widgets. Want to buy one?" Sometimes that's as far as they get. But often, they continue with *how* they do it. "We work hard to make the best widgets on the market." However, many organizations leave the *why* until last—or they really haven't thought about how to communicate their *why* to potential customers. The simple why is to make a profit, right? But that's the why of most organizations; that doesn't distinguish Organization A from Organization Z. Nevertheless, companies and employees alike usually start with what, move on to how, and then get to why—if they even get there at all. They work from the outside of the circle, in.

Start with Why suggests that organizations do what Apple does—start with why. It's not just about reordering the circles. It's about vision, dreams, and passion. What's Apple's message? Our purpose is to challenge the status quo in everything we do—(*why*). The way we challenge the status quo is by designing beautiful, simple-to-operate, user-friendly technology products—(*how*). And as a result, we make great computers—(*what*). Want to buy one?

See the difference? In choosing to go to college, what's your *why*? You could say, "I'm a first-year student—(*what*), and I'm majoring in computer science—(*how*). But what is your vision, what are your dreams, where does your passion lie? What's your *why*? Perhaps you want to get a good job, help provide for a family, or make a better life for yourself. Perhaps you want to become a well-rounded person, or Mom or Dad said that college wasn't optional. Perhaps your *why* is still general and hazy, and that's normal. But by reading this book and taking the class for which you're reading it, your *why* will begin to come into focus, and that's a very good thing. As you read, work with your instructor, and get to know your classmates, keep thinking about your *why*. Ultimately, vision, passion, and dreams can provide the fuel you'll need to complete the college journey you're starting now.

WHERE DOES YOUR COLLEGE "FIT"?

There's no doubt about it: Where and why you choose to go to college are important decisions. Dexter Lewis chose to go to a career college. What type of college did you choose to attend? What's the "feel" of the campus itself? Each individual campus has a different culture. Finding the right fit is important, just like finding the right place to work or finding the right life partner. However, no matter where you go to college, one thing may be surprising to you. You'll be introduced to more diversity than ever before. You'll attend classes with people who don't look like you or think like you do. They will have different countries of origin, backgrounds, values, and goals. That's partly why people always describe college as a time for exploration and growth. Soak it up.

Four-Year College or University

Many colleges and universities offer a traditional college experience, one that includes student life, residence halls, sports events, student clubs, sorority or fraternity membership, and face-to-face collaboration with professors and peers. Four-year schools can be small, medium, or large, public or private. Major research universities provide particular advantages, like an opportunity to learn from leading experts, collaborate with professors on research, and interact with graduate students; they also tend to give you expanded opportunities in choosing a major—including uncommon majors like Genetics, Immunology, Demography, Folklore, and Lesbian/Gay/Bisexual and Transgender Studies.² But with these opportunities come major responsibilities. Your professors will expect you to adhere to rigorous standards; demonstrate a mature work ethic; and read, write, and think at a high level.

Community College

Some students want to earn an associate's degree or certificate for a particular degree, test the waters to see if college is right for them, or save money on their first year or two of college. Perhaps they plan to attend school part-time,