Teaching Chapter 1.

***Touching all the Bases: An Overview & Preview of the Most Powerful Principles of College Success***

This chapter is designed to equip students with “Big Picture” principles of college success—before they begin to delve into all the specific strategies contained within the more narrowly focused, topic-specific chapters.

The key goals of this chapter are to:

1. Identify the *overarching principles* of student success—the recurrent themes that underlie the

 effective strategies recommended throughout the book.

2. Clarify the *roles and expectations* of college students.

3. Lay out all the key *student-support resources* within the college environment, and point

 out *why* they are important for promoting students’ academic and personal success.

Note: Research on campuses that are especially effective in engaging students in the college experience indicates that these campuses: (1) teach students what successful students do and how to take advantage of institutional resources for learning, and (2) ensure that these resources are accessible to all their students (Kuh, 2006).

## Key Points for Instructors to Cover in Class

It’s unlikely that college students will ever be a member of any another institution or organization with so many resources and services at their disposal that have been intentionally designed to promote their educational, personal, and professional success. Since the specific names or descriptions of these resources services are likely to vary from campus to campus, chapter 1 may require some translation of the book’s campus support-service terminology into language that is used on your particular campus (e.g., Do you use the term Learning Center, Academic Support Center, or Academic Success Center?)

 A potential silver lining in this cloud of terminological variation is that it may provide a naturally venue for asking students to bring their College Catalog (Bulletin) and/or Student Handbook to class for the purpose of becoming familiar with the names and functions of specific services provided by key offices on your campus. Introducing students to the catalog or handbook in the FYE course can provide the stimulus needed to launch students into the habit of using these print resources throughout their college experience. If your College Catalogue and/or Student Handbook is provided to students in electronic rather than print form, students could familiarize themselves with campus resources described online by means of an out-of class assignment—such as Exercise 1.1 at the end of chapter 1.

 In addition to introducing students to support services in print or online, they should be introduced *in person*—by exposing them to the actual people who provide these services. The FYE course has the capacity to serve as a linchpin for connecting new students with key student-support agents on campus and, by so doing, promote students’ social integration into the college community. These interpersonal connections may be established by bringing support agents to your students in *class*—as *guest speakers*, or by having your students visit to support agents via *course assignments*.

 Inviting student support professionals to your class, either individually as guest speakers or collectively as members of a guest panel, will enable your students to see the *faces* associated with different support services. If your class is small enough, you may also bring your class to the support-service sites, thereby introducing them not only to the faces associated with these services, but also to the *places* where the services are provided. These classroom-based or office-based visits allow the first-year seminar to serve as curricular vehicle for proactively and intrusively connecting students with student-support agents who play pivotal roles in promoting student success.

Here are some specific recommendations for making these connections via the FYE course:

\* If you invite resource representatives to class as *guest speakers* or as members of a *presentation panel,* have your students *construct questions* for the resource representatives and pass these questions on to the guest speakers prior to their visit. Also, to encourage subsequent contact between with visiting resource professional, have a sign-up sheet available to students so that they may immediately schedule an out-of-class appointment.

\* Students may be given a formal assignment to *interview* any of the following support-service professionals outside the classroom:

- Academic *advisor*—e.g., to develop a tentative, long-range educational plan

- *Learning assistance* (learning resource) professional—e.g., to assess learning styles

- *Technology service/assistance* professional

- *Career* counselor

- *Personal* counselor

- *Student Activities* professional

- *Health Service* professional

- Campus *minister*

- *Service-learning* professional

- *Financial aid* counselor.

You could assign different students to interview different support-services representatives, either individually or in small groups (2-4 students). The support service assigned to each group of students could be based on the student interest in or need for that service, based on a pre-assignment survey. If time allows, students could report the information they obtained from their separate visits to the entire class. The reporting students may be encouraged to use different presentation formats to report on the service area they visited (e.g., panel reports, print ads, websites, or promotional videos).

Caveats:

- When discussing the importance of utilizing campus services, special attention should be paid to *commuter* students because they often have the least out-of-class time available to take advantage of on-campus resources. (Commuters have been referred to as “PCPs”— Parking lot, Campus, Parking Lot”—an acronym coined to summarize how little time they spend on campus outside of class time.) To help address this issue, small groups of commuter students could be asked to join together and brainstorm strategies on how they may still be able to capitalize on campus resources, even though their on-campus time is limited.

- If you don’t have sufficient class time at the onset of the term to introduce the full range of support services available on your campus, it may be best to concentrate on connecting students with services that promote new students’ social integration with other members of the college community. Research suggests that experiencing a sense of belongingness and social acceptance are important needs for new college students and these needs typically precede their concerns about academic performance and educational planning. In other words, the lower levels of Maslow’s need hierarchy are likely to take precedence over self-actualization at the very start of a student’s college experience. Thus, it might be best to “front-load” support services relating to student activities and organizations, wellness, and personal counseling at the start of the course. It may also be worth taking a little time early in the term to call students’ attention to the strategies for making connections with key member of the college community (Box 1.3, pp. 18-19).

### Class Discussion Questions Relevant to Chapter 1

# Class discussion of issues relevant to the goals of this chapter may be stimulated by the following questions.

# Discussion Question #1. What is *success?*

(a) What does being successful *in college* mean to you? What does being successful *in life*

 mean to you?

(b) What do you think are the specific qualities or characteristics of *successful college students*?

 Of *successful human beings*?

Student responses to these questions are likely to coincide with and reinforce the four core principles of success outlined in chapter 1, namely, successful students and successful people are:

(a) *active*—they take charge and get involved,

(b) *resourceful*—they capitalize on available resources,

(c) *interactive*—they interact and collaborate with others, and

(d) *reflective*—they are self-aware, i.e., they “watch themselves” to monitor whether they’re

 actually doing what it takes to be successful.

# Discussion Question #2. How will the academic experience in college differ from *high*

#  *school?*

(a) Compared to high school, how much time do students spend in class per week?

(b) What are college students expected to do differently in the classroom?

(c) What are college students are expected to do differently outside of class?

(d) How much time are college students expected to spend on schoolwork outside of class?

(e) What are the roles and expectations of college faculty?

(f) Can you think of any other ways that academic life in college is likely to be different than

 high school?

Student discussion of these questions can take place as a large group (whole class), in small “buzz groups,” or in any of the following collaborative learning formats.

***“Pairs Compare”***

1. Students *pair-up* to generate ideas.

2. Each pair of students *joins another pair* to compare the ideas they have in common and

 the ideas that are unique to each pair. (Kagan, 1992)

***“Think-Pair-Share*** “

1. Give students a specified period of time in class to *think and write down their ideas*

 *individually* about the question that has been presented to them.

2. Students pair-up with a neighboring student to discuss their thoughts, listening carefully to

 their partner’s ideas so that they can jointly construct a composite response that builds on their

 individual thoughts.

3. Students then *share their pair’s thoughts* with the *whole class* (Lyman, in Kagan, 1992).

***“Think-Pair-Square***”

1. Students first think *alone* about the question.

2. Students *pair*-upwith a nearby student to discuss their thoughts.

3. *Two pairs join together* to form a “*square*” (4-member team) to discuss or integrate their

 ideas. (Kagan, 1992)

### *Academic-Success* Exercises

Two academic behaviors that college students are expected to perform in their first week of college are taking lecture notes and completing assigned readings. You can help get students in the early habit of doing both of these academic tasks by focusing their attention on the note-taking and textbook-reading strategies summarized in Chapter 1, Box 1.1 (p. 5) and Box 1.2 (p. 8), respectively. Described below are some in-class exercises that might be used to help students develop effective early habits with respect to each of these important academic possibilities.

#### *Note-Taking* Exercises

 The following exercises are designed to promote students’ self-awareness about the importance of note-taking and to demonstrate how forming note-taking teams can improve the accuracy and quality of their class notes.

##### *Open-Notes Pop Quiz*

Steps:

1. Point out that college students are expected to take notes aggressively and consistently in their

 courses, including your own.

2. At some point during a class session, suddenly stop speaking, and ask students take an open-

 notes quiz on the information you expect them to record in their notes.

3. Don’t count the results of this “pop quiz” toward students’ course grade, but use their results to

 make the point that notes should be taken, and if the notes are not there, they cannot be studied

 later to prepare for an exam. (In other words, they can’t study material they don’t have.)

##### *Rewarding Students’ Lecture Notes with Bonus Points*

Steps:

1. At the start of a class, announce that you’re going to collect students’ notes at the end of class

 and award them a point for every point they record in their notes that’s related to information

 you’ve presented in class. Collect students’ notes at the end of class.

2. At the start of the following class session, return student notes with the points they’ve been

 awarded, and have them compare how well they took notes on the day when you awarded

 them points for good note-taking versus the notes they took on other days.

3. Typically, students will notice that the quality of their notes is much better on the day they

 were informed that points would be awarded for good note-taking. This should position you

 well to drive home the point that they’re capable of taking better notes in class if they would

 adopt the mindset that better notes means higher grades because the majority of questions on

 college questions come from information delivered during class lectures.

##### *Comparing Taking Individual Note-Taking with Team Note-Taking*

Steps:

1. At the start of a class session, have students review the class notes they recorded from the

 previous class session.

2. Have students team-up in small groups to pool the information they recorded individually.

3. Ask students to compare their individual notes with their team (pooled) notes. The discrepancy

 between their individual notes and their team’s collective notes should allow students to

 discover first-hand how the power of peer collaboration and teamwork can be used to improve

 the quality of their class notes.

***Rotating & Aggregating Notes***

Steps:

1. Working *individually*, students review and neatly *recopy their lecture notes*.

2. Students form three-member teams.

3. Each student retains his or her original set of notes and *passes along the recopied set to a*

 *teammate* on the left; at the same time, they receive a recopied set of notes from a teammate

 on the right.

4. The receiving student quickly writes down any information contained in the sender’s notes

 that isn’t already recorded in his or her own notes. This note-passing process is

 repeated for three more rotations—at which time each team member will have reviewed

 the notes of all three teammates and received back his/her own set of recopied notes.

5. Each student is asked to *incorporate new information acquired from the notes of teammates*

 that was *missing* from his/her original set of notes.

6. Students review the quality of their notes and comment (in writing) about how the quality of

 their individual notes compare with the equality of their team notes.

*Reading* Exercises

 The following exercises are designed to promote: (a) student self-awareness of importance of identifying important concepts in assigned reading and (b) demonstrate to students how forming reading teams is an effective strategy for confirming whether they are extracting the most important ideas from their assigned reading.

##### *Students Compare Their Own Reading Notes with their Instructor’s Reading Notes*

Steps:

1. Assign a chapter section for students to read for the next class session.

2. At the beginning of the class session that the reading was due, show students what information

 in the chapter you highlighted or took notes on, and ask students to compare theirs with yours.

3. Have students record their written reflections on the similarities/differences between what they

 identified as important information and what you identified.

***Student Teams Compare Reading Highlights***

Steps:

1. Assign a chapter section for students to read before the next class session.

2. Have students work in pairs and compare whether they highlighted and took notes on similar

 ideas contained in the reading.

Note: Students might be provided with reading objectives relating to chapter 1 (such as those supplied in another section of this manual) and given the assignment of reading and answering those objectives for the next class. Working in pairs or small groups, they could then check to compare their responses to the reading objectives for accuracy and completeness.

Additional Material Excised from the *First Edition* of the Textbook that May be Used in Lectures or as Reading Assignments

Co-curricular Experiences

College graduates consistently report that involvement in co-curricular leadership experiences during college helped them to develop skills that were important for their work performance and career advancement after college. These reports are confirmed by on-the-job evaluations of college alumni, which indicate that previous involvement in co-curricular activities on campus, particularly those involving student leadership, is the best predictor of successful managerial performance. Leadership experiences in college are more strongly associated with the managerial success of college graduates than the prestige of the college they attended (Pascarella & Terenzini, 1991, 2005). It's also been found that when college students become involved in student leadership activities, they experience gains in self-esteem (Astin, 1993).

Try to get involved in co-curricular experiences on your campus, but limit yourself to participating in no more than 2-3major campus organizationsat any one time. Restricting the number of your out-of-class activities should enable you to keep up with your studies; it's likely to be more impressive to future schools or employers because a long list of involvement with multiple activities may seem like you’re just “padding your resume,” rather than demonstrating ongoing service that is done with consistency and quality.

 “Just a [long] list of club memberships is meaningless; it’s a fake front. Remember that quality, not quantity, is what counts”

–Lauren Pope, Director, National Bureau for College Placement

In particular, participate in campus clubs and organizations that (a) relate to your academic major or career interests(for example, history or psychology club), and (b) those that place you in a position of providing leadership or help to others (for example: student government, college newspaper, college committee, peer counseling, or peer tutoring).

Interpersonal Interaction & Collaboration

Learning is strengthened when it takes place in asocial context that involves human interaction. As some scholars put it, human knowledge is socially constructed or built-up through interaction and dialogue with others. According to these scholars, our thinking is largely an internalization (internal mental representation) of conversations we’ve had with others, and the knowledge we possesses often is a product or byproduct of our interpersonal dialogues (Bruffee, 1993). Thus, by having frequent, high-quality dialogue with others, we broaden our knowledge and deepen our thinking.

Effective learning teams collaborate more regularly and work on a wider variety of academic tasks than late-night study sessions. Listed below is a series of important academic tasks and situations for which learning teams may be formed to improve your performance.

Note-Taking Teams

Immediately after class sessions end, take a couple of minutes to team-up with another student to compare and share notes. Since listening and note-taking are demanding tasks, what often happens is that one student will pick up an important point that others overlooked and vice-versa. By teaming-up immediately after class to review your collective notes, your team has the opportunity to consult with your instructor about any missing or confusing information before the instructor leaves the classroom.

*Personal Story*

During my first term in college, I was having difficulty taking complete notes in my biology course because the instructor spoke rapidly and with an unfamiliar accent. I noticed another student (Alex) sitting in the front row who was trying to take notes the best he could, but he was experiencing the same difficulty. Following one particularly fast and complex lecture, we both looked at each other and began to share our frustrations. We decided to do something about it by pairing-up immediately after every class and comparing each other’s notes to identify points we missed or found confusing. First, we helped each other by comparing and sharing our notes in case one of us got something that the other missed. If there were points that we both missed or couldn’t figure out, then we went up to the front of class together to consult with the instructor before he left the classroom. At the end of the course, Alex and I finished with the highest grades in the course.

- Joe Cuseo

Reading Teams

After completing your reading assignments, you can team-up with classmates to compare your highlighting and margin notes. You can consult with each other to identify major points in the reading and reach decisions about what information is most important to study for upcoming exams.

Writing Teams

Teammates can provide each other with feedback that can be used to revise and improve the quality of their writing. You can form writing teams with peers at any or all of the following stages in the writing process:

l topic selection and refinement--to help generate a list of potential topics and related subtopics,

l pre-writing--to clarify your purpose and audience,

l first draft--to improve your general style and tone, and

l final draft--to proofread and correct mechanical errors before submitting your work.

Library Research Teams

Many first-year students are unfamiliar with the process of conducting library research; some experience “library anxiety” and will avoid even stepping foot into the library, particularly if it’s large and intimidating. Forming library research teams is an effective way for you to develop a social support group that can make trips to the library more enjoyable by transforming library research from a lonely experience that’s done alone into a collaborative experience that’s done together.

**Remember:** It is ethical and acceptable for you to team-up with others to search for and share resources. This is not cheating or plagiarizing, as long as your final product is completed individually and what you turn into your instructor represents your own work.

Team-Instructor Conferences

Visiting course instructors during their office hours with other classmates is an effective way to get additional assistance in preparing for exams and completing assignments. This is a good team-learning strategy is effective for several reasons:

l It may enable you to feel more comfortable about visiting and soliciting help from instructors on their "turf" if you are accompanied by peers, rather than entering this unfamiliar territory on your own. As the old expression goes, "There's safety in numbers."

l When a team of students makes an office visit, the information shared by the instructor is heard by more than one person, so your teammates may pick up some useful information that you might miss, misinterpret, or forget.

 “Two heads are better than one, not because either is infallible, but because they are unlikely to go wrong in the same

 direction.”

 --C.S. Lewis, English novelist and essayist

l You save instructors time by enabling them to help multiple students at the same time, rather than requiring them to engage in "repeat performances" for students who visit individually at different times.

l You send a message to instructors that you are serious about their course and are motivated to learn because you have taken the time, in advance, to connect with your peers and prepare for the visit.

**Study Teams**

Research has shown that college students learn as much, or more, from peers than they do from instructors and textbooks (Astin, 1993; Pascarella, 2005). When seniors at Harvard University were interviewed, nearly every one of them who had been part of a study group considered this experience to be crucial to their academic progress and success (Light, 1990, 1992).

To fully capitalize and maximize the power of study teams, each member should study individually *before* studying in a group. Research on study groups indicates that they are effective only if each member has done required course work in advance of the team meeting; for example, if each group member has done the required readings and other course assignments (Light, 2001). All members should come prepared with specific information or answers to share with teammates as well as specific questions or points of confusion about which they hope to receive help from the team. This ensures that all team members are individually accountable or personally responsible for their own learning and for contributing to the learning of theirteammates.

Test Results-Review and Assignment-Review Teams

After receiving results on your course examinations and assignments, you can collaborate with other classmates to review your results as a team. By comparing answers, you can better identify the sources of your mistakes. Also, observing the answers of teammates who received maximum credit on particular questions can provide you with a model for improving your future performance.

Teaming-up after tests and assignments given early in the term is especially effective, because it enables you to get a better idea of what the instructor expects from students throughout the remainder of the course. You can use it as early feedback to trouble-shoot problems, fine-tune your performance, and improve your grade--while there is still plenty of time left in the course to do so.

Learning Communities

Your college may offer first-year students the opportunity to participate in a learning community program, in which the same group of students takes the same block of courses together during the same academic term. If this opportunity is available to you, try to take advantage of it because it’s been found that students who participate in learning community programs are more likely to:

l become actively involved in classroom learning,

l form their own learning groups outside the classroom,

l report greater intellectual gains, and

l continue their college education (Tinto, 1997, 2000).

If learning community programs are not offered on your campus, consider forming your own learning communities by finding other first-year students who are likely to be taking the same courses as you (e.g., same general education or pre-major courses) and team-up with them to register for the same two to three courses. This will allow you to reap the benefits of a learning community, even though your college does not offer a formal learning-community program.

Chapter 1

*Reading Objectives*

Listed below is a menu of possible reading objectives for chapter 1 that can be provided to students in advance of reading the chapter. It isn’t necessary to hold your students responsible for all of these objectives. Instead, select only those objectives that you think are most important for your students to know, and make these objectives available to them in the form of a class handout or post them on your course website for students to download.

* 1. Recall the *two* key *processes* or ways in which you can ensure that you’re *actively involved* while learning. (p. 2)
	2. Recall *three* *actions* you can take to ensure that you’re investing a high level of *involvement and energy* in the learning process. (pp. 2-3)
	3. Recognize what research reveals about the relationship between *class attendance* and *course grades*. (p. 3)
	4. Recognize what research shows to be the relationship between *number of hours* per week that students spend on academic work outside of class and the likelihood of earning grades of:

(a) *“A”*

(b) *“C” and lower*. (p. 3)

* 1. Recognize research findings on the relationship between *college grades* and *career success*. (p. 4)
	2. Recognize the *source* of the majority of *test questions* on college exams (i.e., where answers to most college test questions are found). (p. 5)

1.7. Recognize top strategies for “getting in the right position” to *listen and take notes*

 most effectively in the college classroom. (p. 6)

* 1. Recognize top strategies for improving *textbook reading* comprehension and retention.

(pp. 9-10)

* 1. Recognize the relationship between students’ *use of academic support services* and their likelihood of college success. (p. 9)

1.10 Recall *three* ways in which your *Career Development Center* can help you discover

 and prepare for a future career. (p. 4)

1.11 Recall the meaning of the term “*co-curricular*.” (p.12)

1.12 Recall *three* positive outcomes that research indicates are associated with active student

 involvement in *campus life outside the classroom*. (p. 12)

1.13 Recognize what research indicates is the *maximum number of hours* *per week* that

 students should spend on co-curricular activities, volunteer experiences, or part-time

 work that will still leave them with enough time to study and maintain good grades. (p. 12)

1.14 Recall *three strategies* for making interpersonal “connections” with key members of your

 college community. (p. 19)

1.15 Recall how *active involvement* *combines* with *personal reflection* to enable the human brain

 to learn and retain knowledge. (p. 21)

1.16 Recall *two* ways to *self-monitor* your learning. (pp. 22-23)

1.17 Recall the *four* key *principles of college success* cited in your textbook, and provide an

 *example* of how you can put *each* one of these principles into practice. (pp. 23-24)

Short *Essay* Questions

(Linked to specific reading objectives)

The following test questions are tied to specific reading objectives. The number preceding each test question corresponds to the specific reading objective (intended reading outcome) that particular test question is designed to assess.

1. Research shows that active involvement and effective learning go hand in hand. Simply stated,

 the more involved you are in the learning process, the more you learn. Briefly describe *two*

 processes or ways of ensuring that you’re putting the principle of *active involvement* into

 practice.

 [Reading Objective: 1.1; Answer: p. 2]

2. One way to ensure that you are exerting a high level of effort while learning is to *act* on what

 you’re learning, i.e., perform some physical action on what you’re trying to learn. Briefly

 describe *three* types of *actions* you can perform on material you’re learning that would ensure

 you’re investing a high level of energy and effort in the learning process.

 [Reading Objective: 1.2; Answer: pp. 2-3]

3. Colleges and universities typically refer to extra-curricular activities as *co-curricular*

experiences. Briefly explain why the term “*co-curricular*” is used instead of “extra-

 curricular.”

 [Reading Objective: 1.11; Answer: p. 12]

4. College students who drive to campus just to attend classes and then drive right back home

 after their classes are done, spending any additional time engaged in campus life, have been

 referred to as “PCPs” (standing for: Parking lot 🡪 Campus 🡪 Parking lot. Research indicates

 that students who go to their classes and go home don’t benefit as much from the college

 experience as students who become involved in campus life outside the classroom. Briefly

 describe *three* positive outcomes that research indicates are to be associated with student

 involvement in *campus life outside the classroom*.

 [Reading Objective, 1.12, p. 12]

4. The Career Center is your campus resource that’s designed to help you connect your current

 college experience with your future career goals. Briefly describe *three* services provided by

 the *Career Center* that can help you to identify and prepare for a future career.

 [Reading Objective: 1.10; Answer: p. 14]

5. Studies consistently show that students who become socially integrated or connected with

 other members of their college community are more likely to remain in college and complete

 their degree. Describe *three* types of *interpersonal connections* you can make with members

 of your college community to promote your success in college.

 [Reading Objective: 1.14; Answer: p. 18]

6. Both *active involvement* and *personal reflection* are needed for the brain to attain and retain

 knowledge. Briefly explain the *difference* between these two processes and how they

 *complement* one another to promote human learning.

 [Reading Objective: 1.15; Answer: p. 21]

7. One characteristic of effective learners is that they *self-monitor* their behavior while they’re

 learning. Briefly explain what is meant by the term, “*self-monitoring*,” and describe *two ways*

 in which you can put this effective learning strategy into practice.

 [Reading Objective: 1.16; Answer: pp. 22-23]

8. In the first chapter of your textbook, the authors identify four key principles of college success

 that are supported by many years of research. Cite these *four* *principles* and provide *one*

 *strategy* for putting *each* of them into practice.

 [Reading Objective: 1.17; Answer: pp. 23-24]

# *True-False* & *Multiple-Choice* Questions

(Linked to specific reading objectives)

1. Research shows that there *is no relationship between class attendance and course grades*

 because college instructors often don’t take class attendance and don’t count attendance when

 calculating course grades.

 (a) True

 (b) False

 [Reading Objective: 1.3; Answer (b), p. 3]

2. Research on the amount of time spent by college students on academic work outside the

 classroom indicates that students who earn *mostly “As”* typically spend \_\_\_\_ hours per week

 working on their courses outside of class?

 (a) 10

 (b) 20

 (c) 30

 (d) 40.

 [Reading Objective: 1.4(a); Answer: (d), p. 3)]

3. Research on the amount of time spent by college students on academic work outside the

 classroom indicates that students who earn *mostly “Cs”* or lower typically spend \_\_\_\_ hours

 per week working on their courses outside of class?

 (a) 10

 (b) 20

 (c) 30

 (d) 40.

 [Reading Objective: 1.4(b); Answer: (b), p. 3)]

4. Studies show that the *reputation or prestige* of the college students attended matters more to

 their career success than the *grades* they earn in college.

 (a) True

 (b) False.

 [Reading Objective: 1.5; Answer: (b), p. 4]

5. Research indicates that the majority of *test questions* on college exams come from:

 (a) instructors’ lecture notes

 (b) course textbooks

 (c) library resources

 (d) Internet articles

 (e) National Enquirer.

 [Reading Objective: 1.6; Answer: (a), p. 5]

6. Waldo is having trouble taking good notes in his classes so he thinks he’ll try taking

 changing his *seating location*, hoping that it will improve the quality of his *note-*

 *taking* and his course grades. Which one of the following classroom seating locations

 should Waldo assume if he intends to improve the quality of his note-taking?

 (a) front and to the side of class

 (b) front and center of class

 (c) rear and center of class

 (d) rear and to the side of class

 (e) outside of class with his nose pressed against a window

 [Reading Objective: 1.7; Answer: (b), p. 6]

7. When choosing a place to *read*, *where* should you arrange your *light* in order to *reduce* the

 distracting or fatiguing effects of *glare and shadows*?

 (a) *Face* your source of light (lamp) and place it on the *same* side that you write from

 (e.g., on the right side if you’re right-handed).

 (b) *Face* your source of light (lamp) and place it on the *opposite* side you write from

 (e.g., on the left side if you’re right-handed).

 (c) Have the light come from *behind* you and over the *same* side that you write from

 (e.g., over your right shoulder if you’re right-handed).

 (d) Have the light come from *behind* you and over the *opposite* side that you write

 from (e.g., over your left shoulder if you’re right-handed).

 (e) Have the light come from *underneath* you (e.g., shine up between your legs).

 [Reading Objective: 1.8; Answer: (d), p. 9]

8. Research on effective*reading*suggests that chapter *headings and subheadings* should

 be:

 (a) ignored

 (b) treated as if they were regular sentences

 (c) turned into questions

 (d) highlighted with hallucinogenic-colored high-lighters (to trigger favorable

 “flashbacks”).

 [Reading Objective: 1.8; Answer: (c), p. 9]

9. If you were skimming a textbook chapter to find the *most important information* contained in

 a particular *section or paragraph*, you should focus on:

 (a) the first sentence

 (b) the last sentence

 (c) the middle sentence

 (d) both (a) and (b)

 (e) AC/DC (don’t pick me—I’m an aging heavy-metal band).

 [Reading Objective: 1.8; Answer: (d), p. 9]

10. You should*finish*a *reading session* by:

 (a) quickly reviewing what you highlighted

 (b) quickly previewing what you’ll be reading next time

 (c) quickly renewing your driver’s license or marriage vows

 (d) quickly tattooing your body with key points in the reading (so they will really sink in).

 [Reading Objective: 1.8; Answer: (a), p. 10]

11. Students who use *academic support services* on their college campus (e.g., Learning

 Center or Academic Advisement Center) tend to be weaker students with *lower* grades than

 students who don’t use these services.

 (a) True

 (b) False.

 [Reading Objective: 1.9; Answer: (b), p. 10]

12. Students learn a lot from their out-of-class experiences in college, such as participating in

 campus clubs or organizations, volunteer experiences, and part-time work. However,

 in order to reserve enough time for their coursework, research shows that students

 should participate in *out-of-class activities* for *no more than*:

 (a) 5 hours per week

 (b) 10 hours per week

 (c) 15 hours per week

 (d) 25 hours per week.

 [Reading Objective: 1.13; Answer: (c), p. 12]

---------------------------------------------------------------------------------------------------------------------

Reading Objectives for Additional Material Excised from the

*First Edition* of the Text

#1. Recognize *nonverbal* behaviors that indicate you’re *paying close attention* while listening to

 a class lecture.

#2. Recognize what research indicates is the type of college experience that is the *best predictor*

 of success in *management and leadership* positions beyond college.

#3. Recall the *two* types of *campus clubs or organizations* that are likely to have the most

 positive impact on students’ educational and career development, which are valued most by

 employers of college graduates.

#4. Recall what scholars mean when they say, “Human knowledge is *socially constructed*” and

 recall how you can capitalize on this process to increase the quantity and quality of your

 knowledge.

#5. Besides forming study groups prior to exams, recall *three* other academic *tasks or situations*

 for which you can create *learning teams* with your peers.

Test Questions for Additional Material Excised from the *First Edition* of the Text

1. \_\_\_\_\_ (female student’s name) wants to be sure that she’s paying close attention to her

 professors during their lectures. Which one of the following *nonverbal* behaviors best

 indicates that she’s paying *close attention* during her professor’s lecture?

 (a) She makes continuous eye contact with the professor—staring at him until her eyes begin

 to burn a bit.

 (b) She makes no eye contact with the professor.

 (c) She nods her head continuously—like a bobble-head doll.

 (d) She orients her body squarely in the direction of the professor so that her shoulders are

 aligned with his.

 (e) She turns her back to the professor and looks out the window.

 [Reading objective: #1.; Answer: (d)]

2. Which one of the following college experiences does research show to be the best

 predictor of success in *management and leadership* positions beyond college?

 (a) taking psychology courses

 (b) taking leadership seminars

 (c) participating in co-curricular activities involving leadership

 (d) completing research reports on leadership.

 [Reading Objective: #2; Answer: (c)]

3. College students have a wide variety of campus clubs and organizations they can join. Briefly

 describe *two* types of *campus clubs or organizations* that are likely to have the most positive

 impact on your *educational and career* success, and are likely to be most valued by future

 *employers*.

 [Reading Objective: #3]

4. Scholars argue that “human knowledge is *socially constructed*.” Explain what this expression

 means and describe how you can take advantage of it to increase the quality and quantity of

 your knowledge.

 [Reading Objective: #4]

5. Collaborating with your peers to form learning teams is a powerful way to improve

 academic performance. Many students think that learning teams are nothing more than

 “study groups” formed before an upcoming exams. However, you can form learning teams

 for many purposes other than study groups. Besides forming study groups before an exam,

 briefly describe *three* types of academic tasks for which *learning teams* can be formed.

 [Reading Objective: #5]