Keys to College Success

Carol Carter
Sarah Lyman Kravits
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ABOUT THE AUTHORS

Carol Carter has spent her entire career in the business world, where she has a track record of success in corporate America, entrepreneurship, and non-profit. Her student success work is driven by firsthand knowledge of what employers expect and demand from today’s graduates. As President of LifeBound, an academic and career coaching company, she drives the company’s goal to help middle school and high school students become competitive in today’s world, and she teaches study, interpersonal, and career skills to students as well as training and certifying adults in academic coaching skills. Carol speaks on educational topics nationally and internationally and is an expert blogger for the Huffington Post under “Impact,” “College,” and “Business.” Carol is a co-author on many books for Pearson including the Keys to Success series as well as Keys to Business Communication and the Career Tool Kit. She has also published a series of books for K-12 students through LifeBound, including Dollars and Sense: How To Be Smart About Money and Majoring In the Rest of Your Life: Career Secrets for College Students.

Sarah Kravits teaches student success at Montclair State University and has been researching and writing about student success for over 15 years. As a parent of three children (ages 14, 12, and 8), a collaborator, a co-author, and an instructor, she lives the strategies for success she writes about, striving daily for goal achievement, productive teamwork, and integrity. Sarah is a co-author on the Keys to Success series, including Keys to College Success, Keys to Community College Success, Keys to College Success Compact, Keys to Effective Learning, Keys to Online Learning, and Keys to Success Quick. Sarah presents workshops and trainings on student success topics such as critical thinking, risk and reward, and time management at schools all over the country. Having attended the University of Virginia as a Jefferson Scholar, she continues to manifest the Jefferson Scholars Program goals of leadership, scholarship, and citizenship with her efforts to empower college students to succeed in school and in all aspects of their lives.
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YOU AND YOUR STUDENTS HAVE UNIQUE NEEDS

Keys books have changed to fulfill them

Keys recognizes how student and instructor needs have evolved, and have made the change from editions that catered to all institutions to specific programs (four year, two year, and one credit hour and/or those with blended and online students). In learning environments, it is important to get relevant information—at the time you need it. Now you can select course materials from Keys that reinforce your institution’s culture (four year, two year, or one credit hour and/or blended and online) and speak directly to your specific needs.

CHOICE IS yours

Keys to Success unlocks every student’s potential to succeed in college, career, and life by challenging them to realize, “It’s not just what you know . . . it’s what you know how to do.” Keys sets the standard for connecting academic success to success beyond school, showing students how to apply strategies within college, career, and life. Keys retains its’ tried-and-true emphasis on thinking skills and problem solving, re-imagined with two goals in mind: One, a risk and reward framework that reflects the demands today’s students face, and two, a focus on student experience specific to institution with a more extensive research base. The material helps students take ownership, develop academic and transferable skills, and show the results of commitment and action so they are well equipped with the concentration, commitment, focus, and persistence necessary to succeed.

Choose the version of Keys that aligns best with your institution and student population, all while getting the hallmark features and content you’ve come to expect.

Four Year—Keys to College Success 8e. Written for students attending four year programs, it addresses today’s university and college students.

Two Year—Keys to Community College Success 7e. Written for students attending two year programs, it addresses students in community, technical, and career colleges.

One credit or Blended and Online—Keys to Success Compact 1e. Written for one credit hour student success courses and/or those with blended and online students, it addresses the needs and challenges of students as digital learners. It aligns with learning outcomes from both the MyStudentSuccessLab (http://www.mystudentsuccesslab.com), and Student Success CourseConnect online course (http://www.pearsonlearningsolutions.com/courseconnect). Designed for use as a stand alone text or a print companion with one of these technologies for blended, online, or one credit hour student success courses.

NEW TO THIS edition

Personalized Learning with MyStudentSuccessLab: NEW! MyStudentSuccessLab (www.mystudentsuccesslab.com) is a Learning Outcomes based technology that promotes student engagement through:

- Full Course Pre- and Post-Diagnostic test based on Bloom’s Taxonomy linked to key learning objectives in each topic.
Each individual topic in the Learning Path offers a **Pre- and Post-Test** dedicated to that topic, an **Overview** of objectives to build vocabulary and repetition, access to **Video interviews** to learn about key issues 'by students, for students', **Practice** exercises to improve class prep and learning, and **Graded Activities** to build critical thinking skills and develop problem-solving abilities. **Student Resources** include Finish Strong 247 YouTube videos, Calculators, and Professionalism/Research & Writing/Student Success tools. **Three Student Inventories** are also available to increase self-awareness, and include **Golden Personality** (similar to Myers Briggs, gives insights on personal style), **ACES (Academic Competence Evaluation Scales)** (identifies at-risk), and **Thinking Styles** (shows how they make decisions).

**College Connection to Career and Life Goals:** Infused with risk and reward.

- **NEW! Risk and Reward Theme.** To be rewarded with goal achievement in the fast-paced information age, students must take calculated, productive risks. The benefit of risks small (putting in the work your courses require) and large (aiming for a degree in a tough major, working toward a challenging career) is learning transferable skill building, persistence, and confidence. (Ex.—In every chapter, and in features such as the opening and closing to each chapter’s case study.)
- **NEW! Inspiring, motivating case studies focused on risk and reward.** Students derive motivation from reading about how others have taken risks, gotten through struggles, overcome challenges, and earned rewards. Each chapter begins with a case study focusing on a personal challenge and details the risk taken to face and surmount it. The closing section at the end of each chapter finishes the story and shows the reward earned at that time and the rewards that the person has subsequently gained from continued risk and effort. This section also relates the story to the reader’s life and challenges them to think expansively about how to make personal improvements related to the chapter. (Ex.—Beginning and end of each chapter.)

**Thinking Skills coverage:**

- **NEW! Brain-based learning and metacognition.** Cites research on building intelligence, the science of learning, the changes in the brain that happen when you remember, the cost of switch-tasking, brain development in adolescence and early adulthood, and more. This information builds student metacognition. (Ex.—Throughout the book as applicable, i.e., Chapter 1 (introduction), Chapter 5 (thinking), Chapter 7 (memory).)
- **REVISED! Successful Intelligence Framework.** Builds a comprehensive set of analytical, creative, practical thinking skills to empower students to strengthen their command of the problem solving process and take practical action. (Ex.—Introduced in Chapter 1; expounded upon in thinking chapter (Chapter 5); in-chapter exercises (Get Analytical, Get Creative, Get Practical).
- **REVISED! In-chapter exercises focused on analytical, creative, and practical thinking, and financial literacy.** These exercises give readers a chance to apply a chapter idea or skill to their personal needs and situations in a particular type of thinking. (Ex.—In each chapter, i.e., Chapter 2.)
  - Get Analytical builds analytical thinking skill
  - Get Creative builds creative thinking skill
  - Get Practical builds practical thinking skill
  - The NEW exercise Get Smart builds financial literacy
- **REVISED! End-of-chapter exercises, each with a distinctive practical goal.** Re-titled and revised, targeted to develop a particular skill to have readers perform a chapter-related task that has specific personal value. (Ex.—End of chapter, i.e., Chapter 4.)
  - Know It builds critical thinking skill
  - Write It builds emotional intelligence and practical writing skill
  - Work It builds career readiness

**Updated with a Focus on the Four Year Program experience:**

- **NEW! Tailored to the four-year student.** Throughout the text, detail-level adjustments made in language, concepts, and topics to reflect the needs and concerns of the four-year college student.
- **REVISED! New chapter on ‘College Life and Resources’.** This chapter includes creating a “well-rounded” experience, accessing “well-rounded” resources, topics for students living on campus, and details about different ways to get involved and connected to campus. Coverage of teamwork and study groups is included here.
REVISED! Student profile. Students share real-life application of chapter-related skills and how this leads to success in today's workplace. (Ex.—In each chapter, i.e., Chapter 5.)

REVISED! Case studies. Each chapter opens with a real-life story of a four-year college student and closes with a current update on that person. Case studies provide examples of calculated risks leading to academic and career rewards. (Ex.—In each chapter, i.e., Chapter 8).

REVISED! Expanded topics relevant to today's four-year student experience. Topics new to this edition include the value of a liberal arts education (Chapter 1), learned optimism (Chapter 1), the distractions of technology (Chapter 2), multi-tasking vs. switch-tasking (Chapter 2), anxiety disorders (Chapter 3), meditation (Chapter 3), staying safe on campus (Chapter 3), citation styles (Chapter 6), final exams (Chapter 8), residence life (Chapter 9), academic options (Chapter 10), informational interviews (Chapter 10), math as a life success tool (Chapter 11), managing family communication and financial support (Chapter 11), and global citizenship (Chapter 12).

NEW! Citations of groundbreaking work on motivation as well as current research on a variety of topics. Citations add to credibility of author voice as they support ideas with research, provide the "why" behind the "what to do", and make the book relevant to today's students. They also reflect the substance of these topics to readers who may enter the course thinking it is "lightweight". (Ex.—Throughout the book, i.e., Citations of work by Robert Sternberg, Carol Dweck, and Martin Seligman in Chapter 1.)

REVISED! “Status Check” self-assessment. Readers gain more learning from a chapter if they start with an overview of the material; however, few students deliberately skim for that overview. This self-assessment provides a low-stakes way to grasp the scope of the chapter and think about where growth is needed. (Ex.—Beginning of each chapter, following the case study, i.e., Chapter 7.)

REVISED! Alignment of Learning Objectives. Learning objectives, appearing at the beginning of each chapter, are restructured to align more closely to media and activities within MyStudentSuccessLab. (Ex.—Beginning of every chapter).

One last note: Many of our best suggestions come from you. Please contact your Pearson representative with questions or requests for resources or materials. Send suggestions for ways to improve Keys to College Success to Carol Carter at caroljcarter@lifebound.com or Sarah Kravits at kravitts@mail.montclair.edu. We look forward to hearing from you!

INSTRUCTOR resources

Online Instructor’s Manual This manual provides a framework of ideas and suggestions for activities, journal writing, thought-provoking situations, and online implementation including MyStudentSuccessLab recommendations.

Online PowerPoint Presentation A comprehensive set of PowerPoint slides that can be used by instructors for class presentations and also by students for lecture preview or review. The PowerPoint presentation includes summary slides with overview information for each chapter. These slides help students understand and review concepts within each chapter.
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Dr. John Paul Kowalczyk, University of Minnesota—Duluth
Richard Marshall, Palm Beach State College
Carol Martinson, Polk State College
Donna Musselman, Santa Fe College
Jeffrey R. Pomeroy, Southwest Texas Junior College
Marie E. Provencio, California State University, Fresno
Mary Kay Scott-Garcia, Santa Fe College
Mary B. Silva, Modesto Junior College
Leigh Smith, Lamar Institute of Technology
Julie Stein, California State University, Easy Bay
Courtland Thomas, Polk State College
Margaret Shannon Williamson, Dillard University
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Tania Wittgenfeld, Rock Valley College
Michelle G. Wolf, Florida Southern College

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Give your students what they need to succeed.

As an instructor, you want to help your students succeed in college. As a mentor, you want to make sure students reach their professional objectives. We share these goals, and we're committed to partnering with educators to ensure that each individual student succeeds—in college and beyond.

Simply put, Pearson creates technologies, content, and services that help students break through to better results. When a goal as important as education is at stake, no obstacle should be allowed to stand in the way.

The following pages detail some of our products and services designed to help your students succeed. These include:

- Pearson Course Redesign
- MyFoundationsLab for Student Success
- MyStudentSuccessLab
- CourseConnect™
- Custom Services
- Resources for Students
- Professional Development for Instructors
Rethink the way
you deliver instruction.

Pearson has successfully partnered with colleges and universities engaged in course redesign for over 10 years through workshops, Faculty Advisor programs, and online conferences. Here's how to get started!

• Visit our course redesign site at www.pearsoncourseredesign.com for information on getting started, a list of Pearson-sponsored course redesign events, and recordings of past course redesign events.

• Request to connect with a Faculty Advisor, a fellow instructor who is an expert in course redesign, by visiting www.mystudentsuccesslab.com/community.

• Join our Course Redesign Community at www.community.pearson.com/courseredesign and connect with colleagues around the country who are participating in course redesign projects.

Don’t forget to measure the results of your course redesign!

Examples of data you may want to collect include:

• Improvement of homework grades, test averages, and pass rates over past semesters
• Correlation between time spent in an online product and final average in the course
• Success rate in the next level of the course
• Retention rate (i.e., percentage of students who drop, fail, or withdraw)

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Prepare your students for college-level work in basic skills.

MyFoundationsLab®

Built on the success of MyMathLab, MyReadingLab, and MyWritingLab, MyFoundationsLab is a comprehensive online mastery-based resource for assessing and remediating college- and career-readiness skills in mathematics, reading, and writing. The system offers a rich environment of pre-built and customized assessments, personalized learning plans, and highly interactive activities that enable students to master skills at their own pace. Ideal for learners of various levels and ages, including those in placement test prep or transitional programs, MyFoundationsLab facilitates the skill development students need in order to be successful in college-level courses and careers.

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In response to market demand for more “non-cognitive” skills, Pearson now offers MyFoundationsLab for Student Success, which combines rich mathematics, reading, and writing content with the 19+ MyStudentSuccessLab modules that support ongoing personal and professional development. To see a complete list of content, visit www.mystudentsuccesslab.com/mfl.

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“Students like learning at their own pace; they can go as fast or as slow as they need. MyFoundationsLab facilitates this structure; it’s more driven by mastery learning, not by what the teacher says a student should be doing.”

—Jennifer McLearen, Instructor, Piedmont Virginia Community College

www.myfoundationslab.com

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- 91% of students who retested in reading improved at least one course level
- 70% of students who retested in writing improved at least one course level
- 43% of students who retested in math improved at least one course level
MyStudentSuccessLab helps students acquire the skills they need for ongoing personal and professional development. It is a learning-outcomes-based technology that helps students advance their knowledge and build critical skills for success. MyStudentSuccessLab’s peer-led video interviews, interactive practice exercises, and activities foster the acquisition of academic, life, and professionalism skills.

**Students have access to:**
- Pre- and Post-Full Course Diagnostic Assessments linked to key learning objectives
- Pre- and Post-Tests dedicated to individual topics in the Learning Path
- An overview of objectives to build vocabulary and repetition
- Videos on key issues that are “by students, for students,” conveniently organized by topic
- Practice exercises to improve class prep and learning
- Graded activities to build critical-thinking and problem-solving skills
- Student resources, including Finish Strong 24/7 YouTube videos, professionalism tools, research aids, writing help, and GPA, savings, budgeting, and retirement calculators
- Student Inventories designed to increase self-awareness, including Golden Personality and Thinking Styles

Students utilizing MyStudentSuccessLab may purchase Pearson texts in a number of cost-saving formats—including eTexts, loose-leaf Books à la Carte editions, and more. Contact your Pearson representative for more information.

Topics and features include:
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- Communication
- Critical Thinking
- Financial Literacy
- Goal Setting
- Information Literacy
- Interviewing
- Job Search Strategies
- Learning Preferences
- Listening and Taking Notes in Class
- Majors/Careers and Resumes
- Memory and Studying
- Problem Solving
- Reading and Annotating
- Self-Management Skills at Work
- Stress Management
- Teamwork
- Test Taking
- Time Management
- Workplace Communication
- Workplace Etiquette

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Assessment
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MyLabsPlus service is a teaching and learning environment that offers enhanced reporting features and analysis. With powerful administrative tools and dedicated support, MyLabsPlus offers an advanced suite of management resources for MyStudentSuccessLab.

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Organized by topic, the Instructor Implementation Guide provides grading rubrics, suggestions for video use, and more to save time on course prep. Our User Guide and “How do I...” YouTube videos indicate how to use MyStudentSuccessLab, and show scenarios from getting started to utilizing the Gradebook.

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CourseConnect uses topic-based, interactive modules that follow a consistent learning path—introduction, to presentation, to activity, to review. Its built-in tools—including user-specific pacing charts, personalized study guides, and interactive exercises—provide a student-centric learning experience that minimizes distractions and helps students stay on track and complete the course successfully. Features such as relevant video, audio, and activities, personalized (or editable) syllabi, discussion forum topics and questions, assignments, and quizzes are all easily accessible. CourseConnect is available in a variety of learning management systems and accommodates various term lengths as well as self-paced study. And, our compact textbook editions align to CourseConnect course outcomes.

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• Learning Preferences
• Listening and Note-Taking in Class
• Reading and Annotating
• Studying, Memory, and Test-Taking
• Communicating and Teamwork
• Information Literacy
• Staying Balanced: Stress Management
• Career Exploration

Career Success
• Planning Your Career Search
• Knowing Yourself: Explore the Right Career Path
• Knowing the Market: Find Your Career Match
• Preparing Yourself: Gain Skills and Experience Now
• Networking
• Targeting Your Search: Locate Positions, Ready Yourself
• Building a Portfolio: Your Resume and Beyond
• Preparing for Your Interview
• Giving a Great Interview
• Negotiating Job Offers, Ensuring Future Success

Professional Success
• Introducing Professionalism
• Workplace Goal Setting
• Workplace Ethics and Your Career
• Workplace Time Management
• Interpersonal Skills at Work
• Workplace Conflict Management
• Workplace Communications: Email and Presentations
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Our Success Tips series provides one-page “quick tips” on six topics essential to college or career success. The Success Tips series includes MyStudentSuccessLab, Time Management, Resources All Around You, Now You’re Thinking, Maintaining Your Financial Sanity, and Building Your Professional Image. The Success Tips for Professionalism series includes Create Your Personal Brand, Civility Paves the Way Toward Success, Succeeding in Your Diverse World, Building Your Professional Image, Get Things Done with Virtual Teams, and Get Ready for Workplace Success.

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QUICK START TO COLLEGE

Helpful Information and Advice As You Begin

Quick Start to College contains information about what your college expects of you, to help you feel more in control as you start your journey toward the achievement of a college education. When you clarify expectations right at the start, you can minimize surprises that could present obstacles later on. As you read, consult your college handbook and/or website to learn about the specific resources, policies, and procedures of your college. Since expectations differ from college to college, use the material that follows as general guidelines.

FOLLOW PROCEDURES and fulfill requirements

Understanding and following college procedures will smooth your path to success.

Registration

Registration most likely takes place through your school’s computer network or via an automated phone system, although occasionally a school will still hold an in-person registration in a large venue such as an athletic facility or student union. Scan the college catalog and website and consider these factors as you make your selections:

- Core/general requirements for graduation
- Your major or minor or courses in departments you are considering
- Electives that sound interesting, even if they are out of your field

Once you choose courses, but before you register, create a schedule that shows daily class times to see if the schedule will work out. Meet with your advisor for comments and approval. Some schools put a “hold” on your registration that is only lifted after you see your advisor.

Graduation and Curriculum Requirements

Every college has degree requirements stated in the catalog and website. Make sure you understand those that apply to you. Among the requirements you may encounter are:

- Number of credits needed to graduate, including credits in major and minor fields
- Curriculum requirements, including specific course requirements
- Departmental major requirements
School Procedures

Your college has rules and regulations, found in the college handbook and on the website, for all students to follow. Among the most common procedures are:

**Adding or dropping a class.** This should be done within the first few days of the term if you find that a course is not right for you or that there are better choices for your schedule. The sooner you make adjustments, the easier it will be to catch up with any new courses you add as you finalize your schedule. Withdrawals after a predetermined date, other than those approved for special cases, receive a failing grade.

**Taking an incomplete.** If you can’t finish your work due to circumstances beyond your control—an illness or injury, for example, or a death in the family—many colleges allow you to take a grade of Incomplete. The school will require approval from your instructor and you will have to make up the work later, usually by a predetermined date.

**Transferring schools.** Research the degree requirements of other schools and submit transfer applications. If you intend to transfer to a particular school, take the courses required for admission to that school. In addition, be sure all your credits are transferable, which means they will be counted toward your degree at the new school.

UNDERSTAND YOUR school’s grading system

When you receive grades, remember that they reflect your work, not your self-worth. Most schools use grading systems with numerical grades or equivalent letter grades (see Key QS.1). Generally, the highest course grade is an A, or 4.0, and the lowest is an F, or 0.0.

In every course, you earn a certain number of college credits, called hours. For example, Accounting 101 may be worth three hours. These numbers generally refer to the number of hours the course meets per week. When you multiply each numerical course grade by the number of hours the course is worth, take the average of all these numbers, and divide by the total number of credit hours you are taking, you obtain your grade point average, or GPA.

Learn the minimum GPA needed to remain in good standing and to be accepted and continue in your major. Key QS.2 shows you how to calculate your GPA. You can also use web resources such as http://www.back2college.com/gpa.htm to calculate your GPA electronically.
MAKE THE MOST OF YOUR school’s computer system

A large part of college communication and work involves the computer. In a given day you might access a syllabus online, email a student, use the Internet to tap into a library database, write a draft of an assignment on a computer, and send a paper draft to an instructor electronically. Most dorm rooms are wired for computers, and an increasing number of campuses have wireless networks. Some schools are even moving to a “paperless” system where all student notifications are sent via email, requiring every student to activate an email account and check it regularly. Here are some suggestions for using your computer effectively:

- Get started right away. Register for an email account and connect to the college network. In addition, register your cell phone number with the school so you can get emergency alerts.
- Use the system. Communicate with instructors and fellow students using email. Browse the college website. Search databases at the college library.
- Save and protect your work. Save electronic work periodically onto a hard drive, CD, flash drive, or location in the cloud. Use antivirus software if your system needs it.

One of the most important directives for college students communicating via computer is to follow guidelines when contacting instructors via email. When you submit assignments, take exams, or ask questions electronically, rules of etiquette promote civility and respect. Try these suggestions the next time you email an instructor:

- Use your university account. Instructors are likely to delete unfamiliar emails from their overloaded email inboxes. “Helen Miller@yourschool.edu” will get read, but “disastergirl@yahoo.com” may not.
- Don’t ask for information you can find on your own or bother your instructor with minor problems. Flooding your instructor with unnecessary emails may work against you when you really need help.
- Write a clear subject line. State exactly what the email is about.
- Address the instructor by name and use his or her title. “Hello Professor Smith” or “Hi Dr. Reynolds” is better than “Hey.”

An example shows how to calculate your GPA.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER HOURS</th>
<th>GRADE</th>
<th>POINTS EARNED FOR THIS COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry I</td>
<td>4</td>
<td>C (2.0 points)</td>
<td>4 credits × 2.0 points = 8</td>
</tr>
<tr>
<td>Freshman Writing</td>
<td>3</td>
<td>B+ (3.3 points)</td>
<td>3 credits × 3.3 points = 9.9</td>
</tr>
<tr>
<td>Spanish I</td>
<td>3</td>
<td>B− (2.7 points)</td>
<td>3 credits × 2.7 points = 8.1</td>
</tr>
<tr>
<td>Introduction to Stats</td>
<td>3</td>
<td>C+ (2.3 points)</td>
<td>3 credits × 2.3 points = 6.9</td>
</tr>
<tr>
<td>Social Justice</td>
<td>2</td>
<td>A− (3.7 points)</td>
<td>2 credits × 3.7 points = 7.4</td>
</tr>
<tr>
<td><strong>Total semester hours</strong></td>
<td><strong>15</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total grade points for semester</strong></td>
<td><strong>40.3</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GPA for semester (total grade points divided by semester hours): 40.3 divided by 15 = 2.69
Letter equivalent grade: C+/B−
Be clear and comprehensive. First, state your question or problem and what you want to achieve. For example, “In my essay, I believe I covered the key points. I would like to meet to discuss your critique.” Next, if necessary, support your position, using bullet points if you have a number of support statements. Finally, end by thanking the instructor and typing your full name.

Avoid abbreviations and acronyms. Write as though you were crafting a business letter, not a social email to a friend.

Use complete sentences, correct punctuation, and capitalization. Be sure to reread your email before sending, so that you have a chance to correct any mistakes.

Give the instructor time to respond. Don’t expect a reply within two hours. If you hear nothing after a couple of days, send a follow-up note that contains the full text of your first message. A note that simply says “Did you get my last email?” won’t be helpful if for any reason your instructor didn’t receive or read the first one.

READ AND USE your syllabi

You will receive a syllabus for each of your courses, either online or in person at the first class meeting (or both). Each syllabus is a super-resource for that course, providing information including:

- Focus and goals of the course
- Required and optional reading, with a schedule of when that reading is covered
- Dates of quizzes and exams and due dates for assignments
- The instructor’s grading system and components of your final grade
- Your instructor’s policy regarding latecomers and missed class meetings
- How and when to connect with your instructor in person, by phone, or online
- Important college-wide policies such as the academic integrity policy

You might consider each syllabus as a “contract” between you and your instructor, outlining what your instructor expects of you (readings, assignments, class participation) as well as what you can expect from your instructor (availability, schedule of topics, clarification of grading system). Key QS.3 shows a portion of an actual syllabus with important items noted.

Put this super-resource to use by reading syllabi thoroughly and referring to them throughout the term. When you have a question, look for an answer in your syllabus first before you contact your instructor. Marking up your syllabus will remind you of responsibilities, as will “backdating”—noting in your written or electronic planner the interim goals to achieve by particular dates in order to complete assignments. For example, if you have a 15-page paper due on October 12, you would enter dates in September and October for goals such as choosing a topic, first draft, and final draft.

You are beginning the journey of your college education and lifelong learning. The work you do in this course will help you achieve your goals in your studies, your personal life, and your career. Psychologist Robert J. Sternberg, the originator of the successful intelligence concept discussed in Keys to Success, said that those who achieve success “create their own opportunities rather than let their opportunities be limited by the circumstances in which they happen to find themselves.” Let this book and this course help you create new and fulfilling opportunities on your path to success.
# A syllabus helps you stay on schedule and fulfill responsibilities.

## ENG 122 Spring 2007

**Instructor:** Jennifer Gessner  
**Office Hours:** Tue & Thur 12:30–1:30 (or by appointment) in DC 305  
**Phone:** 303-555-2222  
**E-mail:** jg@abc.xyz

**Required Texts:** *Good Reasons with Contemporary Arguments*, Faigley and Selzer  
*A Writer’s Reference*, 5th ed., Diana Hacker

**Required Materials:**  
- a notebook with lots of paper  
- a folder for keeping everything from this class  
- an active imagination and critical thinking

**Course Description:** This course focuses on argumentative writing and the researched paper. Students will practice the rhetorical art of argumentation and will gain experience in finding and incorporating researched materials into an extended paper.

**Writer’s Notebook:** All students will keep, and bring to class, a notebook with blank paper. Throughout the semester, you will be given writing assignments to complete in this book. You must bring to class and be prepared to share any notebook assignment. Notebook assignments will be collected frequently, though sometimes randomly, and graded only for their completeness, not for spelling, etc.

**Grading:**  
- Major Writing Assignments worth 100 points each.  
- Final Research Project worth 300 points.  
- Additional exercises and assignments range from 10 to 50 points each.  
- Class participation: Based on the degree to which you complete the homework and present this in a thoughtful, meaningful manner in class.  
- Attendance: Attendance is taken daily and students may miss up to three days of class without penalty, but will lose 5 points for each day missed thereafter.  
- Late work: All work will lose 10% of earned points per class day late. No work will be accepted after five class days or the last class meeting.

**Final Grade:** The average of the total points possible (points earned divided by the total possible points). 100–90% = A; 89–80% = B; 79–70% = C (any grade below 70% is not passing for this class).

**Academic Integrity:** Students must credit any material used in their papers that is not their own (including direct quotes, paraphrases, figures, etc.). Failure to do so constitutes plagiarism, which is illegal, unethical, *always recognizable*, and a guaranteed way to fail a paper. The definition of plagiarism is “to steal and use (the writings or ideas of another) as one’s own.”

### Week 4  
2/1  
The Concise Opinion.  
*How Professionals Argue*  
HW: Read Jenkins Essay (p 501 of *Good Reasons*) and Rafferty Essay (p 525); compare argumentative style, assess and explain efficacy of arguments.

### Week 5  
2/15  
Developing an Argument  
*Essay Quiz on Jenkins and Rafferty Essays*  
HW: Chap 5 of *Good Reasons*; based on components of a definition of argument, write a brief explanation of how your argument might fit into this type.

2/17  
Library Workday: Meet in Room 292  
PAPER #1 DUE

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Source: Jennifer Gessner, Community College of Denver.