Seventh Edition

Keys to Community College Success

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PEARSON

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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.

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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.)
- 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, i.e., opening two-page chapter spread.)

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 4 (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 4); 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 $mart 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 5.)
  - 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 Two Year Program experience

- NEW! Tailored to the Two-year student. Throughout the text, detail-level adjustments made in language, concepts, and topics to reflect the needs and concerns of the two-year college student.
- REVISED! Case studies. Each chapter opens with a real-life story of a college student and closes with a current update on that person. Case studies are relevant to two-year students and show how calculated risks lead to academic and career rewards. (Ex.—In each chapter, i.e., Chapter 11.)
- REVISED! Student profiles. 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 3.)
REVISED! Expanded topics relevant to today’s two-year student experience. Topics new to this edition include learned optimism (Chapter 1), the distractions of technology (Chapter 2), multi-tasking vs. switch-tasking (Chapter 2), the brain science of thinking (Chapter 4), anxiety disorders (Chapter 9), staying safe on campus (Chapter 9), final exams (Chapter 8), and informational interviews (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 Community College Success to Carol Carter at caroljcarter@lifebound.com or Sarah Kravits at kravitss@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.
ACKNOWLEDGMENTS

The efforts of many have combined to make this 7th edition, Keys to Community College Success, more than the sum of its parts. We earnestly thank:

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Bobbie Parker, Alabama State University
Carolyn Patterson, Texas State Technical College—West Texas
Curtis Peters, Indiana University Southeast
Tom Peterson, Grand View University
Virginia Phares, DeVry of Atlanta
Brenda Prinzavalli, Beloit College
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Marsha Walden, Valdosta State University
Susannah Waldrop, University of South Carolina, Upstate
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Ronald Weisberger, Bristol Community College
Jill Wilks, Southern Utah University
Angela Williams, The Citadel
Don Williams, Grand Valley State University
William Wilson, St. Cloud State University
Kim Winford, Blinn College
Tania Wittgenfeld, Rock Valley College
Michelle G. Wolf, Florida Southern College

Robert J. Sternberg, for his groundbreaking work on successful intelligence and for his gracious permission to use and adapt that work for this text.

Those who generously contributed personal stories, exhibiting courage in being open and honest about their life experiences: Kelly Addington and Becca Tieder, OneStudent.org; Joyce Bishop, Golden West College; Charlotte Buckley, Hinds Community College; Jay Dobyns, Jay Dobyns Group, LLC; Louise Gaile Edrozo; Jad El-Adaimi, California Polytechnic State University; Cindy Estrada, Goodman Networks; Dr. J. Raider Estrada, University of Chicago Medical Center; Norton Ewart, Hewlett-Packard; Sade Gantt,
Montclair State University; Aneela Gonzales, Golden West College; Andrew Hillman, Queens College; Kevin Ix, Bergen Community College; Tomohito Kondo, De Anza Community College; Joe Martin, RealWorld University; Sarah Martinez, Metropolitan State University of Denver; Gary Montrose, Montrose Healthcare Strategies; Zack Moore, University of Rhode Island; Stephen Oh, Chubb Group of Insurance Companies; Torian Richardson, Torianite Inc.; Jacob Rudolph, Northeastern University; Andrew Willard, Colorado State University; Ming-Lun Wu, National Chengchi University, Taipei, Taiwan; and Alexis Zendejas, Brigham Young University.

- Our Editor-in-Chief Jodi McPherson, for her commitment to the Keys to Success series and her vision of the relevance of risk and reward.
- Our Acquisitions Editor Katie Mahan, Senior Development Editor Shannon Steed, and Editorial Assistant Erin Carreiro for their dedication, creative ideas, and constant effort in moving us all toward the goal.
- Our production team for their patience, flexibility, and attention to detail, especially Image Manager Rachel Youdelman, Designer John Wincek, and Diana Neatrour and the team at Electronic Publishing Services Inc.
- Our marketing gurus for their continued support, especially Amy Judd, Executive Marketing Manager; Julie Hildebrand and the other national account managers who support career schools and alternative education on behalf of Pearson; and sales directors and content specialists.
- Charlotte Morrissey for her guidance, wisdom, and insight regarding college students, and for her ongoing and dedicated efforts on behalf of the Keys series.
- Greg Tobin, President of Higher Education English, Math, and Student Success, and Tim Bozik, CEO of U.S. Higher Education, for their support of the Keys series.
- The Pearson representatives and the management team led by Eric Severson, Executive Vice President, Higher Education Sales.
- The staff at LifeBound for their hard work and dedication: Maureen Breeze, Brittany Havel, Jim Hoops, Angelica Jestrović, Kyle Kilroy, Michelle Stout, Noel Wilson, Jimmy Young.
- The students who helped us develop our ideas and improve the effectiveness of our materials: Thuyanh Astbury, University of Denver; Jacklynn Blanchard, University of Colorado Boulder; Liv Shehawk Bryan, Arapahoe Community College; Brandy Castner, Metropolitan State University of Denver; Mark Davis, Colorado State University; Grainne Griffiths, Tufts University; Jenna Jacobs, University of Minnesota; Jordan Jones, Metropolitan State University of Denver; Nicoll Laikola, Metropolitan State University of Denver; Jonathon Lasich, University of Colorado Denver; Natasha Malchow, Metropolitan State University of Denver; Sarah Martinez, Metropolitan State University of Denver; Dylan Mey, CEC with Denver Public Schools; Maddie Mey, Wheat Ridge High School; Claire Petras, University of Colorado Denver; Alivia Porpora, Regis University; Woody Roseland, Metropolitan State University of Denver; Trevor Scannell, Miami University Hamilton; Danny Starr, Fort Lewis University; Danielle Thomas, Central Michigan University; Michael Tyrrell-Ead, Golden High School; Jacob Voegele, Gonzaga University; Jeanette Young, School of Mines.
- Don Cameron for his thoughtful and persistent work in gathering, editing, and finalizing chapter opener case studies.
- Photographers Erin Neely and Michael Santiago for authentically representing the student perspective through their original contributions to the photo program.
- Dede DeLaughter, Manny Larenas, and Cheri Tillman for their input and sage advice.
- Our families and friends, who have encouraged us and put up with our commitments.
- Judy Block, who contributed research and writing to this book.
- Special thanks to Joyce Bishop, who created the learning preference assessments, contributed to the success of this book over the past fifteen years, and continues to support college students with her wisdom and insights.

Finally, for their ideas, opinions, and stories, we would like to thank all of the students and instructors with whom we work. Sarah would like to thank her students at Montclair State University who have granted her the privilege of sharing part of their journey through college, as well as the insightful instructors and advisors affiliated with the Center for Advising and Student Transitions. Carol would like to thank the people who have gone through her coaching trainings and who continue to strive to improve students’ ability to succeed, including Barbara Gadis, Jennifer Gomez-Mejia, Vanessa Harris, Lynn Montrose, Lindsay Morlock, Lynn Troyka, Melissa Vito, and Kathy York. To all of our readers: We appreciate that, through reading this book, you give us the opportunity to learn and discover with you—in your classroom, in your home, on the bus, and wherever else learning takes place.
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.

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- 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)

Need support for data collection and interpretation?

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

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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

Data from January 2007 through June 2008 offers solid evidence of the success of MyFoundationsLab:

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

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MyStudentSuccessLab™

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

Topics and features include:

• College Transition
• 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
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Reporting
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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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The Faculty Advisor Network is Pearson’s peer-to-peer mentoring program in which experienced MyStudentSuccessLab users share their best practices and expertise. Our Faculty Advisors are experienced in one-on-one phone and email coaching, webinars, presentations, and live training sessions. Contact your Pearson representative to connect with a Faculty Advisor or learn more about the Faculty Advisor Network.

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CourseConnect uses topic-based, interactive modules that follow a consistent learning path—from 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.

Choose from the following three course outlines (“Lesson Plans”)

**Student Success**
- Goal Setting, Values, and Motivation
- Time Management
- Financial Literacy
- Creative Thinking, Critical Thinking, and Problem Solving
- 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
- Effective Workplace Meetings
- Workplace Teams
- Customer Focus and You
- Understanding Human Resources
- Managing Career Growth and Change

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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 designed to help you feel more in control as you start your journey toward the achievement of a college education. Start by learning what your college expects of you—and what you have a right to expect in return as a consumer of education. Continue on to explore the people and resources that can help you while you are enrolled. As you read, consult your college handbook and/or website to learn about the specific resources, policies, and procedures of your college.

WHAT YOUR COLLEGE expects of you

If you clarify what it means to be a college student right at the start, you will minimize surprises that may be obstacles later on. What is expected of you may be different from anything you encountered in high school or in other educational settings. 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. The sooner you make adjustments, the easier it will be to catch up with any new courses you add. 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 are a student at a community college and intend to transfer to a four-year 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 four-year 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 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, e-mail 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 e-mail, requiring every student to activate an e-mail 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 e-mail. 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.
- **Stay on task.** During study time, try to limit Internet surfing, instant messaging, visiting MySpace and Facebook, and playing computer games.

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,
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 Statistics</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−

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 school 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.”
- **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).

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, first draft, and final draft.

Key QS.3 shows a portion of an actual syllabus with important items noted.

Get Involved

Extracurricular activities give you a chance to meet people who share your interests and to develop teamwork and leadership skills as well as other skills that may be important in your career. In addition, being connected to friends and a supportive network of people is one of the main reasons people stay in school.

Some new college students take on too many activities, and others, faced with a combination of responsibilities that can include commuting and jobs, don't get involved at all. Find a balance that enriches your experience without overwhelming you. You can always add or reduce activities later. Consider this: Studies have shown that students who join organizations tend to persist in their educational goals more than those who don’t branch out.1

CONNECT WITH PEOPLE and resources

During your first weeks of school, as you navigate through what may seem like a maze of classes and business offices, it is important to know that instructors, administrators, advisors, and a range of support staff are available to help. Groups and organizations also provide support and opportunities to broaden your experience. Tap into the following resources at your school.

Instructors and Teaching Assistants

The people who teach your courses—instructors and teaching assistants—are your most available human resources at college. You see them from one to five times per week and interact with them more directly than with any other authority on campus. They see your work and, if your class size is small, they hear your ideas and consequently may get to know you quite well. Instructors are potential resources and necessary allies in your education.

What kind of help might you seek from an instructor or teaching assistant?

- Clarification on material presented in class
- Help on homework
- Information about how to prepare for a test
- Consultation on a paper you are working on
- Details about why you received a particular grade on a test or assignment
- Advice about the department, courses and majoring, or related career areas

When you want to speak personally with an instructor for longer than a minute or two, choose your time carefully. Before or after class is usually not the best time for anything more than a quick question. When you need your instructor's full attention, there are three ways to get it: make an appointment during office hours, send an email, or leave a voicemail message.

Office hours. Instructors keep regular office hours. Generally, these appear on your syllabus and are posted on instructors’ office doors and on instructors’ or departmental web pages.
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  

**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.  
HW: Complete paper #1 Rough Draft (5–7 pages double-spaced)  
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.  
Library Workday: Meet in Room 292  
PAPER #1 DUE

Source: Jennifer Gessner, Community College of Denver.
Always make an appointment for a conference. Face-to-face conferences are ideal for working through ideas and problems (for example, deciding on a term paper topic) or asking for advice (for example, looking for guidance on choosing courses in the department).

**Email.** Use email to clarify assignments and assignment deadlines, to ask questions about lectures or readings, and to clarify what will be covered on a test. Using the emailing guidelines presented earlier will increase the likelihood of receiving a positive response. Instructors’ email addresses are generally posted on the first day of class and may also appear in your handbook or syllabus.

**Voicemail.** If something comes up at the last minute, you can leave a message in your instructor’s voice mailbox. Make your message short, but specific (“This is Rick Jones from your ten o’clock Intro to Psychology class. I’m supposed to present my project today, but have a fever of 102 degrees”). Avoid calling instructors at home unless they give specific permission to do so.

If you are taking a large lecture course, you may have a primary instructor plus a teaching assistant (TA) who meets with a small group of students on a regular basis and grades your papers and exams. You may want to approach your TA with course-related questions and problems before approaching the instructor. Because TAs deal with fewer students, they may have more time to devote to specific issues.

**Academic Advisors**

In most colleges, every student is assigned an advisor who is the student’s personal liaison with the college. (At some schools, students receive help at an advising center.) Your advisor will help you choose courses every term, plan your overall academic program, and understand college regulations, including graduation requirements. He or she will point out possible consequences of your decisions (“If you put off taking biology now, you’re facing two lab courses next term”), help you shape your educational goals, and monitor your academic progress.

While you are responsible for fully understanding graduation requirements—including credit requirements—and choosing the courses you need, your advisor is there to help you with these critical decisions. You will most likely be required to meet with your advisor once each term; however, you can schedule additional meetings if and when you need them.

**Mentors**

You may find a mentor during college who can give you a private audience for questions and problems, advice tailored to your needs, support, guidance, and trust. In return, you owe it to a mentor to respectfully take advice into consideration. A mentor might be your advisor, an instructor in your major or minor field, or a resident assistant (RA). Some schools have faculty or peer mentoring programs to match students with people who can help them.

**Tutors and Academic Centers**

Tutors can give you valuable and detailed help on specific academic subjects. Most campuses have private tutoring available, and many schools offer free peer tutoring. If you feel you could benefit from the kind of one-on-one work a tutor can give, ask your instructor or your academic advisor to recommend a tutor. If your school has one or more academic centers, you may be able to find a tutor there. Academic centers, including reading, writing, math, and study-skills centers, offer consultations and tutoring to help students improve skills at all levels.

**Administrators**

Every college needs an administrative staff to operate smoothly and efficiently. One of the most important administrative offices for students is the Office of the Dean of Student Affairs, which, in many colleges, is the center for student services. Staff members there can answer your questions or direct you to others who can help. You will also encounter administrative offices involved with tuition payments, financial aid, and registration.
The bursar’s office (also called the office of finance or accounting office) issues bills for tuition and room and board and collects payments from students and financial aid sources.

The financial aid office helps students apply for financial aid and understand the eligibility requirements of different federal, state, and private programs (see coverage of money management for more details on financial aid).

The registrar’s office handles course registration, sends grade reports, and compiles your official transcript (a comprehensive record of your courses and grades). Graduate school admissions offices require a copy of your transcript, as do many prospective employers.

Student-Centered Services

A host of services helps students succeed in college and deal with problems that arise. Here are some you may find.

Academic computer center. Most schools have computer facilities that are open daily, usually staffed by technicians who can assist you. Many facilities also offer training workshops.

Student housing or commuter affairs office. Residential colleges provide on-campus housing for undergraduate students. The housing office handles room and roommate placement and deals with special needs (for example, an allergic student’s need for a room air conditioner) and problems. Schools with commuting students may have transportation and parking programs.

Health services. Health services generally include sick care, prescriptions, routine diagnostic tests, vaccinations, and first aid. All clinics are affiliated with nearby hospitals for emergency care. In addition, psychological counseling is sometimes offered through health services or at a separate facility. Many colleges require proof of health insurance at the time of registration.

Career services. This office helps students find part-time and full-time jobs, as well as summer jobs and internships. Career offices have reference files on careers and employers; they also help students learn to write résumés and cover letters and search job sites on the Internet; and they hold career fairs and provide space for employers to interview students on campus.

Services for disabled students. For students with documented disabilities, federal law requires that assistance be provided in the form of accommodations ranging from interpreters for the hearing impaired to ramps for students in wheelchairs. If you have a disability, visit this office to learn what is offered, and remember that this office is your advocate if you encounter problems.

Veterans’ affairs. The Office of Veterans’ Affairs provides veterans with services including academic and personal counseling and current benefit status, which may affect tuition waivers.

Resources for Minority Students

The term minority includes students of color; gay, lesbian, and bisexual students; and students from underrepresented cultures or religious backgrounds. Along with activities that appeal to the general student population, most colleges have organizations and services that support minority groups, including specialized student associations, cultural centers, arts groups with a minority focus, minority fraternities and sororities, and political-action groups.

Many minority students seek a balance, getting involved with members of their group as well as with the college mainstream. For example, a student may join the Latino Students Association as well as clubs for all students, such as the campus newspaper or an athletic team.

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 this text, 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.