

FOURTEENTH EDITION

DAVE ELLIS

Becoming a Master Student

CONCISE

Master Student Qualities

28 behaviors that point you in the right direction

Bumping Into Thinking Roadblocks?

Practice critical thinking exercises to unleash higher levels of thinking

Put This Book to Work!

Jumpstart ideas for résumé building and put academic skills to work



Discovery and Intention Statement guidelines

Writing Journal Entries helps you to develop self-awareness, self-direction, and other master student qualities. Use the following guidelines as a checklist as you explore the skills this book teaches you.

DISCOVERY STATEMENTS

- Record the specifics about your thoughts, feelings, and behavior.**
Notice your thoughts, observe your actions, and record them accurately.
- Use discomfort as a signal.**
Feeling uncomfortable, bored, or tired might be a signal that you're about to do valuable work.
- Suspend judgment.**
When you are discovering yourself, be gentle.
- Tell the truth.**
The closer you get to the truth, the more powerful your Discovery Statements.

INTENTION STATEMENTS

- Make intentions positive.**
Focus on what you want rather than what you don't want.
- Make intentions observable.**
Be specific about your intentions.
- Make intentions small and achievable.**
Break large goals into small, specific tasks that can be accomplished quickly.
- Set time lines.**
Set a precise due date for tasks you intend to do.
- Move from intention to action.**
If you want new results in your life, then take action.

DAVE ELLIS


Becoming a Master Student

CONCISE

FOURTEENTH EDITION

Doug Toft
Contributing Editor



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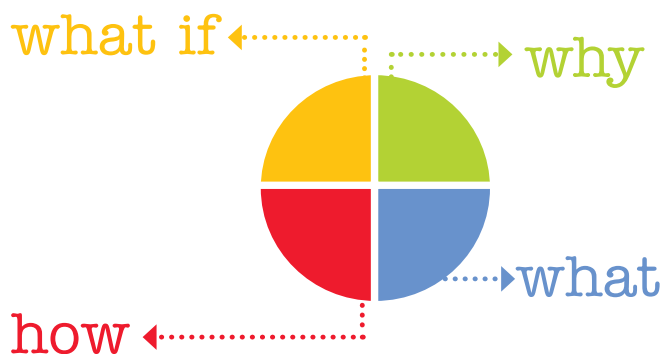
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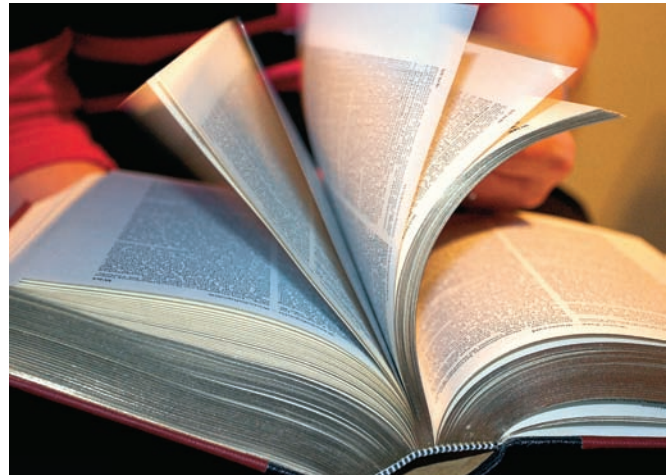
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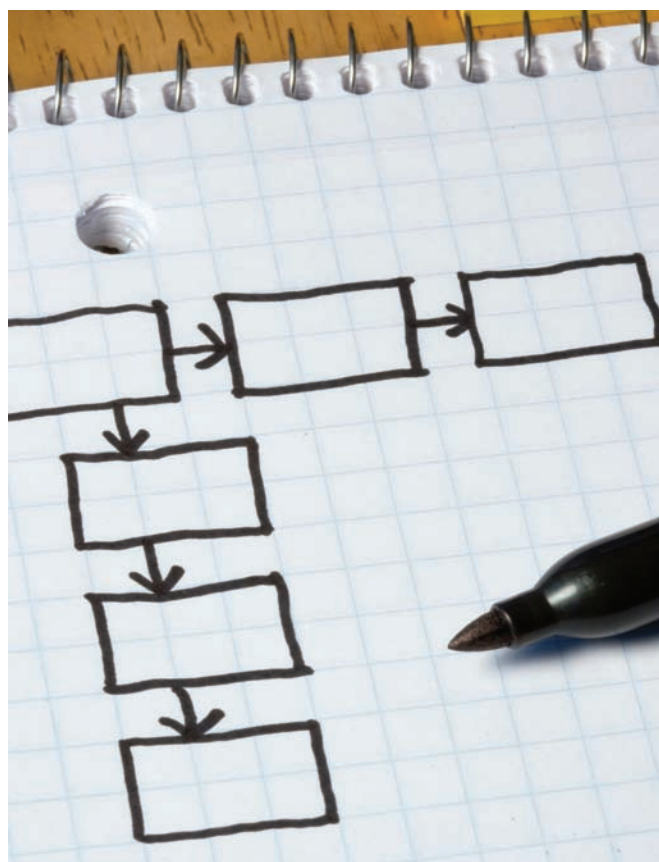
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The Master Student

INTRODUCTION



Use this **Master Student Map** to ask yourself,

WHY THE INTRODUCTION MATTERS . . .

- You can ease your transition to higher education and set up a lifelong pattern of success by starting with some key strategies.

WHAT IS INCLUDED . . .

- Power Process: Discover what you want **2**
- Master student qualities **3**
- This book is worthless—if you just read it **7**
- Get the most out of this book **8**
- The Discovery and Intention Journal Entry system **10**
- Discovery and Intention Statement guidelines **12**
- Making the transition to higher education **13**
- Succeeding in school—at any age **16**
- Enroll your instructor in your success **18**
- Motivation—I'm just not in the mood **19**
- Ways to change a habit **21**
- Classroom civility—what's in it for you **22**

HOW CAN I USE THIS INTRODUCTION . . .

- Connect with the natural learner within you.
- Discover a way to interact with books that multiplies their value.
- Use a journal to translate personal discoveries into powerful new behaviors.

WHAT IF . . .

- I could use the ideas in this book to more consistently get what I want in my life?



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✓ EXERCISE 1

Textbook reconnaissance

Start becoming a master student this moment by doing a 15-minute “textbook reconnaissance.” First, read this book’s Table of Contents. Do it in 3 minutes or less. Next, look at every page in the book. Move quickly. Scan headlines. Look at pictures. Notice forms, charts, and diagrams.

Look especially for ideas you can use. When you find one, write the page number and a short description of the idea here. You also can use sticky notes to flag pages that look useful. (If you’re reading *Becoming a Master Student* as an ebook, you can flag pages electronically.)

Discover what you want

Imagine a person who walks up to a counter at the airport to buy a plane ticket for his next vacation. “Just give me a ticket,” he says to the reservation agent. “Anywhere will do.”

The agent stares back at him in disbelief. “I’m sorry, sir,” she replies. “I’ll need some more details. Just minor things—such as the name of your destination city and your arrival and departure dates.”

“Oh, I’m not fussy,” says the would-be vacationer. “I just want to get away. You choose for me.”

Compare this person to another traveler who walks up to the counter and says, “I’d like a ticket to Ixtapa, Mexico, departing on Saturday, March 23, and returning Sunday, April 7. Please give me a window seat, first class, with vegetarian meals.”

Now, ask yourself which traveler is more likely to end up with a vacation that he’ll enjoy.

The same principle applies in any area of life. Knowing where we want to go increases the probability that we will arrive at our destination. Discovering what we want makes it more likely that we’ll attain it.

Okay, so the example about the traveler with no destination is far-fetched. Before you dismiss it, though, do an informal experiment: Ask three other students what they want to get out of their education. Be prepared for hemming and hawing, vague generalities, and maybe even a helping of pie in the sky à la mode.

This is amazing, considering the stakes involved. Students routinely invest years of their lives and thousands of dollars, with only a hazy idea of their destination in life.

Now suppose that you asked someone what she wanted from her education and you got this answer: “I plan to get a degree in journalism, with double minors in earth science and Portuguese, so that I can work as a reporter covering the environment in Brazil.” The details of a person’s vision offer clues to his or her skills and sense of purpose.

Another clue is the presence of “stretch goals”—those that are big *and* achievable. A 40-year-old might spend years talking about his desire to be a professional athlete some day. Chances are, that’s no longer achievable. However, setting a goal to lose 10 pounds by playing basketball at the gym 3 days a week is another matter. That’s a stretch—a challenge. It’s also doable.

Discovering what you want helps you succeed in higher education. Many students quit school simply because they are unsure about what they want from it. With well-defined goals in mind, you can look for connections between what you want and what you study. The more connections, the more likely you’ll stay in school—and get what you want in every area of life.¹



You’re One Click Away...

from accessing Power Process media online and finding out more about “Discovering what you want.”

Master student qualities

This book is about something that cannot be taught. It's about becoming a master student.

Mastery means attaining a level of skill that goes beyond technique. For a master, work is effortless; struggle evaporates. The master carpenter is so familiar with her tools that they are part of her. To a master chef, utensils are old friends. Because these masters don't have to think about the details of the process, they bring more of themselves to their work.

Mastery can lead to flashy results: an incredible painting, for example, or a gem of a short story. In basketball, mastery might

result in an unbelievable shot at the buzzer. For a musician, it might be the performance of a lifetime, the moment when everything comes together. You could describe the experience as “flow” or being “in the zone.”

Often, the result of mastery is a sense of profound satisfaction, well-being, and timelessness. Distractions fade. Time stops. Work becomes play. After hours of patient practice, after setting clear goals and getting precise feedback, the master has learned to be fully in control.

At the same time, he lets go of control. Results happen without effort, struggle, or worry. Work seems self-propelled. The master is in control by being out of control. He lets go and allows the creative process to take over. That's why after a spectacular performance by an athlete or performer, observers often say, “He played full out—and made it look like he wasn't even trying.”

Likewise, the master student is one who makes learning look easy. She works hard without seeming to make any effort. She's relaxed *and* alert, disciplined *and* spontaneous, focused *and* fun-loving.

You might say that those statements don't make sense. Actually, mastery does *not* make sense. It cannot be captured with words. It defies analysis. Mastery cannot be taught. It can only be learned and experienced.

By design, you are a learning machine. As an infant, you learned to walk. As a toddler, you learned to talk. By the time you reached age 5, you'd mastered many skills needed to thrive in the world. And you learned all these things without formal instruction, without lectures, without books, without conscious effort, and without fear.

Shortly after we start school, however, something happens to us. Somehow we start forgetting about the master student inside us. Even under the best teachers, we experience the discomfort that sometimes accompanies learning. We start avoiding situations that might lead to embarrassment. We turn away from experiences that could lead to mistakes. We accumulate a growing list of ideas to defend, a catalog of familiar experiences that discourages us from learning anything new. Slowly, we restrict our possibilities and potentials.

However, the story doesn't end there. You can open a new chapter in your life, starting today. You can rediscover the natural learner within you. Each chapter of this book is about a step you can take on this path.

Master students share certain qualities. These are attitudes and core values. Though they imply various strategies for learning,



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they ultimately go beyond what you do. Master student qualities are ways of *being* exceptional.

Following is a list of master student qualities. Remember that the list is not complete. It merely points in a direction.

As you read the following list, look to yourself. Put a check mark next to each quality that you've already demonstrated. Put another mark, say an exclamation point, next to each quality you want to actively work on possessing. This is not a test. It is simply a chance to celebrate what you've accomplished so far—and start thinking about what's possible for your future.

Inquisitive. The master student is curious about everything. By posing questions, she can generate interest in the most mundane, humdrum situations. When she is bored during a biology lecture, she thinks to herself, "I always get bored when I listen to this instructor. Why is that? Maybe it's because he reminds me of my boring Uncle Ralph, who always tells those endless fishing stories. He even looks like Uncle Ralph. Amazing! Boredom is certainly interesting." Then she asks herself, "What can I do to get value out of this lecture, even though it seems boring?" And she finds an answer.

Able to focus attention. Watch a 2-year-old at play. Pay attention to his eyes. The wide-eyed look reveals an energy and a capacity for amazement that keep his attention absolutely focused in the here and now. The master student's focused attention has a childlike quality. The world, to a child, is always new. Because the master student can focus attention, to him the world is always new too.

Willing to change. The unknown does not frighten the master student. In fact, she welcomes it—even the unknown in herself. We all have pictures of who we think we are, and these pictures can be useful. But they also can prevent learning and growth. The master student is open to changes in her environment and in herself.

Able to organize and sort. The master student can take a large body of information and sift through it to discover relationships. He can play with information, organizing data by size, color, function, timeliness, and hundreds of other categories. He has the guts to set big goals—and the precision to plan carefully so that those goals can be achieved.

Competent. Mastery of skills is important to the master student. When she learns mathematical formulas, she studies them until they become second nature. She practices until she knows them cold, then puts in a few extra minutes. She also is able to apply what she learns to new and different situations.

Joyful. More often than not, the master student is seen with a smile on his face—sometimes a smile at nothing in particular other than amazement at the world and his experience of it.

.....

For example, if a master student takes a required class that most students consider boring, she chooses to take responsibility for her interest level. She looks for ways to link the class to one of her goals. She sees the class as an opportunity to experiment with new study techniques that will enhance her performance in any course.

.....

Able to suspend judgment. The master student has opinions and positions, and she is able to let go of them when appropriate. She realizes she is more than her thoughts. She can quiet her internal dialogue and listen to an opposing viewpoint. She doesn't let judgment get in the way of learning. Rather than approaching discussions with a "Prove it to me, and then I'll believe it" attitude, she asks herself, "What if this is true?" and explores possibilities.

Energetic. Notice the student with a spring in his step, the one who is enthusiastic and involved in class. When he reads, he often sits on the very edge of his chair, and he plays with the same intensity. He is determined and persistent. He is a master student.

Well. Health is important to the master student, though not necessarily in the sense of being free of illness. Rather, she values her body and treats it with respect. She tends to her emotional and spiritual health as well as her physical health.

Self-aware. The master student is willing to evaluate himself and his behavior. He regularly tells the truth about his strengths and those aspects that could be improved.

- Responsible.** There is a difference between responsibility and blame, and the master student knows it well. She is willing to take responsibility for everything in her life—even for events that most people would blame on others. For example, if a master student takes a required class that most students consider boring, she chooses to take responsibility for her interest level. She looks for ways to link the class to one of her goals. She sees the class as an opportunity to experiment with new study techniques that will enhance her performance in any course. She remembers that by choosing her thoughts and behaviors, she can create interesting classes, enjoyable relationships, fulfilling work experiences, or just about anything else she wants.
- Willing to take risks.** The master student often takes on projects with no guarantee of success. He participates in class dialogues at the risk of looking foolish. He tackles difficult subjects in term papers. He welcomes the risk of a challenging course.
- Willing to participate.** Don't look for the master student on the sidelines. She's in the game. She is a team player who can be counted on. She is engaged at school, at work, and with friends and family. She is willing to make a commitment and to follow through on it.
- A generalist.** The master student is interested in everything around him. In the classroom, he is fully present. Outside the classroom, he actively seeks out ways to deepen his learning—through study groups, campus events, student organizations, and team-based projects. Through such experiences, he develops a broad base of knowledge in many fields that can apply to his specialties.
- Willing to accept paradox.** The word *paradox* comes from two Greek words, *para* (“beyond”) and *doxen* (“opinion”). A paradox is something that is beyond opinion or, more accurately, something that might seem contradictory or absurd yet might actually have meaning. For example, the master student can be committed to managing money and reaching her financial goals. At the same time, she can be totally detached from money, knowing that her real worth is independent of how much money she has. The master student recognizes the limitations of the mind and is at home with paradox. She can accept that ambiguity.
- Courageous.** The master student admits his fear and fully experiences it. For example, he will approach a tough exam as an opportunity to explore feelings of anxiety and tension related to the pressure to perform. He does not deny fear; he embraces it. If he doesn't understand something or if he makes a mistake, he admits it. When he faces a challenge and bumps into his limits, he asks for help. And he's just as willing to give help as to receive it.
- Self-directed.** Rewards or punishments provided by others do not motivate the master student. Her desire to learn comes from within, and her goals come from herself. She competes like a star athlete—not to defeat other people, but to push herself to the next level of excellence.
- Spontaneous.** The master student is truly in the here and now. He is able to respond to the moment in fresh, surprising, and unplanned ways.
- Relaxed about grades.** Grades make the master student neither depressed nor euphoric. She recognizes that sometimes grades are important. At the same time, grades are not the only reason she studies. She does not measure her worth as a human being by the grades she receives.
- “Tech” savvy.** A master student defines “technology” as any tool that's used to achieve a human purpose. From this point of view, computers become tools for deeper learning, higher productivity, and greater success in the workplace. When faced with a task to accomplish, the master student chooses effectively from the latest options in hardware and software. He searches for information efficiently, thinks critically about data, and uses technology to create online communities. If he isn't familiar with a type of technology, he doesn't get overwhelmed. Instead, he embraces learning about the new technology and finding ways to use the technology to help him succeed at the given task. He also knows when to go “offline” and fully engage with his personal community of friends, family members, classmates, instructors, and coworkers.
- Intuitive.** The master student has an inner sense that cannot be explained by logic alone. She trusts her “gut instincts” as well as her mind.
- Creative.** Where others see dull details and trivia, the master student sees opportunities to create. He can gather pieces of knowledge from a wide range of subjects and put them together in new ways. The master student is creative in every aspect of his life.
- Willing to be uncomfortable.** The master student does not place comfort first. When discomfort is necessary to reach a goal, she is willing to experience it. She can endure personal hardships and can look at unpleasant things with detachment.
- Optimistic.** The master student sees setbacks as temporary and isolated, knowing that he can choose his response to any circumstance.
- Willing to laugh.** The master student might laugh at any moment, and her sense of humor includes the ability to laugh at herself. Although going to school is a big investment, with high stakes, you don't have to enroll in the deferred-fun program. A master student celebrates learning, and one of the best ways of doing that is to laugh now and then.

Hungry. Human beings begin life with a natural appetite for knowledge. In some people, it soon gets dulled. The master student has tapped that hunger, and it gives him a desire to learn for the sake of learning.

Willing to work. Once inspired, the master student is willing to follow through with sweat. She knows that genius and creativity are the result of persistence and work. When

in high gear, the master student works with the intensity of a child at play.

Caring. A master student cares about knowledge and has a passion for ideas. He also cares about people and appreciates learning from others. He collaborates on projects and thrives on teams. He flourishes in a community that values win-win outcomes, cooperation, and love. ■

EXERCISE 2

The master student in you

The purpose of this exercise is to demonstrate to yourself that you truly are a master student. Start by remembering a time in your life when you learned something well or demonstrated mastery. This experience does not have to relate to school. It might be a time when you aced a test, played a flawless soccer game, created a work of art that won recognition, or burst forth with a blazing guitar solo. It might be a time when you spoke from your heart in a way that moved someone else. Or it might be a time when you listened deeply to another person who was in pain, comforted him, and connected with him at a level beyond words.

Describe the details of such an experience in your life. Include the place, time, and people involved. Describe what happened and how you felt about it.

Now, review the article “Master student qualities” and take a look at the master student qualities that you checked off. These are the qualities that apply to you.

Give a brief example of how you demonstrated at least one of those qualities.

Now think of other qualities of a master student—characteristics that were not mentioned in the article. List those qualities here, along with a one-sentence description of each.

This book is worthless— if you just read it

The first edition of this book began with the sentence *This book is worthless*. Many students thought that this was a trick to get their attention. It wasn't. Others thought it was reverse psychology. It wasn't that either. Still others thought it meant that the book was worthless if they didn't read it. It meant more than that.

This book is worthless *even if you read it*—if reading it is all you do. What was true of that first edition is true of this one as well. Until you take action and use the ideas in it, *Becoming a Master Student* really is worthless.

So, get something for your money by committing to becoming a master student. Here's what's in it for you.

Pitch #1: You can save money now and make more money later. As a master student, you control the value you get out of your education, and that value can be considerable. The joy of learning aside, higher levels of education relate to higher lifetime income and more consistent employment.² It pays to be a master student.

Pitch #2: You can rediscover the natural learner in you. Joy is important too. As you become a master student, you will learn to gain knowledge in the most effective way possible—by discovering the joyful, natural learner within you.

Pitch #3: You can choose from hundreds of techniques. *Becoming a Master Student* is packed with practical, nuts-and-bolts techniques. And you can begin using them immediately.

Pitch #4: You get the best suggestions from thousands of students. The concepts and techniques in this book are here not just because learning theorists, educators, and psychologists say they work. Tens of thousands of students from all kinds of backgrounds have tried them and agree that they work.

Pitch #5: You can use a proven product. The strategies that successful students use are well-known. You have hundreds of them at your fingertips right now, in this book. Use them. Modify them. Invent new ones. You're the authority on what works for you.

What makes any technique work is commitment—and action. Without them, the pages of *Becoming a Master Student Concise* are just 2.1 pounds of expensive mulch. Add your participation to the mulch, and these pages become priceless. ■

✓ EXERCISE 3

IN

Commitment

This book is worthless unless you actively participate in its activities and exercises. One powerful way to begin taking action is to make a commitment. Conversely, if you don't make a commitment, then sustained action is unlikely. The result is a worthless book. Therefore, in the interest of saving your valuable time and energy, this exercise gives you a chance to declare your level of involvement upfront. From the options below, choose the sentence that best reflects your commitment to using this book.

1. "Well, I'm reading this book right now, aren't I?"
2. "I will skim the book and read the interesting parts."
3. "I will read the book, think about it, and do the exercises that look interesting."
4. "I will read the book, do some exercises, and complete some of the Journal Entries."
5. "I will read the book, do some exercises and Journal Entries, and use some of the techniques."
6. "I will read the book, do most of the exercises and Journal Entries, and use some of the techniques."
7. "I will study this book, do most of the exercises and Journal Entries, and use some of the techniques."
8. "I will study this book, do most of the exercises and Journal Entries, and experiment with many of the techniques in order to discover what works best for me."
9. "I promise myself that I will create value from this course by studying this book, doing all the exercises and Journal Entries, and experimenting with most of the techniques."
10. "I will use this book as if the quality of my education depended on it—doing all the exercises and Journal Entries, experimenting with most of the techniques, inventing techniques of my own, and planning to reread this book in the future."

Write the sentence number that best describes your commitment level and today's date here:

Commitment level _____ Date _____

If you selected commitment level 1 or 2, you probably won't create a lot of value in this class, and you might consider passing this book on to a friend. If your commitment level is 9 or 10, you are on your way to terrific success in school. If your level is somewhere in between, experiment with the techniques and learning strategies in this book. If you find that they work, consider returning to this exercise and raising your level of commitment.

Get the most out of this book

Get used to a new look and tone. This book looks different from traditional textbooks. *Becoming a Master Student* presents major ideas in magazine-style articles. There are lots of lists, blurbs, one-liners, pictures, charts, graphs, illustrations, and even a joke or two.

Rip 'em out. The pages of *Becoming a Master Student* are perforated because some of the information here is too important to leave in the book. You can rip out pages, then reinsert them later by sticking them into the spine of the book. A piece of tape will hold them in place.

Skip around. Feel free to use this book in several different ways. Read it straight through. Or pick it up, turn to any page, and find an idea you can use right now.

You might find that this book presents similar ideas in several places. This repetition is intentional. Repetition reinforces key points. A technique that works in one area of your life might work in others as well.

If it works, use it. If it doesn't, lose it. If there are sections of this book that don't apply to you at all, skip them—unless, of course, they are assigned. In that case, see whether you can gain value from those sections anyway. When you commit to get value from this book, even an idea that seems irrelevant or ineffective at first can turn out to be a powerful tool in the future.

Listen to your peers. Throughout this book, you will find features titled Master Students in Action. These are short quotations from students who used this text. As you dig into the following chapters, think about what you would say if you could add your voice to theirs.

Own this book. Determine what you want to get out of school, and create a record of how you intend to get it by completing the Journal Entries throughout this book. Every time your pen touches a page, you move closer to mastery.

Master Students IN ACTION

“When studying for a test, the first thing I usually do is to read over my notes. Sometimes I reread the chapter just to make sure I comprehend what the chapter is saying. I find it very helpful to go online to the publisher’s Web site and do the practice exams. By doing the practice exams, I get a better perspective of what the critical points are in the chapters. I like to go through the chapter outline because sometimes the answers are in the outlines.”

—Lea Dean, Central Michigan University



Do the exercises. Action makes this book work. To get the most out of this book, do most of the exercises. (It’s never too late to go back and do the ones you skipped.) Exercises invite you to write, touch, feel, move, see, search, ponder, speak, listen, recall, choose, commit, and create. You might even sing and dance. Learning often works best when it involves action.

Practice critical thinking. Practicing Critical Thinking activities appear throughout this book. Other elements of this text, including Chapter 7: Thinking, the exercises, and Journal Entries, also promote critical thinking.

Learn about learning styles. Check out the Learning Styles Inventory and related articles in Chapter 1. This material can help you discover your preferred learning styles and allow you to explore new styles. Then, throughout the rest of this book, you’ll find suggestions for applying your knowledge of learning styles. The modes of learning can be accessed by asking four basic questions: *Why? What? How? and What if?*

PRACTICING critical thinking 2

Psychologist Benjamin Bloom described six kinds of thinking:

- Level 1: Remembering—recalling an idea.
- Level 2: Understanding—explaining an idea in your own words and giving examples from your own experience.
- Level 3: Applying—using an idea to produce a desired result.
- Level 4: Analyzing—dividing an idea into parts or steps.
- Level 5: Evaluating—rating the truth, usefulness, or quality of an idea—and giving reasons for your rating.
- Level 6: Creating—inventing something new based on an idea.

You can recall any suggestion from this book (Level 1: Remembering) and raise that idea to a higher level of thinking.

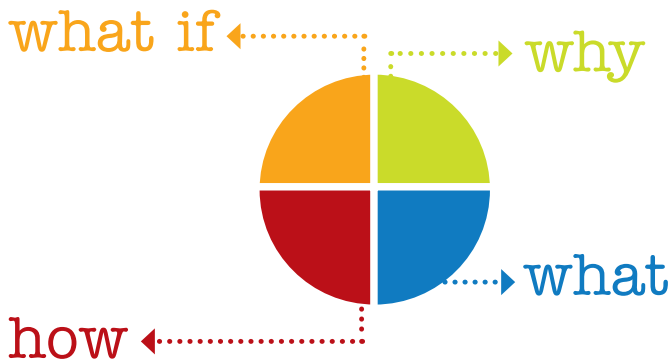
Recall the suggestion to “take it apart” from the “The 7-day assignment plan” on page 64. Think about how you could use this suggestion to write a paper that’s due October 30. Write notes on your calendar to:

- Choose a topic for the paper by October 1.
- Finish the first draft by October 15.
- Finish the final draft by October 28 (two days before the paper is due).

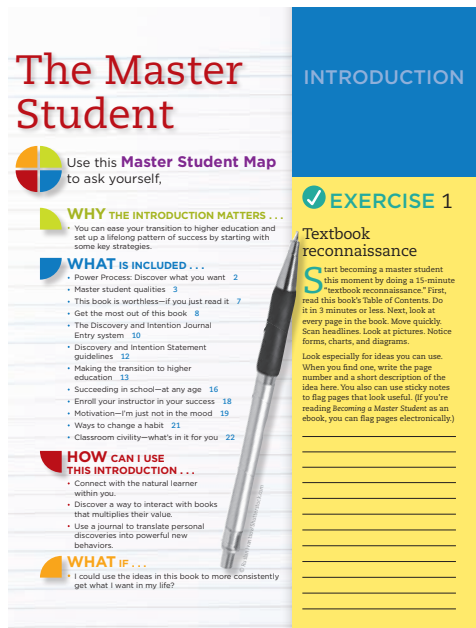
Creating a step-by-step plan is an example of Level 3: Applying. Thinking at this level often means answering questions such as How can I actually use this idea? What is the very next action I would take? When? Where? Who else might be involved?

Now it’s your turn. Choose another suggestion from this chapter (Level 1: Remembering) and think about it at Level 3: Applying. In the space provided here, state the suggestion and write a brief paragraph that summarizes your higher-level thinking. If you like to demonstrate your thinking in another way—such as by making a drawing, building a model, or even writing a song—then discuss this with your instructor.

For more information on the six levels of thinking, see “Becoming a critical thinker” in Chapter 7.



Navigate through learning experiences with the Master Student Map. You can orient yourself for maximum learning every time you open this book by asking those same four questions: *Why? What? How? and What if?* That's the idea behind the Master Student Map included on the first page of each chapter, which includes sample answers to those questions. Remember that you can use the four-part structure of this map to effectively learn anything.



Link to the Web.

Throughout this book, you'll notice reminders to visit the College Success CourseMate for *Becoming a Master Student*. There you'll discover ways to take your involvement with this book to a deeper level. For example, access the Web site to do an online version of the Discovery Wheel exercise. Also look for videos, additional exercises, articles, practice tests, and forms. Scan this code with your smartphone to go directly to CengageBrain.com and login to CourseMate.



You're One Click Away...



To get access, visit CengageBrain.com



Read the sidebars. Look for sidebars—short bursts of words placed between longer articles—throughout this book. These short pieces might offer insights that transform your experience of higher education.

Have some FUN!

Contrary to popular belief, finals week does not have to be a drag. In fact, if you have used techniques in this chapter, exam week can be fun. You will have done most of your studying long before finals arrive.

When you are well prepared for tests, you can even use fun as a technique to enhance your performance. The day before a final, go for a run or play a game of basketball. Take in a movie or a concert. A relaxed brain is a more effective brain. If you have studied for a test, your mind will continue to prepare itself even while you're at the movies. Get plenty of rest too. There's no need to cram until 3:00 A.M. when you have reviewed material throughout the term.

Experience the power of the Power Processes. A Power Process is a suggestion to shift your perspective or try on a new behavior. Look for this feature on the second page of each chapter. Users of *Becoming a Master Student* often refer to these articles as their favorite part of the book. Approach them with a sense of play and possibility. Start with an open mind, experiment with the ideas, and see what works.



This book is worth \$1,000

Cengage Learning is proud to present three students each year with a \$1,000 scholarship for tuition reimbursement. Any post-secondary school in the United States and Canada can nominate one student for the scholarship. To be considered, write an essay that answers the question, "How do you define success?"



You're One Click Away...

from finding more details online at the College Success CourseMate for *Becoming a Master Student*.