

P

O

W

E

R

# LEARNING

Foundations of Student Success



Mc  
Graw  
Hill  
Education

2e

Robert S. Feldman

# Adaptive



More students earn **A's** and **B's** when they use McGraw-Hill Education **Adaptive** products.

## SmartBook®

Proven to help students improve grades and study more efficiently, SmartBook contains the same content within the print book, but actively tailors that content to the needs of the individual. SmartBook's adaptive technology provides precise, personalized instruction on what the student should do next, guiding the student to master and remember key concepts, targeting gaps in knowledge and offering customized feedback, driving the student toward comprehension and retention of the subject matter. Available on smartphones and tablets, SmartBook puts learning at the student's fingertips—anywhere, anytime.

Over **4 billion** questions have been answered, making McGraw-Hill Education products more intelligent, reliable, and precise.

THE FIRST AND ONLY  
ADAPTIVE READING  
EXPERIENCE DESIGNED  
TO TRANSFORM THE  
WAY STUDENTS READ

STUDENTS WANT  
SMARTBOOK®



of students reported **SmartBook** to be a more effective way of reading material



of students want to use the Practice Quiz feature available within **SmartBook** to help them study



of students reported having reliable access to off-campus wifi



of students say they would purchase **SmartBook** over print alone



reported that **SmartBook** would impact their study skills in a positive way

Mc  
Graw  
Hill  
Education

\*Findings based on a 2015 focus group survey at Pellissippi State Community College administered by McGraw-Hill Education







**POWER**  
**Learning**

**Foundations  
of Student  
Success**

**SECOND EDITION**

**Robert S. Feldman**  
*University of Massachusetts Amherst*



P.O.W.E.R. LEARNING: FOUNDATIONS OF STUDENT SUCCESS, SECOND EDITION

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2017 by McGraw-Hill Education. All rights reserved. Printed in the United States of America. Previous editions © 2014. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 RMN/RMN 1 0 9 8 7 6

ISBN 978-0-07-784214-7 (student edition)

MHID 0-07-784214-6 (student edition)

ISBN 978-1-259-69913-9 (annotated instructor's edition)

MHID 1-259-69913-7 (annotated instructor's edition)

Senior Vice President, Products & Markets: *Kurt L. Strand*  
Vice President, General Manager, Products & Markets: *Michael Ryan*  
Vice President, Content Design & Delivery: *Kimberly Meriwether David*  
Director: *Scott Davidson*  
Director, Product Development: *Meghan Campbell*  
Executive Director of Development: *Ann Torbert*  
Executive Marketing Manager: *Keari Green*  
Product Developer: *David Ploskonka*  
Digital Product Developer: *Kevin White*  
Digital Product Analyst: *Thuan Vinh*  
Senior Director, Content Design & Delivery: *Terri Schiesl*  
Executive Program Manager: *Mary Conzachi*  
Senior Content Project Manager: *Danielle Clement*  
Senior Buyer: *Sandy Ludovissy*  
Senior Designer: *Debra Kubiak*  
Senior Content Licensing Specialist (Image): *Shawntel Schmitt*  
Content Licensing Specialist (Text): *Lori Slattery*  
Cover Image: © *Paul Bradbury/Getty Images*  
Typeface: *11/13 STIX Mathjax Main*  
Compositor: *SPi Global*  
Printer: *R. R. Donnelley*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

**Library of Congress Cataloging-in-Publication Data**

Names: Feldman, Robert S. (Robert Stephen), 1947- author.  
Title: P.O.W.E.R. learning : foundations of student success / Robert S.  
Feldman.

Other titles: POWER learning

Description: Second edition. | New York, NY : McGraw-Hill Education, [2017]

Identifiers: LCCN 2015047126 | ISBN 9780077842147 (alk. paper)

Subjects: LCSH: College student orientation. | Study skills. | Life skills. |  
Success.

Classification: LCC LB2343.3 .F439 2017 | DDC 378.1/98—dc23

LC record available at <http://lcn.loc.gov/2015047126>

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill, and McGraw-Hill does not guarantee the accuracy of the information presented at these sites.

# Dedication

To my students, who make teaching a joy.

# About the Author

## ROBERT S. FELDMAN



Bob Feldman still remembers those moments of being overwhelmed when he started college at Wesleyan University. “I wondered whether I was up to the challenges that faced me,” he recalls, “and—although I never would have admitted it at the time—I really had no idea what it took to be successful at college.”

That experience, along with his encounters with many students during his own teaching career, led to a life-long interest in helping students navigate the critical transition that they face at the start of their own college careers. Professor Feldman, who went on to receive a doctorate in psychology from the University of Wisconsin–Madison, is now Deputy Chancellor and Professor of Psychological and Brain Sciences at the University of Massachusetts Amherst. He is founding director of *POWER Up for Student Success*, the first-year experience course for incoming students.

Professor Feldman’s proudest professional accomplishment is winning the College Outstanding Teaching Award at UMass. He also has been named a Hewlett Teaching Fellow and was Senior Online Instruction Fellow. He has taught courses at Mount

Holyoke College, Wesleyan University, and Virginia Commonwealth University.

Professor Feldman is a Fellow of the American Psychological Association, the Association for Psychological Science, and the American Association for the Advancement of Science. He is a winner of a Fulbright Senior Research Scholar and Lecturer award and has written over 200 scientific articles, book chapters, and books. His books, some of which have been translated into Spanish, French, Portuguese, Dutch, Japanese, and Chinese, include *Improving the First Year of College: Research and Practice*; *Understanding Psychology*, 12/e; and *Development Across the Life Span*, 7/e. His research interests encompass the study of honesty and truthfulness in everyday life, development of nonverbal behavior in children, and the social psychology of education. His research has been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research.

With the last of his three children completing college, Professor Feldman occupies his spare time with pretty decent cooking and earnest, but admittedly unpolished, piano playing. He also loves to travel. He lives with his wife, who is an educational psychologist, in a home overlooking the Holyoke mountain range in western Massachusetts.

# Brief Table of Contents

<b>1</b>	P.O.W.E.R. Learning: Becoming an Expert Student	1
<b>2</b>	Making the Most of Your Time	33
<b>3</b>	Taking Notes	58
<b>4</b>	Taking Tests	81
<b>5</b>	Reading and Remembering	109
<b>6</b>	Choosing Your Courses and Academic Program	136
<b>7</b>	Technology and Information Competency	166
<b>8</b>	Transfer Strategies: Making the Leap from Community College to a Four-Year School	198
<b>9</b>	Diversity and Relationships	226
<b>10</b>	Money Matters	250
<b>11</b>	Juggling: Stress, Family, and Work	279
<b>12</b>	Careers	299
	<b>A Final Word</b>	328
	Glossary	329
	Endnotes	333
	Index	335





# Table of Contents

## 1 P.O.W.E.R. Learning: Becoming an Expert Student 1

<b>Looking Ahead</b>	2	<b>Try It! 4:</b> Examining the Causes of Success and Failure	14
<b>Why Go to College?</b>	2	 WORKING IN A GROUP	14
<b>Try It! 1:</b> Why Am I Going to College?	3	<b>Rethink</b>	15
<b>Journal Reflections</b>		<b>Career Connections</b>	
My School Experiences	5	P.O.W.E.R. Learning and the World of Work	17
<b>P.O.W.E.R. Learning: The Five Key Steps to Achieving Success</b>	5	<b>Discovering Your Learning Styles</b>	18
<b>Prepare</b>	6	<b>Try It! 5:</b> What's Your Receptive Learning Style?	
<b>Try It! 2:</b> Setting Measurable Objectives	8	 PERSONAL STYLES	20
<b>Try It! 3:</b> What Are Your Goals?	9	<b>Speaking of Success</b>	
<b>Organize</b>	10	Albertina Abouchar	28
<b>Course Connections</b>		<i>Looking Back</i>	29
Looking at the Big Picture	11	<i>Key Terms and Concepts</i>	29
<b>Work</b>	11	<i>Resources</i>	30
Evaluate	13	<b>The Case of . . .</b>	
		College Daydreams	32




## 2 Making the Most of Your Time 33

<b>Looking Ahead</b>	34	<b>Organize:</b> Mastering the Moment	39
<b>Time for Success</b>	34	<b>Try It! 3:</b> Set Priorities	42
<b>Try It! 1:</b> Find Your Time Style		<b>Journal Reflections</b>	
 PERSONAL STYLES	35	Where Does My Time Go?	44
<b>Prepare:</b> Learning Where Time Is Going and Where It Should Go	35	<b>Work:</b> Controlling Time	46
<b>Try It! 2:</b> Create a Time Log	36	<b>Try It! 4:</b> Identify Your Time Busters	
<b>Set Your Priorities</b>	38	 WORKING IN A GROUP	49
<b>Course Connections</b>		<b>Career Connections</b>	
Study Time: How Much Is Enough?	39	On-the-Job Time Management	51
		<b>Evaluate:</b> Checking Your Time	52

Rethink: Reflecting on Your Personal Style of Time Management	52	Key Terms and Concepts	55
<b>Speaking of Success</b>		Resources	55
Chuong Dang	54	<b>The Case of . . .</b>	
Looking Back	55	The Vanishing Hours	57



### 3 Taking Notes 58


---

<b>Looking Ahead</b>	59	Rethink: Activating Your Memory	70
<b>Taking Notes in Class</b>	59	<b>Try It! 3:</b> Evaluate Your Class Notes	71
Prepare: Considering Your Goals	59	 WORKING IN A GROUP	
<b>Journal Reflections</b>		<b>Taking Notes as You Study</b>	72
How Do I Take Notes?	61	<b>Try It! 4:</b> Mapping Your Notes	75
<b>Organize:</b> Getting the Tools of Notetaking Together	61	<b>Career Connections</b>	
<b>Work:</b> Processing—Not Copying—Information	62	Taking Notes on the Job: Meetings of the Minds	76
<b>Try It! 1:</b> Determine Your Listening Style	63	<b>Speaking of Success</b>	
 PERSONAL STYLES		Yajaira Gijon	77
<b>Try It! 2:</b> Outline a Lecture	67	Looking Back	78
 WORKING IN A GROUP		Key Terms and Concepts	78
<b>Strategies for Using Your Notes</b>	68	Resources	78
Evaluate: Thinking Critically about Your Notes	70	<b>The Case of . . .</b>	
		One Big Mess	80

### 4 Taking Tests 81




---

<b>Looking Ahead</b>	82	<b>Try It! 2:</b> Complete a Test Preparation Checklist	90
<b>Getting Ready</b>	82	<b>Try It! 3:</b> Form a Study Group	92
<b>Journal Reflections</b>		 WORKING IN A GROUP	
How I Feel about Tests	83	<b>Organize:</b> Facing the Day of the Test	93
<b>Prepare:</b> Readying Your Test-Taking Strategies	84	<b>Taking the Test</b>	94
<b>Try It! 1:</b> Measure Your Test-Taking Style	87	<b>Work:</b> Tackling the Test	94
 PERSONAL STYLES		<b>Try It! 4:</b> Understand Action Verbs in Essay Questions	97
<b>Studying for the Test</b>	88	<b>Evaluate:</b> Taking Your Own Final Examination	99
<b>Course Connections</b>		<b>Career Connections</b>	
Special Techniques for Dealing with Math Anxiety	89	Tests for a Lifetime	100

<b>Rethink:</b> The Real Test of Learning	101	<i>Key Terms and Concepts</i>	106
<b>Try It! 5:</b> Take a Test-Taking Test		<i>Resources</i>	106
 <small>WORKING IN A GROUP</small>	103	<i>Answers to the Items in Try It! 5</i>	107
<b>Speaking of Success</b>		<b>The Case of . . .</b>	
Edmund Fixico	105	The Big Freeze	108
<i>Looking Back</i>	106		

## 5 Reading and Remembering 109




---


<b>Looking Ahead</b>	110	<b>Try It! 4:</b> Mark Up a Book Page	
<b>Sharpen Your Reading and Memory Skills</b>	110	 <small>WORKING IN A GROUP</small>	122
<b>Journal Reflections</b>		<b>Try It! 5:</b> Do-It-Yourself Acronyms and Acrostics	
My Reading Preferences	111	 <small>WORKING IN A GROUP</small>	125
<b>Prepare:</b> Approaching the Written Word	112	<b>Try It! 6:</b> The Memory Game	127
<b>Try It! 1:</b> Discover How Advance Organizers Help	113	<b>Evaluate:</b> What Does It Mean? What Do I Know?	128
<b>Try It! 2:</b> Create an Advance Organizer	114	<b>Career Connections</b>	
<b>Organize:</b> Gathering the Tools of the Trade	115	The Job of Reading	130
<b>Try It! 3:</b> Discover Your Attention Span	116	<b>Rethink:</b> Getting It the Second Time	130
 <small>PERSONAL STYLES</small>		<b>Speaking of Success</b>	
<b>Work:</b> Getting the Most Out of Your Reading and Using Proven Strategies to Memorize New Material	117	C'Ardis Gardner	132
<b>Course Connections</b>		<i>Looking Back</i>	133
Textbook Tips: Starting Off on the Right Page	118	<i>Key Terms and Concepts</i>	133
		<i>Resources</i>	133
		<b>The Case of . . .</b>	
		The Way He Studies	135

## 6 Choosing Your Courses and Academic Program 136

---

<b>Looking Ahead</b>	137	<b>Try It! 2:</b> Create a List of Required Courses	143
<b>Making Academic Choices</b>	137	<b>Work:</b> Choosing the Next Term's Courses	144
<b>Prepare:</b> Becoming Familiar with Your Options and Requirements	138	<b>Course Connections</b>	
<b>Try It! 1:</b> Get to Know Your College Advisor	141	What Are Courses <i>Really</i> Like? The Covert College Catalog	145
<b>Organize:</b> Examining What You Have Done and What You Need to Do	142	<b>Evaluate:</b> Deciding Whether You Are in the Classes You Need	146
		<b>Try It! 3:</b> Choose Your Courses	147

Rethink: Learning What You Love and Loving What You Learn	150	<b>Journal Reflections</b>	Focusing on Your Interests	155
<b>Service Learning: Helping Yourself by Helping Others</b>	150	<b>Try It! 6:</b> Identify Major Attractions	 PERSONAL STYLES	158
<b>Try It! 4:</b> Reflect on Your College Experience		<b>Career Connections</b>	Choosing a Job That's Right for You	160
 WORKING IN A GROUP	151	<b>Speaking of Success</b>	Dr. Alexa Irene Canady	162
<b>Choosing Your Academic Program</b>	153	<i>Looking Back</i>		163
<b>Try It! 5:</b> Explore Service-Learning Opportunities		<i>Key Terms and Concepts</i>		163
 WORKING IN A GROUP	154	<i>Resources</i>		163
		<b>The Case of . . .</b>	Program Interference	165
<b>7 Technology and Information Competency</b>				166

<b>Looking Ahead</b>	167	<b>Work:</b> Participating in a Distance Learning Class	183	
<b>Journal Reflections</b>		<b>Evaluate:</b> Considering Your "Classroom" Performance	183	
Could I Live Without Technology?	168	<b>Rethink:</b> Reflecting on What and How You Have Learned	184	
<b>You and Technology</b>	168	<b>Fact Finding: Developing Information Competency</b>	185	
<b>Course Connections</b>		<b>Try It! 4:</b> Work the Web: Information, Please!	191	
Getting the Most Out of Instructors' PowerPoint Presentations	171	<b>Career Connections</b>	Using the Web at Work	193
<b>Using E-Mail Effectively</b>	172	<b>Speaking of Success:</b>	Mara Lee Azlin	194
<b>Try It! 1:</b> Using E-Mail Netiquette	176	<b>Looking Back</b>		195
<b>Distance Learning: Classes without Walls</b>	178	<i>Key Terms and Concepts</i>		195
<b>Try It! 2:</b> Assess Your Course-Taking Style		<i>Resources</i>		196
 PERSONAL STYLES	180	<b>The Case of . . .</b>	Caught in the Web	197
<b>Prepare:</b> Identifying Distance Learning Course Possibilities	181			
<b>Try It! 3:</b> Get Some Distance on the Problem				
 WORKING IN A GROUP	182			
<b>Organize:</b> Obtaining Access to Technology	182			



## 8 Transfer Strategies: Making the Leap from Community College to a Four-Year School 198

---

<b>Looking Ahead</b>	198	<b>Rethink:</b> Reconsidering Your Choices	211
<b>Mastering the Transfer Process</b>	199	<b>Try It! 4:</b> Assessing Your Options	212
<b>Prepare:</b> Making the Decision to Transfer	199	<b>Making the Most of Your Transfer Credits</b>	214
<b>Career Connections</b>			
The Career Benefits of Transferring	201	<b>Making the Move: Mastering the Transition from Old to New College</b>	216
<b>Try It! 1:</b> Why Consider a Transfer?	202		
<b>Organize:</b> Getting It Together: Determining Where to Transfer To	202	<b>Try It! 5:</b> Absorbing the Shock of a Transfer	219
<b>Journal Reflections</b>		<b>Speaking of Success</b>	
Should I Transfer?	205	Jordan M. Miller	222
<b>Try It! 2:</b> Your Transfer Preferences	207	<i>Looking Back</i>	223
<b>Work:</b> Applying to Four-Year Schools	208	<i>Key Terms and Concepts</i>	223
<b>Course Connections</b>		<i>Resources</i>	223
Documenting Your Courses	209	<b>The Case of . . .</b>	
<b>Evaluate:</b> Assessing Your Options	209	The Undercover College Man	225
<b>Try It! 3:</b> Following the Application Trail	210		

## 9 Diversity and Relationships 226



---

<b>Looking Ahead</b>	227	<b>Course Connections</b>	
<b>Living in a World of Diversity</b>	227	Diversity in the Classroom	236
<b>Try It! 1:</b> Determine the Diversity of Your Community	229	<b>Rethink:</b> Understanding How Your Own Racial, Ethnic, and Cultural Background Affects Others	236
<b>Building Cultural Competence</b>	230	<b>Building Lasting Relationships</b>	236
<b>Prepare:</b> Accepting Diversity as a Valued Part of Your Life	230	<b>Communicating in Relationships</b>	239
<b>Journal Reflections</b>		<b>Try It! 3:</b> Switch “You” to “I”	
Thinking about Race, Ethnicity, and Culture	231	 WORKING IN A GROUP	242
<b>Organize:</b> Exploring Your Own Prejudices and Stereotypes	231	<b>Speaking of Success</b>	
<b>Career Connections</b>		Nichole Whitney Philipp	246
Diversity in the Workplace	232	<i>Looking Back</i>	247
<b>Work:</b> Developing Cultural Competence	233	<i>Key Terms and Concepts</i>	247
<b>Try It! 2:</b> Check Your Stereotype Quotient	234	<i>Resources</i>	247
 WORKING IN A GROUP	234	<b>The Case of . . .</b>	
<b>Evaluate:</b> Checking Your Progress in Attaining Cultural Competence	235	The Lose–Lose Team	249




## 10 Money Matters 250


---

<b>Looking Ahead</b>	251	<b>Evaluate:</b> Reviewing Your Budget	263
<b>Building a Financial Philosophy</b>	251	<b>Rethink:</b> Reconsidering Your Financial Options	263
<b>Journal Reflections</b>		<b>Try It! 4:</b> Maintain Your Interest	266
My Sense of Cents	252	<b>Try It! 5:</b> Learn What Your Credit History Shows	267
<b>Managing Your Money</b>	252	<b>Paying for College</b>	268
<b>Try It! 1:</b> Discover Your Personal Financial Philosophy	253	<b>Course Connections</b>	
<b>Career Connections</b>		Getting the Most Out of Your Classes: How Cutting Classes Costs	269
Budgeting on the Job	255	<b>Speaking of Success</b>	
<b>Prepare:</b> Identifying Your Financial Goals	255	Tom Hanks	275
<b>Try It! 2:</b> Identify Your Financial Goals		<i>Looking Back</i>	276
 WORKING IN A GROUP	256	<i>Key Terms and Concepts</i>	276
<b>Organize:</b> Determining Your Expenditures and Income	258	<i>Resources</i>	276
<b>Work:</b> Making a Budget That Adds Up	260	<b>The Case of . . .</b>	
<b>Try It! 3:</b> Determine Your Saving Style		Creative Financing	278
 PERSONAL STYLES	262		

## 11 Juggling: Stress, Family, and Work 279

---

<b>Looking Ahead</b>	280	<b>Keeping Well: Physical Health</b>	288
<b>Living with Stress</b>	280	<b>Try It! 3:</b> Evaluate Your Eating Habits	289
<b>Try It! 1:</b> Assess Your Susceptibility to Stress-Related Illness	282	<b>Course Connections</b>	
<b>Handling Stress</b>	282	Staying Alert in Class	290
<b>Prepare:</b> Reaching Yourself Physically	283	<b>Keeping Well: Mental Health</b>	291
<b>Organize:</b> Identifying What Is Causing You Stress	284	<b>Career Connections</b>	
<b>Work:</b> Developing Effective Coping Strategies	284	Anticipating Job Stress	292
<b>Try It! 2:</b> Look for the Silver Lining		<b>Speaking of Success</b>	
 WORKING IN A GROUP	286	Siyu Lu	295
<b>Evaluate:</b> Asking If Your Strategies for Dealing with Stress Are Effective	287	<i>Looking Back</i>	296
<b>Rethink:</b> Placing Stress in Perspective	287	<i>Key Terms and Concepts</i>	296
		<i>Resources</i>	296
		<b>The Case of . . .</b>	
		The Pile-Up	298

<b>Looking Ahead</b>	300	<b>Acting on Your Career Plans</b>	317
<b>Career Planning</b>	300	<b>Career Connections</b>	
<b>Journal Reflections</b>		Starting Over: Once You Have a Job You Want	318
Thinking about Work	301	<b>Using the Web in Your Job Hunt</b>	319
<b>Prepare:</b> Identifying Your Career Goals	301	<b>Job Interviews: Putting Your Best Foot Forward</b>	320
<b>Try It! 1:</b> Identifying Your Long-Term Career Goals	302	<b>Try It! 4:</b> Interviewing	323
<b>Organize:</b> Finding Career Opportunities	302	<b>Speaking of Success</b>	
<b>Work: Creating a Career Portfolio</b>	305	Geraldine F. Mathey	324
<b>Course Connections</b>		<i>Looking Back</i>	325
Instructors as Career Guides	306	<i>Key Terms and Concepts</i>	325
<b>Try It! 2:</b> Cataloging Your Personal History	308	<i>Resources</i>	325
 WORKING IN A GROUP	308	<b>The Case of . . .</b>	
<b>Try It! 3:</b> Creating a Resume	312	Interviewing Superman	327
<b>Evaluate:</b> Getting Feedback on Your Resume and Cover Letter	315	<b>A Final Word</b>	328
<b>Rethink:</b> Reconsidering Your Career Choices	316		

In the first edition of *P.O.W.E.R. Learning*—the book on which this text is based—I wrote about Mark Johnson, a student whom I encountered early in my teaching career. Smart, articulate, and likable, he certainly wanted to succeed in college, and he seemed every bit as capable as those students who were doing quite well. Yet Mark was a marginal student, someone who allowed multiple opportunities to succeed to pass him by. Although he clearly had the talent necessary to be successful in college—and ultimately in life—he lacked the skills to make use of his talents.

Over the years, I encountered other students like Mark. I began to wonder: Was there a way to teach *every* student how to succeed, both academically and beyond the classroom? *P.O.W.E.R. Learning: Foundations of Student Success* embodies the answer to this question.

Written for instructors who wanted a briefer text and one that would work particularly well at colleges with shorter programs of study, *P.O.W.E.R. Learning: Foundations of Student Success* is based on the conviction that *good students are made, not born*. The central message is that students can be successful in college and later in their careers if they follow the basic principles and strategies presented in this book.

This text is designed to be used by students in courses that promote student success. For many students, the first-year experience course is a literal lifeline. It provides the means to learn what it takes to achieve academic success and to make a positive social adjustment to the campus community.

I wrote *P.O.W.E.R. Learning: Foundations of Student Success* because no existing text provided a systematic framework that could be applied in a variety of topical areas and that would help students to develop learning and problem-solving strategies that would work effectively both in and out of the classroom. The book is an outgrowth of my experience as a college instructor, most of it involving first-year students, combined with my research on the factors that influence learning.

Judging from the response to the earlier versions of this book—now in use at hundreds of colleges and universities around the world, and translated into languages ranging from Chinese to Spanish—the approach embodied in the book resonates with the philosophy and experience of many educators. Specifically, the text provides a framework that students can begin to use immediately to become more effective students. That framework is designed to be

- ▶ Clear, easy to grasp, logical, and compelling, so that students can readily see its merits.
- ▶ Effective for a variety of student learning styles—as well as a variety of teaching styles.
- ▶ Workable within a variety of course formats and for supplemental instruction.
- ▶ Valuable for use in learning communities.
- ▶ Transferable to settings ranging from the classroom to the dorm room to the board room.
- ▶ Effective in addressing both the mind *and* the spirit, presenting cognitive strategies and skills, while engaging the natural enthusiasm, motivation, and inclination to succeed that students carry within them.

Based on comprehensive, detailed feedback obtained from both instructors and students, *P.O.W.E.R. Learning: Foundations of Student Success* meets these aims. The book will help students confront and master the numerous challenges of the college experience through use of the P.O.W.E.R. learning approach, embodied in the five steps of the acronym *P.O.W.E.R.* (*Prepare, Organize, Work, Evaluate, and Rethink*). Using simple—yet effective—principles, *P.O.W.E.R. Learning: Foundations of Student Success* teaches the skills needed to succeed in college and careers beyond.

## The Goals of *P.O.W.E.R. Learning: Foundations of Student Success, 2e*

*P.O.W.E.R. Learning* addresses five major goals:

- ▶ **To provide a systematic framework for organizing the strategies that lead to success in the classroom and careers:** First and foremost, the book provides a systematic, balanced presentation of the skills required to achieve student and career success. Using the *P.O.W.E.R.* framework and relying on proven strategies, *P.O.W.E.R. Learning: Foundations of Student Success* provides specific, hands-on techniques for achieving success as a student.
- ▶ **To offer a wide range of skill-building opportunities:** *P.O.W.E.R. Learning: Foundations of Student Success* provides a wealth of specific exercises, diagnostic questionnaires, case studies, and journal writing activities to help students to develop and master the skills and techniques they need to become effective learners and problem solvers. *Readers learn by doing.*
- ▶ **To demonstrate the connection between academic success and career success:** Stressing the importance of *self-reliance* and *self-accountability*, the book demonstrates that the skills required to be a successful student are tied to career and personal success as well.
- ▶ **To develop critical thinking skills:** Whether to evaluate the quality of information found on the Internet or in other types of media, or to judge the merits of a position taken by a friend, colleague, or politician, the ability to think critically is more important than ever in this age of information. Through frequent questionnaires, exercises, journal activities, and guided group work, *P.O.W.E.R. Learning: Foundations of Student Success* helps students to develop their capacity to think critically.
- ▶ **To provide an engaging, accessible, and meaningful presentation:** The fifth goal of this book underlies the first four: to write a student-friendly book that is relevant to the needs and interests of its readers and that will promote enthusiasm and interest in the process of becoming a successful student. Learning the strategies needed to become a more effective student should be a stimulating and fulfilling experience. Realizing that these strategies are valuable outside the classroom as well will provide students with an added incentive to master them.

In short, *P.O.W.E.R. Learning: Foundations of Student Success* gives students a sense of mastery and success as they read the book and work through its exercises. It is meant to engage and nurture students' minds and spirits, stimulating their intellectual curiosity about the world and planting a seed that will grow throughout their lifetime.

# Changes That Make a Difference: New to the Second Edition

The valuable input we have received from *P.O.W.E.R. Learning*'s reviewers, along with the feedback from the tens of thousands of students and the hundreds of instructors who used the prior editions, and classroom testing, have resulted in the addition of new and updated information, reflecting advances in our understanding of what makes students successful and changes in college instruction. The following sample of new and revised topics provides a good indication of the book's currency:

## CHAPTER 1—P.O.W.E.R. LEARNING: BECOMING AN EXPERT STUDENT

- ▶ New material on “Growth Mindset”
- ▶ Activities optimized for Connect

## CHAPTER 2—MAKING THE MOST OF YOUR TIME

- ▶ Material reorganized to balance section length
- ▶ Revised material on procrastination and balancing school and life, including childcare demands and eldercare demands

## CHAPTER 3—TAKING NOTES

- ▶ Material reorganized to balance section length
- ▶ New material on Strategies for Using Your Notes

## CHAPTER 4—TAKING TESTS

- ▶ Material reorganized to balance section length and increase clarity
- ▶ New material covering digital study groups and online classes
- ▶ Activities optimized for Connect

## CHAPTER 5—READING AND REMEMBERING

- ▶ Content on Reading and Memory combined into a single chapter and updated, strengthening coverage of both topics
- ▶ Activities optimized for Connect

## CHAPTER 6—CHOOSING YOUR COURSES AND ACADEMIC PROGRAM

- ▶ Material reorganized to balance section length
- ▶ Activities optimized for Connect
- ▶ Updates to factor in new job market data and school options

## CHAPTER 7—TECHNOLOGY AND INFORMATION COMPETENCY

- ▶ Material reorganized to balance section length and clarity
- ▶ Section expanded on Evaluating the Information You Find on the Web



- ▶ New and revised material on Distance Learning and Online Classes
- ▶ New material on Social Media Etiquette and Personal Brand Management
- ▶ Updates for current technology and security

#### CHAPTER 8—TRANSFER STRATEGIES

- ▶ Updates to data pertaining to degrees and job salaries

#### CHAPTER 9—DIVERSITY AND RELATIONSHIPS

- ▶ Material reorganized to balance section length and clarity
- ▶ Material on Diversity expanded

#### CHAPTER 10—MONEY MATTERS

- ▶ Reorganized to prioritize Building a Financial Philosophy
- ▶ Content on Credit Cards updated
- ▶ Activities optimized for Connect
- ▶ College funding information updated

#### CHAPTER 11—JUGGLING: STRESS, FAMILY, AND WORK

- ▶ Reorganized to create sections on Physical Health and Mental Health
- ▶ Activities optimized for Connect
- ▶ Material in Keeping Well expanded

#### CHAPTER 12—CAREERS

- ▶ Data on occupations updated
- ▶ Coverage of Resumes and Cover Letters updated

More than ever before, the concept of “student” is changing. The idea that a student encompasses a cross-section of 18-year-olds attending a four-year university no longer applies as universally as it once did.

Students are also

Employees

Employers

Co-workers

Parents

Friends

Siblings

Little League coaches

Taxi drivers

Overworked

Overcommitted

Overwhelmed

The list can probably go on from there. What else are you?

The purpose of this text is to take the P.O.W.E.R. framework, which has been proven effective, and apply it to a different type of student. While understanding your own study habits is important, how to study in a dorm is not information that every student needs. Just as our ideas of students are evolving, so can the texts that serve them.

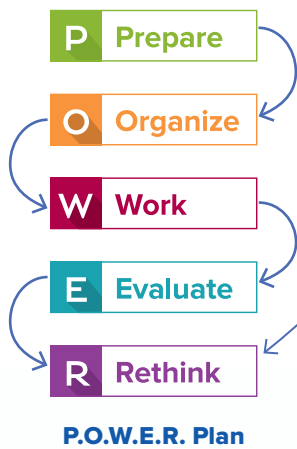
We want all students to understand what it takes to be successful in school, life, and career. By providing a context that applies to students in a variety of educational models, we can better foster connections between the classroom and the professional arena. The educational conversation this text facilitates should speak to students who are more than just . . . students.

# Succeed Now

School + Career + Life

# Text Features: Achieving the Goals of Learning

*P.O.W.E.R. Learning* provides a systematic framework for organizing the strategies that lead to success



Each chapter utilizes the principles of the **P.O.W.E.R. system (Prepare, Organize, Work, Evaluate, and Rethink)**, so students can clearly see how easy it is to incorporate this effective process into their everyday routine. The P.O.W.E.R. Plan illustration highlights the key steps for the corresponding chapter material.

The goals of *P.O.W.E.R. Learning: Foundations of Student Success* are achieved through a consistent, carefully devised set of features common to every chapter. Students and faculty endorsed each of these elements.

Week of:	Weekly Timetable						Week #:
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
6-7 a.m.							
7-8 a.m.							
8-9 a.m.							
9-10 a.m.							
10-11 a.m.							
11-12 noon							
12 noon-1 p.m.							
1-2 p.m.							
2-3 p.m.							
3-4 p.m.							
4-5 p.m.							
5-6 p.m.							
6-7 p.m.							
7-8 p.m.							
8-9 p.m.							
9-10 p.m.							
10-11 p.m.							
11 p.m.-12 midnight							
12 midnight-1 a.m.							
1-2 a.m.							
2-3 a.m.							
3-4 a.m.							
4-5 a.m.							
5-6 a.m.							

**figure 2.3**  
**Weekly Timetable**  
Make a single copy of this blank timetable. Then fill in your regular, predictable time commitments. Next, make as many copies as you need to cover each week of the term. Then, for each week, fill in the date on the left and the number of the week in the term on the right, and add in your irregular commitments.

table 4.3	Action Words for Essays
These words are commonly used in essay questions. Learning the distinctions among them will help you answer essay questions effectively.	
<b>Analyze:</b>	Examine and break into component parts.
<b>Clarify:</b>	Explain with significant detail.
<b>Compare:</b>	Describe and explain similarities.
<b>Compare and contrast:</b>	Describe and explain similarities and differences.
<b>Contrast:</b>	Describe and explain differences.
<b>Critique:</b>	Judge and analyze, explaining what is wrong—and right—about a concept.
<b>Define:</b>	Provide the meaning.
<b>Discuss:</b>	Explain, review, and consider.
<b>Enumerate:</b>	Provide a listing of ideas, concepts, reasons, items, etc.
<b>Evaluate:</b>	Provide pros and cons of something; provide an opinion and justify it.
<b>Explain:</b>	Give reasons why or how; clarify, justify, and illustrate.
<b>Illustrate:</b>	Provide examples; show instances.
<b>Interpret:</b>	Explain the meaning of something.
<b>Justify:</b>	Explain why a concept can be supported, typically by using examples and other types of support.
<b>Outline:</b>	Provide an overarching framework or explanation—usually in narrative form—of a concept, idea, event, or phenomenon.
<b>Prove:</b>	Using evidence and arguments, convince the reader of a particular point.
<b>Relate:</b>	Show how things fit together; provide analogies.
<b>Review:</b>	Describe or summarize, often with an evaluation.
<b>State:</b>	Assert or explain.
<b>Summarize:</b>	Provide a condensed, precise list or narrative.
<b>Trace:</b>	Track or sketch out how events or circumstances have evolved; provide a history or timeline.

Handy, updated reference charts appear throughout the text for quickly accessing and organizing important material.

But every minute you invest now in organizing your time will pay off in hours that you will save in the future.

- Follow these steps in completing your schedule:
- Start with the master calendar, which shows all the weeks of the term on one page. Write on the master calendar every class assignment you have for the entire term, noting it on the date that it is due. Also include major events or work, such as days when you might need to work overtime. In addition, include important activities from your personal life, drawn from your list of priorities. For instance, if your spouse or child has a performance or sporting event you want to attend, be sure to mark it down.

which are more free-form and may have several possible answers, short-answer and fill-in questions are usually quite specific, requiring only one answer.

Use both the instructions for the questions and the questions themselves to determine the level of specificity that is needed in an answer. Try not to provide too much or too little information. Usually, brevity is best.

Multiple-choice questions. If you've ever looked at a multiple-choice question and said to yourself, "But every choice seems right," you understand what can be tricky about this type of question. However, there are some simple strategies that can help you deal with multiple-choice questions.

# P.O.W.E.R. Learning offers a wide range of skill-building opportunities

Every chapter offers numerous Try It! activities for gaining hands-on experience with the material covered in the chapter. These include questionnaires, self-assessments, and group exercises to do with classmates.

**1** | **Try It!** P O W E R

### Determine the Diversity of Your Community

Try to assess the degree of diversity that exists in your community. *Community* can be a loosely defined term, but for this Try It! think of it as the group of people you encounter and interact with on a regular basis. When thinking of diversity, remember to include the many different ways in which people can be different from one another, including race, ethnicity, culture, sexual orientation, physical challenges, and so on.

1. List all of the groups in your community. Overall, how diverse would you say your community is?
2. Are there organizations in your community that promote diversity or work to raise the visibility and understanding of particular groups?
3. How diverse is your college's student body in terms of different racial, ethnic, or cultural groups? (You may be able to find statistics for this on your college's website.)
4. Is your college community more or less diverse than your community at large? Why do you think this might be?
5. How does the diversity in your community compare to the following statistics for the United States (as of the 2010 census)? White, 72 percent; Hispanic or Latino, 16 percent; black or African American, 13 percent; Asian, 5 percent; two or more races, 3 percent; American Indian and Alaska Native, .9 percent; Native Hawaiian and other Pacific Islander, .2 percent; other race, 6 percent. (Note: These percentages add up to more than 100 percent because Hispanics may be of any race and are therefore counted under more than one category.)

Every chapter includes an updated list of the three types of **resources** that are useful in finding and utilizing information relevant to the chapter: on-campus resources, books, and websites. This material helps students study and retain important concepts presented in the chapter, as well as guides future inquiry.

### [ RESOURCES ]

**AT SCHOOL**

Anyone who feels he or she is facing discrimination based on race, gender, ethnic status, sexual orientation, or national origin should contact a college official *immediately*. Sometimes there is a specific office that handles such complaints. If you don't know which campus official to contact, speak to your academic advisor or someone in the dean's office and you'll be directed to the appropriate person. The important thing is to act and not to suffer in silence. Discrimination not only is immoral, but is against the law.

### Course Connections

#### Staying Alert in Class

If you're having trouble staying alert and—even worse—staying awake in class, the best solution is to get more sleep. Short of that, there are several strategies you can try to help you stay awake:

- Throw yourself into the class. Pay close attention, take notes, ask questions, and generally be fully engaged in the class. You should do this anyway, but making a special effort when you're exhausted can get you through a period of fatigue.
- Sit up straight. Pinch yourself. Stretch the muscles in different parts of your body. Fidget. Any activity will help you thwart fatigue and feel more alert.
- Eat or drink something cold in class (if your school and instructor permit it). The mere activity of eating a snack or drinking can help you stay awake.
- Avoid heavy meals before class. Your body's natural reaction to a full stomach is to call for a nap—the opposite of what you want to achieve.
- Stay cool. Take off your coat or jacket and sit by an open window. If it's warm, ask your instructor if there's a way to make the classroom cooler.
- Take off one shoe. This creates a temperature difference, which can be helpful in keeping you awake.

Every chapter includes a **Course Connections** box that shows students how to use the chapter's content to maximize their success in particular classes.

The goals of *P.O.W.E.R. Learning: Foundations of Student Success* are achieved through a consistent, carefully devised set of features common to every chapter. Students and faculty endorsed each of these elements.

# P.O.W.E.R. Learning demonstrates the connection between academic success and success beyond the classroom

The **Career Connections** feature links the material in the chapter to the world of work, demonstrating how the strategies discussed in the chapter are related to career choices and success in the workplace.

Career Connections

## Choosing a Job That's Right for You

It's a question no family member can resist asking, and one that you've probably asked yourself: What kind of work are you going to do when you graduate?

Happily, it's a question you don't have to answer, at least not yet. Although some students know from their first day in college what they want to do (and actually choose their college on that basis), many—perhaps most—don't decide on a career path until late in their academic career.

And that's fine. After all, one of the reasons you are in college is to expose yourself to the universe of knowledge. In one sense, keeping your options open is a wise course. You don't want to prematurely narrow your options and discard possibilities too early. And even if you're quite sure in your choice of careers, it doesn't hurt to explore new possibilities.

In the Career Connections features in previous chapters, we've discussed various strategies for exploring future professions. Here, in summary, are some steps to take to identify a career:

- 1. Clarify the goal of your search.** There's no single perfect career choice. Some people search for the ideal career, assuming that they need to identify the one and only career for which they have been destined. The reality is that there are many careers they could choose that would make them equally happy and satisfied.
  - Start with what you already know about yourself. You've already done a lot of mental work toward narrowing down a profession. Do you hate the sight of blood? Then you're probably well aware you're not cut out to be a nurse or veterinary assistant. Does the sight of a column of numbers bring an immediate yawn? Count out accounting and statistics.
  - Awareness of your likes and dislikes already puts you on the road to identifying a future career. Knowing what you don't want to do helps identify what you do want to do and narrows down the kinds of occupations for which you're more suited.
- 2. Gather information.** The more you know about potential careers, the better. Examine career-planning materials, read industry profiles, and visit relevant websites (such as the excellent Department of Labor site at [www.bls.gov/oco/](http://www.bls.gov/oco/)). Talk with career counselors. Discuss your options with people who work in professions in which you're interested. Find out how they chose their career, how they got their current job, and what advice they have for you.
  - In addition, consider participating in an internship in a profession that you think might be attractive. Internships are off-campus, temporary work situations that permit you to obtain experience in a particular field. They are not always paid, but in many cases they can substitute for a course. For example, you might be able to receive three college credits for spending 10 hours a week at a work site during the course of a term.
  - Internships are an excellent way to learn about a profession, up close and personal. Working as an intern will let you know the kinds of things employees do on a day-to-day basis and the responsibilities and duties of the profession you're interested in. You can gain experiences that you would not be able to get on campus.
- 3. Narrow down your choices.** Once you've gathered enough information to give yourself a reasonable comfort level, narrow down the choices. If it's early in your college career, you don't need to make up your mind. If it's late and you feel the pressure to choose, then make the decision. Just do it. Remember, there's no single, absolutely correct decision; there are many right decisions.
  - Whatever it is you ultimately choose as a career, think of it only as a first step. As the average life span continues to lengthen due to advances in medical technology, most people will pass through several careers during the course of their lives. By periodically taking stock of where you are and considering your goals, you'll be in a position to make career changes that bring you closer to your ideal.

## Speaking of Success



**NAME:** C'Ardiss Gardner  
**SCHOOL:** South Seattle Community College  
**HOME:** Seattle, Washington

Source: Courtesy of C'Ardiss Gardner

**W**hen C'Ardiss Gardner began college, she was already familiar with challenge. She became a mother at age 16 and chose to finish high school while working two jobs to support her infant. Despite the challenges, Gardner not only finished her high school requirements early but also had enough credits to start at the local community college. When she started at South Seattle Community College, not only was she taking classes, but she was working two part-time jobs. But eventually, she was forced to delay her college plans to take a third job to support herself. For three years she juggled work and child rearing.

But Gardner also had plans. She got married and reenrolled at South Seattle. After graduating with her associate's degree, she was accepted to four-year colleges around the country. She decided to move her family to the East Coast to attend Yale University. Gardner graduated from Yale with a B.A. in African-American Studies. She and her family returned to Seattle, where she now is raising three children, working as the registrar of a prep school, and studying for a master's degree in education at Seattle University.

"Attending school as an African-American student with a small child was very challenging. I did not come from a community that supported or encouraged kids like me to go to college," said Gardner.

"Even something as simple as writing was enough to set me apart from the other students, who had spent years learning how to write at a college level. I had to learn those things, and it was very difficult," she noted. "One of the most important things I learned was to access as many resources as I could to help learn skills I was lacking. Professors offered help by reading my drafts before I turned essays or papers in. By accepting help, I was able to improve my writing skills and improve my grades."

The skills Gardner developed while at South Seattle Community College laid the groundwork for her future academic success and became the foundation upon which she has been able to build the rest of her life. Not only has she been able to continue her education, but she plans to use her skills to help pave the way for other students to access education.

**[RETHINK]**

- How do you think Gardner's reading skills helped her achieve her academic successes?
- What types of resources do you think Gardner accessed to help her develop learning skills?

Many new **Speaking of Success** articles have been added that profile real-life success stories. Some of these people are well-known individuals, whereas others are current students or recent graduates who have overcome academic difficulties to achieve success. In addition, **critical thinking questions** end each **Speaking of Success** profile.

**From the Perspective of . . .**  
 This feature highlights how the lessons learned in this course impact you both now and in your future career. Created to show the correlation between academic and professional life, these features answer the question of why this course matters and how it will impact student growth long after graduation.


## From the perspective of . . .

**A STUDENT** Time logs can be helpful tools when determining how you spend your time; they can also help you find more time for the activities you enjoy doing. What areas of your life do you wish you had more time to spend on?

### » LO 2-2 Set Your Priorities

By this point you should have a good idea of what's taking up your time. But you may not know what you should be doing instead.

To figure out the best use of your time, you need to determine your priorities. **Priorities** are the tasks and activities you need and want to do, rank-ordered from most important to least important. There are no right or wrong priorities; you have to decide for yourself what you wish to accomplish. Maybe spending time on your studies is most important to you, or working to earn more money, or maybe your top priority is spending time with your family. Only you can decide. Furthermore, what's



**priorities**  
 The tasks and activities that one needs and wants to do, rank-ordered from most important to least important.

Source: © Richard Drury/Photodisc/Getty Images



# P.O.W.E.R. Learning helps you develop critical thinking skills

The growing number of military veterans entering college is reflected in the text. Emphasis on their unique situation and transition into academic life is highlighted.

## posttraumatic stress disorder (PTSD)

A psychological disorder in which a highly stressful event has long-lasting consequences that may include reexperiencing the event in vivid flashbacks or dreams.

**Multitask.** Don't draw strict limits regarding what you do and when. If you have a free 20 minutes at your job, use the time to catch up on reading for classes. When your children are napping, see if there is work for your job you can accomplish at home. You don't want to fill every spare minute with work, but you want to take advantage of the gaps in your hectic day.

## Posttraumatic Stress Disorder (PTSD)

Some students who have been exposed to severe personal stressors experience **posttraumatic stress disorder**, or **PTSD**, in which a highly stressful event has

## Journal Reflections

### My Reading Preferences

Think about what you like and don't like to read by answering these questions.

1. Do you read for pleasure? If so, what do you read (e.g., magazines, newspapers, novels, humor, short stories, nonfiction, illustrated books)?
2. What makes a book enjoyable? Have you ever read a book that you "couldn't put down"? If so, what made it so good?
3. What is the most difficult book you are reading this semester? Why is it difficult? Are you enjoying it?
4. Think about when you read for pleasure compared with when you read material for a class. How does the way you read differ between the two types of material?
5. How well do you remember the last book or magazine you read for pleasure? Do you remember it better than your last college reading assignment? Why do you think this might be?

The **Journal Reflections** feature provides students with the opportunity to keep an ongoing journal, making entries relevant to the chapter content. Students are asked to reflect and think critically about related prior experiences. These conclude with questions designed to elicit critical thinking and exploration.

Each chapter ends with a **case study (The Case of . . .)** to which the principles described in the chapter can be applied. Case studies are based on situations that students might themselves encounter. Each case provides a series of questions that encourage students to consider what they've learned and to use critical thinking skills in responding to these questions.

## The Case of . . . The Way He Studies

Roger Chen is working on his degree in criminal justice. He always begins a reading assignment by looking over the learning objectives for that day's chapter, something his professor stresses. Then he begins reading, using a highlighter to underline the important stuff, usually about every third sentence. He studies with headphones on because he read somewhere that music improves your concentration. And he usually has a basketball game on his laptop—no sound—which he checks every time he finishes reading a page or two. He likes to draw arrows

from tables and charts to the material they represent. In fact, he likes to doodle. His margins are filled with the definitions of key terms and lots of pictures of dragons. Roger is not big on note cards or writing notes outside the book. "Keep it simple" is his motto. Right before a test, he skims through the highlighted material and looks over the charts and tables. He sometimes gives himself a short quiz aloud on the key words of the chapter. Roger does okay. He never fails a test, but he never gets more than a low B either.

1. What study techniques is Roger using that can help him understand and retain the material? How would you advise him to make the most of the techniques he's using?
2. What should Roger change to make his study habits more effective and efficient?
3. What new study techniques would you suggest to Roger to improve his performance in his courses?
4. What techniques might Roger use to memorize long lists or other key material from his reading?
5. How might Roger effectively use writing as a way to stay focused on his reading?

# P.O.W.E.R. Learning provides an engaging, accessible, and meaningful presentation

An appealing design and visual presentation highlight large, clear photos carefully selected to show the diversity of students as well as the latest in technological aids and devices.

Chapter-opening scenarios describe an individual grappling with a situation that is relevant to the subject matter of the chapter. Readers will be able to relate to these vignettes, which feature students running behind schedule, figuring out a way to keep up with reading assignments, or facing a long list of vocabulary words to memorize.

**W**hy on earth does a lab technician have to know algebra? wondered Chandra Farris. Yet here she was, nearing completion of her associate's degree, promised a position at the hospital of her dreams when she graduated—and the only obstacle in her path was a final algebra test. Her last test before graduation. She had paid attention in class, made notes carefully, worked with a study group, and asked questions of her professor, and still she felt that every algebra

concept she had ever struggled to understand was waiting to ambush her on this test. No two ways about it, this test—tomorrow's test—struck her with terror. She kept reading and rereading her notes and her textbook, and time kept passing. Sleep seemed a remote possibility. She knew it was useless to keep force-feeding her brain for the sake of this one test, but she couldn't escape the feeling that her entire career, her whole future, was on the line.

## Looking Ahead

Although many tests are not as critical as Chandra Farris's algebra final, tests do play a significant role in everyone's academic life. Students typically experience more anxiety over tests than over anything else in their college careers. If you're returning to college after a long break, or perhaps struggled with tests earlier in your academic career, you may find the prospect of taking a test especially intimidating. But tests don't have to be so anxiety producing. There are strategies and techniques you can learn to reduce your fear of test taking. In fact, learning how to take tests is in some ways as important as learning the content that they cover. Taking tests effectively does not just involve mastering information; it also requires mastering specific test-taking skills. One of the most important goals of this chapter is to take the mystery out of the whole process of taking tests. To do that, you'll learn about the different types of tests and strategies you can start using even before you take a test. You'll gain insight into how different kinds of tests work and how best to approach them, and you'll also learn about the various types of test questions and strategies for responding most effectively to each type. This chapter also explores two aspects of test taking that may affect your performance: test anxiety and cramming. You will learn ways to deal with your anxiety and keep cramming to a minimum—but you will also learn how to make the most of cramming, if you do have to resort to it. The chapter ends with suggestions for evaluating your performance toward the end of a test and for using what you learn to improve your performance the next time around.

## »LO4.1 Getting Ready

Tests may be the most unpopular part of college life. Students hate them because they produce fear, anxiety, apprehension about being evaluated, and a focus on grades instead of learning for learning's sake. Instructors often don't like them very much either, because they produce fear, anxiety, apprehension about being evaluated, and a focus on grades instead of learning for learning's sake. That's right. Students and instructors dislike tests for the very same reasons. But tests are also valuable. A well-constructed test identifies what you know and what you still need to learn. Tests help you see how your performance compares with that of others. And knowing that you'll be tested on a body of material is certainly likely to motivate you to learn that material more thoroughly.

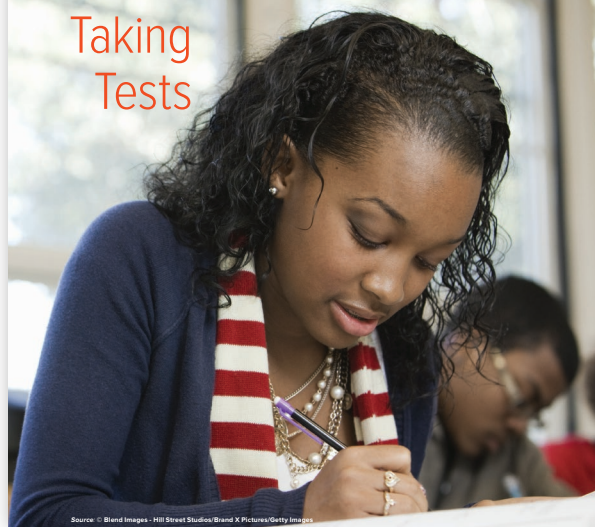
## Learning Outcomes

By the time you finish this chapter you will be able to

- »LO4.1 Identify the kinds of tests you will encounter in college.
- »LO4.2 Explain the best ways to prepare for and take various kinds of tests.
- »LO4.3 Analyze the best strategies for answering specific kinds of test questions.

CHAPTER  
**4**

## Taking Tests



Key terms appear in boldface in the text and are defined in a hyperlink to the glossary. In addition, they are listed in a **Key Terms and Concepts** section at the end of the chapter.

## [ KEY TERMS AND CONCEPTS ]

Academic honesty (p. 99)  
Cramming (p. 91)

Educated guessing (p. 98)  
Plagiarism (p. 99)

Study groups (p. 90)  
Test anxiety (p. 87)

All of these reviewed and tested features are designed not only to help students understand, practice, and master the core concepts presented in this text, but also to collectively support the main goals and vision of this text, as demonstrated here:

## The P.O.W.E.R. Resources

The same philosophy and goals that guided the writing of *P.O.W.E.R. Learning: Foundations of Student Success* led to the development of a comprehensive teaching package. Through a series of focus groups, questionnaires, and surveys, we asked instructors what they needed to optimize their courses. We also analyzed what other publishers provided to make sure that the ancillary materials accompanying *P.O.W.E.R. Learning: Foundations of Student Success* would surpass the level of support to which instructors are accustomed. As a result of the extensive research that went into devising the teaching resources, we are confident that whether you are an instructor with years of experience or are teaching the course for the first time, this book's instructional package will enhance classroom instruction and provide guidance as you prepare for and teach the course.

## Print Resources

### ANNOTATED INSTRUCTOR'S EDITION

The Annotated Instructor's Edition (AIE), prepared by Joni Webb Petschauer and Cindy Wallace of Appalachian State University, contains the full text of the student edition of the book with the addition of notes that provide a rich variety of teaching strategies, discussion prompts, and helpful cross-references to the Instructor's Resource Manual. The AIE has been completely redesigned in an effort to provide more frontline teaching assistance.

### INSTRUCTOR'S RESOURCE MANUAL

Written by Joni Webb Petschauer and Cindy Wallace of Appalachian State University with additional contributions from experienced instructors across the country, this manual provides specific suggestions for teaching each topic, tips on implementing a first-year experience program, handouts to generate creative classroom activities, audiovisual resources, sample syllabi, and tips on incorporating the Internet into the course.

### CUSTOMIZE YOUR TEXT

*P.O.W.E.R. Learning: Foundations of Student Success* can be customized to suit your needs. The text can be abbreviated for shorter courses and can be expanded to include semester schedules, campus maps, additional essays, activities, or exercises, along with other materials specific to your curriculum or situation. Chapters designed for student athletes, transferring students, and career preparation are also available.

## Human Resources

### WORKSHOPS WITH AUTHOR AND AUTHOR TEAM

Are you faced with the challenge of launching a first-year experience course on your campus? Would you like to invigorate your college success program, incorporating the most recent pedagogical and technological innovations? Is faculty recruitment an obstacle to the success of your program? Are you interested in learning more about the P.O.W.E.R. system?

Workshops are available on these and many other subjects for anyone conducting or even just considering a first-year experience program. Led by author Robert

Feldman; *P.O.W.E.R. Learning: Foundations of Student Success* Instructor's Resource Manual authors Joni Webb Petschauer and Cindy Wallace; or one of the McGraw-Hill P.O.W.E.R. Learning consultants, each workshop is tailored to the needs of individual campuses or programs. For more information, contact your local representative, or e-mail us at [student.success@mheducation.com](mailto:student.success@mheducation.com).

## Digital Resources

### LASSI: LEARNING AND STUDY STRATEGIES INVENTORY

The LASSI is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to skill, will, and self-regulation components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes, and beliefs that relate to successful learning and that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions.

The LASSI is available in print or online at [www.hhpublishing.com](http://www.hhpublishing.com). Ask your McGraw-Hill sales representative for more details.

### IMPLEMENTING A STUDENT SUCCESS COURSE

This innovative web content assists you in developing and sustaining your Student Success course. Features include a “how to” guide for designing and proposing a new course, with easy-to-use templates for determining budget needs and resources. Examples of model programs are provided from two-year, four-year, and career schools. The site explores course goals, such as orientation and retention, and provides research data to support your proposal. Also included are materials to help sustain your course, such as faculty development programs and online resources.

### MCGRAW-HILL CONNECT®

*CONNECT*® offers a number of powerful tools and features to make managing assignments easier, so faculty can spend more time teaching. With *Connect*, students can engage with their coursework anytime and anywhere, making the learning process more accessible and efficient.

### LEARNSMART

**LearnSmart** is an adaptive study tool proven to strengthen memory recall, increase class retention, and boost grades. Students are able to study more efficiently because they are made aware of what they know and don't know. Real-time reports quickly identify the concepts that require more attention from individual students—or the entire class.

### SMARTBOOK

**SmartBook** is the first and only adaptive reading experience designed to change the way students read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. As a student engages with SmartBook, the reading experience continuously adapts by highlighting content based on what the student knows and doesn't know. This ensures that the focus is on the content he or she needs to learn, while simultaneously promoting long-term retention of material. Use SmartBook's

real-time reports to quickly identify the concepts that require more attention from individual students—or the entire class. The end result? Students are more engaged with course content, can better prioritize their time, and come to class ready to participate.

### **MCGRAW-HILL CAMPUS™**

McGraw-Hill Campus™ is a new one-stop teaching and learning experience available to users of any learning management system. This institutional service allows faculty and students to enjoy single-sign-on (SSO) access to all McGraw-Hill Higher Education materials, including the award-winning McGraw-Hill *Connect* platform, from directly within the institution's website. McGraw-Hill Campus provides faculty with instant access to teaching materials (e.g., eTextbooks, test banks, PowerPoint slides, animations, and learning objectives), allowing them to browse, search, and use any ancillary content in our vast library. Students enjoy SSO access to a variety of free products (e.g., quizzes, flash cards, narrated presentations) and subscription-based products (e.g., McGraw-Hill *Connect*). With McGraw-Hill Campus, faculty and students will never need to create another account to access McGraw-Hill products.



# The POWER to Succeed!

## The POWER of Support!

Let the McGraw-Hill Student Success Team support your course with our workshop program.

- ▶ Planning to develop a first-year experience course from scratch?
- ▶ Reenergizing your first-year experience course?
- ▶ Trying to integrate technology in your class?
- ▶ Exploring the concept of learning communities?

We offer a range of author- and consultant-led workshops that can be tailored to meet the needs of your institution.

Our team of experts, led by *P.O.W.E.R. Learning: Foundations of Student Success* author Robert Feldman, can address issues of course management, assessment, organization, and implementation. How do you get students to commit to your program? How do you achieve support from your institution? How can you evaluate and demonstrate the effectiveness of your first-year experience course? These are questions that every program faces. Let us help you to find an answer that works for you.

Other workshop topics may include

- ▶ Classroom Strategies for Enhancing Cultural Competence: The P.O.W.E.R. of Diversity
- ▶ Using Learning Styles in the Classroom
- ▶ Creating Student Success Courses Online
- ▶ Motivating Your Students

To schedule a workshop, please contact your local McGraw-Hill representative. Alternately, contact us directly at [student.success@mheducation.com](mailto:student.success@mheducation.com) to begin the process of bringing a P.O.W.E.R. Learning workshop to you.

## The POWER to Create Your Own Text!

Do you want to

- ▶ Cover only select chapters?
- ▶ Personalize your book with campus information (maps, schedules, registration materials, etc.)?
- ▶ Add your own materials, including exercises or assignments?
- ▶ Address specific student populations, such as student athletes and transferring students?

*P.O.W.E.R. Learning: Foundations of Student Success* can be customized to suit your needs.\*

\* Orders must meet our minimum sales unit requirements.

## WHY CUSTOMIZE?

Perhaps your course focuses on study skills and you prefer that your text not cover life issues such as money matters, health and wellness, or information on choosing a major. Whatever the reason, we can make it happen, easily. McGraw-Hill Custom Publishing can deliver a book that perfectly meets your needs.

## WHAT WILL MY CUSTOM BOOK LOOK LIKE?

Any chapters from the *P.O.W.E.R. Learning: Foundations of Student Success* book that you include will be in full color. Additional materials can be added between chapters or at the beginning or end of the book in black and white. Binding (paperback, three-hole punch, you name it) is up to you. You can even add your own custom cover to reflect your school image.

## WHAT CAN I ADD?

Anything! Here are some ideas to get you started:

- ▶ **Campus map** or anything specific to your school: academic regulations or requirements, syllabi, important phone numbers or dates, library hours.
- ▶ **Calendars** for the school year, for local theater groups, for a concert series.
- ▶ **Interviews** with local businesspeople or your school's graduates in which they describe their own challenges and successes.
- ▶ **Your course syllabus or homework assignments** so your students have everything they need for your course under one cover and you don't have to make copies to hand out.

## SPECIAL CHAPTERS DESIGNED FOR THE UNIQUE NEEDS OF YOUR STUDENTS!

Several additional chapters are available for your customized text and have been designed to address the needs of specific student populations.

- ▶ *Strategies for Success for Student Athletes.* This chapter discusses the unique challenges of student athletes, such as managing school and team pressures, using resources and understanding eligibility, and knowing when and how to ask for help. It also addresses special concerns such as burnout, dealing with injury, and hazing.
- ▶ *Making Good Decisions.* This chapter focuses on strategies for improving decisions and effective problem solving. In addition, it discusses how to recognize and correct problems that affect critical thinking.

## HOW DO I CREATE A CUSTOM BOOK?

The secret to custom publishing is this: Custom Publishing Is Simple!

## HERE ARE THE BASIC STEPS:

- ▶ You select the chapters you would like to use from *P.O.W.E.R. Learning: Foundations of Student Success* with your McGraw-Hill sales representative.
- ▶ Together, we discuss your preferences for the binding, the cover, etc., and provide you with information on costs.
- ▶ We assign your customized text an ISBN and your project goes into production. A custom text will typically publish within 6–8 weeks of the order.

- ▶ Your book is manufactured and it is put into inventory in the McGraw-Hill distribution center.
- ▶ You are sent a free desk copy of your custom publication.
- ▶ Your bookstore calls McGraw-Hill's customer service department and orders the text.

**You select what you want—we handle the details!**

Contact us:

Canada: 1-905-430-5034

United States: 1-800-446-8979

E-mail: [student.success@mheducation.com](mailto:student.success@mheducation.com)

I am indebted to the many reviewers of *P.O.W.E.R. Learning* who provided input at every step of development of the book and the ancillary package. These dedicated instructors and administrators provided thoughtful, detailed advice, and I am very grateful for their help and insight. They include the following:

Judith Lynch, Kansas State University; Dr. G. Warlock Vance, Randolph Community College; Leah Graham, Broward College; Sara Henson, Central Oregon Community College; Jamie Jensen, Boise State University; Barbara West, Central Georgia Technical College; Pauline Nugent, Missouri State University; Rob Bertram, Bradley University; Anne Knop, Manor College; Ashley Stark, Dickinson State University; Christie Carr, Austin Community College; Andrea Smith, Florida Gateway College; Dale S. Haralson, Hinds Community College; Donna Burton, NC State University; Norman Smith, Eckerd College; Sam Mulberry, Bethel University; Diane Fox, Saint Mary's College; Amy Hassenpflug, Liberty University; Mary Beth Willett, University of Maine; Jennifer Clevenger, Virginia Tech; Heidi Zenie, Three Rivers Community College; Jeffrey Hall, Ashford University; Jennifer Scalzi-Pesola, American River College, Sierra; Jarlene DeCay, Cedar Valley College; Beverly Dile, Elizabethtown Community and Technical College; Linda Girouard, Brescia University; Malinda Mansfield, Ivy Tech Community College; Karlene Prophete, Palm Beach State College; Kelley Butler Heartfield, Ivy Tech Community College; Stephen Coates-White, South Seattle College; Erin Wood, Catawba College; Cari Kenner, St. Cloud State University; Amanda Bond, Georgia Military College–Columbus; Alex E. Collins, Miami Dade College; Erik Christensen, South Florida State College; J. Andrew Monahan, Suffolk County Community College; Chad Brooks, Austin Peay State University; Cindy Stewart, Blue Ridge CTC; Sherri Stepp, Marshall University; Amy Colon, SUNY Sullivan; Darla Rocha, San Jacinto College; Suzanne F. Pearl, Miami Dade College, Wolfson Campus; Kalpana Swamy, Santa Fe College; Rebecca Samberg, Housatonic Community College; Jeannette McClendon, Napa Valley College; Jeri O'Bryan-Losee, Morrisville State College; Donna Ragauckas, Santa Fe College; Professor Terry Rae Gamble, Palm Beach State College; Barbara Putman, Southwestern Community College; Nikita Anderson, University of Baltimore; Maria Christian, Oklahoma State University Institute of Technology; Alexandra Lis, Miami Dade College, Kendall Campus; Kim Cobb, West Virginia State University; Kim Thomas, Polk State College; Michael Turner, Northern Virginia Community College; Candace Weddle, The South Carolina School of the Arts at Anderson University; Elizabeth Kennedy, Florida Atlantic University; Ronda Jacobs, College of Southern Maryland; Kim Crockett, West Georgia Technical College; Melissa Woods, Hinds Community College; Joe French, Columbia Southern University and Waldorf College; Faye Hamrac, Reid State Technical College; Jyrece McClendon, Palm Beach State College; Aubrey Moncrieffe, Jr., Housatonic Community College; Karen Jones, Zane State College; Peggy Whaley, Murray State University; Marilyn Olson, Chicago State U; Joyce McMahan, Kansas City, Kansas Community College; Kaye Young, Jamestown Community College; Diana Ivankovic, Anderson University; Joseph, Ivy Tech Community College; Matt Kelly,

Murray State University; Ronda Dively, Southern Illinois University–Carbondale; Dr. Julia Cote, Houston Community College; Beverly Russell, College of Southern Maryland; Donna Hanley, Kentucky Wesleyan College; Shane Williamson, Lindenwood University; Cheyanne Lewis, Blue Ridge Community and Technical College; Linda Randall, Georgia Southwestern State University; Linda Gannon, College of Southern Nevada (CSN); Ronnie Peacock, Edgewood Community College; Deborah Vance, Ivy Tech Community College; Melinda Berry, Trinity Valley Community College; Sandy Lory-Snyder, Farmingdale State College; Melody Hays, South College–Asheville; Dwedor Ford, Central State University; Kim Smokowski, Bergen Community College; Dr. Brenda Tuberville, Rogers State University; Professor Jeannie Gonzalez, Miami Dade College, Kendall Campus; Joyce Kevetos, Palm Beach State College; Kelly S. Moor, Idaho State University; Brad Broschinsky, Idaho State University; Debbie Gilmore, Temple College; Miriam Chiza, North Hennepin Community College; Paul Hibbitts, Jr., Central Georgia Technical College; Mark Hendrix, Palm Beach State College; Laurie Sherman, Community College of Rhode Island; Pamela Moss, Midwestern State University; Alison Collman, Palm Beach State College; Julie Hernandez, Rock Valley College; Nina M. Scaringello, Suffolk County Community College–Grant Campus; Dr. J. Brown, Temple College, Temple, Texas; Stephen Phelps, Temple College; Yvonne Mitkos, Southern Illinois University Edwardsville; Annette Fields, University of Arkansas at Pine Bluff; Christopher L. Lau, Hutchinson Community College; Mary Davis, Angelina College; Pat Wall, Isothermal Community College; Winifred Ferguson Adams, Angelina College; Barbara A. Sherry, Northeastern Illinois University; Jose L. Saldivar, The University of Texas–Pan American; Dr. Michael J. Alicea, Miami Dade College; Karen Nelson, Craven Community College; Jennifer Boyle, Davidson County Community College; Dianna Stankiewicz, Anderson University; Brent Via, Virginia Western Community College; Brent Jackson, Central Carolina Technical College; Professor Lottie T. McMillan, Miami Dade College, North Campus; John Pigg, Tennessee Technical University; Andrea Serna, National American University; Mirjana M. Brockett, Georgia Institute of Technology; Linda McCuen, Anderson University; Charlene Latimer, Daytona State College; Eleanor Paterson, Erie Community College; Keri Keckley, Crowder College; June DeBoer, Calvin College; Chareane Wimbley-Gouveia, Linn-Benton Community College; Ross Bandics, Northampton Community College; Gloria Alexander, Bowie State University; Bickerstaff, Holmes; Scott H. O’Daniel, Ivy Tech Community College; Lourdes Delgado, Miami Dade College; Julie Bennett, Central Methodist University; Miriam McMullen-Pastrick, Penn State Erie; Kay Flowers, Idaho State University; Joseph Kornoski, Montgomery County Community College; Jacqui Slinger, Bluffton University; Mark A. Dowell, Randolph Community College; Eva Menefee, Lansing Community College; Shari Waldrop, Navarro College; Liese A. Hull, University of Michigan; Jenny Beaver, Rowan-Cabarrus Community College; Kenneth Christensen, University of Southern Mississippi; Susan Bossa, Quincy College; Daniel Thompson, CSU Long Beach; Betty Stack, Rowan Cabarrus Community College; Kristin Asinger, University of Pittsburgh–Bradford; Carmalita M. Kemayo, EdD, University of Illinois Springfield; MaryJo Slater, Community College of Beaver County; Jeannette Sullivan, Palm Beach State College; Michael Corrison, Southeast Kentucky Community and Technical College.



The students in my own First-Year Experience courses (some of whom are shown here) provided thoughtful and wise advice. I thank them for their enthusiasm and eager willingness to provide constructive feedback.

Professors Cindy Wallace and Joni Webb Petschauer of Appalachian State University wrote the Instructor's Resource Manual and provided notes and tips for the Annotated Instructor's Edition. I thank both of them for their enthusiasm, good ideas, dedication, and friendship.

Edward Murphy, Ed.D., an educational testing expert, helped develop the exercises in the book, and I'm grateful for his excellent work.

John Graiff was a great help on every level in putting this book together, and I thank him for his willingness to go the extra mile.

I am proud to be part of an extraordinary McGraw-Hill editorial, marketing, and sales team. My publisher, Scott Davidson, has brought enthusiasm and intelligence to the project, and I welcome his good work, support, and friendship. I am also grateful to David Ploskonka, product developer who worked on the project, whose keen editorial eyes, creativity, and wealth of good ideas have improved this book significantly. I would also like to thank team members Danielle Clement, senior content project manager; Debra Kubiak, senior designer; and Kevin White, digital product developer, who helped modify and create the P.O.W.E.R. series digital content.

There are several folks who, while no longer officially working on the project, still patiently answer my queries and offer their advice, for which I am extremely grateful. Andy Watts made superb contributions in extending the reach of *P.O.W.E.R. Learning*, and I'm very grateful for his work and even more for his friendship. Phil Butcher, Thalia Dorwick, David Patterson, Allison McNamara, and Alexis Walker were part of the team that developed the book, and I'm ever thankful for their efforts. Above all, I'm grateful to Rhona Robbin, the first development editor on the project, and sponsoring editor Sarah Touborg, who provided the impetus for the book. Certainly, the pages of *P.O.W.E.R. Learning* continue to reflect their many contributions.

Without a doubt, there is no better publishing group in the business than the one that worked on *P.O.W.E.R. Learning*. I count myself extremely lucky not only to have found myself a part of this world-class team, but to count each of them as friends.

In the end, I am eternally indebted to my family, both extended and immediate. Sarah, Jeff, and Lilia; Josh, Julie, and Naomi; Jon, Leigh, Alex, Miles; and of course Kathy, thank you for everything.



*P.O.W.E.R. Learning* author Bob Feldman and some of his First-Year Experience program participants.

**Robert S. Feldman**



# Dear Student

Congratulations! You are at the beginning of an academic journey that will impact your future in ways you can only imagine. This text and this course are designed to help make that journey as meaningful and enriching as possible. As you begin this chapter of your life, remember that you are not alone.

Every first-year student (like many returning students) encounters challenges. Whether it be juggling family, work, and school or preparing for a test, the challenges you face are daunting.

This is where *P.O.W.E.R. Learning: Foundations of Student Success* comes in. It is designed to help you to master the challenges you'll face in school as well as in life after graduation. The P.O.W.E.R. Learning system—which is based on five key steps embodied in the word P.O.W.E.R. (Prepare, Organize, Work, Evaluate, and Rethink)—teaches strategies that will help you become a more successful student and that will give you an edge in attaining what you want to accomplish in life.

But it's up to you to make use of the book. Familiarize yourself with the features of the book (described above) and use the built-in learning aids within the book, on the accompanying website, and in Connect. By doing so, you'll maximize the book's usefulness and get the most out of it.

Finally, I welcome your comments and suggestions about *P.O.W.E.R. Learning: Foundations of Student Success*, as well as about the website that accompanies the book. You can write me at the Chancellor's Office at the University of Massachusetts, Amherst, Massachusetts 01003. Even easier, send me an e-mail message at [feldman@chancellor.umass.edu](mailto:feldman@chancellor.umass.edu). I will write back!

*P.O.W.E.R. Learning: Foundations of Student Success* presents the tools that can maximize your chances for academic and life success. But remember that they're only tools, and their effectiveness depends on the way in which they are used. Ultimately, you are the one who is in charge of your future. Make the journey a rewarding, exciting, and enlightening one!

**Robert S. Feldman**

## Learning Outcomes

By the time you finish this chapter you will be able to

- » **LO1-1** Explain the benefits of a college education.
- » **LO1-2** Identify the basic principles of P.O.W.E.R. Learning.
- » **LO1-3** Identify your learning styles and how they affect your academic success.

# P.O.W.E.R. Learning: Becoming an Expert Student



**I**t is 4:00 p.m. Bonnie Rojas wakes up her husband, Theo, by tugging on his sock. Although he only got into bed at noon, he rises and puts on his uniform as Bonnie changes clothes herself. She is just coming in from her job as a part-time legal assistant, and he is dressing for class, before he starts his night shift as a trainee corrections officer.

Before leaving for school and work, he helps Bonnie prepare dinner and does some homework. He is taking evening courses at a community college in the hope of attaining a degree in criminology. Tonight he has to deal with two classes: Sociology and Legal Principles in Corrections, both of which require a lot of memorization

and quizzes. He plans to do some cramming on the bus to school.

Bonnie also is a student. She is working toward an associate's degree in paralegal studies. Every semester, Bonnie and Theo coordinate their work and class schedules carefully.

As Theo heads out the door, he worries about the frantic pace of their lives, calculating how little time he and Bonnie actually spend together. Although he never admits it to Bonnie, he wonders if he can really succeed as a student and if he will ever find a real job in corrections. Closing the door, he says to himself, "I just have to do this, though I'm not really sure how or if I'm going to make it."

## Looking Ahead

Whether academic pursuits are a struggle or come easily to you . . . whether you are returning to college or attending for the first time . . . whether you are gaining new skills for your current job or are starting on a whole new career path—college is a challenge. Every one of us has concerns about our capabilities and motivation, and new situations—like starting college—make us wonder how we'll succeed.

That's where this book comes in. It is designed to help you learn the best ways to approach the challenges you'll face, not just in college but in your career and life too. It will teach you practical strategies, hints, and tips that can lead to success, all centered on an approach to achieving classroom and career success: P.O.W.E.R. Learning.

This book is designed to be useful in a way that is different from other college texts. It presents information in a hands-on format. It's meant to be used, not just read. Write on it, underline words and sentences, use a highlighter, circle key points, and complete the questionnaires right in the book. The more exercises you do, the more you'll benefit from the book. Remember, this is a book of practical tools to help you not only during college but throughout your career and in your everyday life, so it's a good idea to invest your time here and now. If the learning techniques you master here become second nature, the payoff will be enormous.

This first chapter lays out the basics of P.O.W.E.R. Learning. It will also help you figure out the way you learn best and how you can use your personal learning style to study more effectively.

## » LO 1-1 Why Go to College?

Congratulations. You're in college.

But why? Although it seems that it should be easy to answer this question, for most people it's not. The reasons people go to college vary from the practical ("I need new skills for my job"), to the lofty ("I want to build a better life for my family"), to the vague ("Why not?—I don't have anything better to do"). Consider your own reasons for attending college, as you complete **Try It! 1**.

It's likely that one of your top reasons for attending college is to further your career. In fact, surveys of first-year college students at all types of institutions



## Why Am I Going to College?

Place 1, 2, and 3 by the three most important reasons that you have for attending college:

- I want to get a good job when I graduate.
- I want to make my family proud.
- I couldn't find a decent job.
- I want to try something different.
- I want to get ahead at my current job.
- I want to pursue my dream job.
- I want to improve my reading and thinking skills.
- I want to become a more cultured person.
- I want to meet new people from different backgrounds.
- I want to make more money.
- I want to learn more about things that interest me.
- A mentor or role model encouraged me to go.
- I want to prove to others that I can succeed.

Now consider the following:

- What do your answers tell you about yourself?
- What reasons besides these did you think about when you were applying to college?
- How do you think your reasons compare with those of other students who are starting college with you?

show that the vast majority say they want to learn about things that interest them, get training for a specific career, land a better job, and make more money (see **Figure 1.1**). Statistics clearly demonstrate that a college education helps people find better jobs. On average, college graduates earn about 75 percent more than high school graduates over their working lifetime. That difference adds up: Over the course of their working lifetimes, college graduates earn close to a million dollars more than those with only a high school degree. Furthermore, as jobs become increasingly complex and technologically sophisticated, college will become more and more of a necessity.

But even if you feel the only reason you're in college is to help your career prospects, remember that the value of college extends far beyond dollars and cents. Consider these added reasons for pursuing a college education:

- ▶ **You'll learn to think critically and communicate better.** Here's what one student said about his college experience after he graduated: "It's not about what you major in or which classes you take. . . . It's really about learning to think and to communicate. Wherever you end up, you'll need to be able to analyze and solve problems—to figure out what needs to be done and do it."<sup>1</sup>

Education improves your ability to see situations and think about them more clearly. It helps you understand the world—understand it as it is now, and prepare to understand it as it will be.

figure 1.1

### Choosing College

These are the reasons that first-year college students most often gave for why they enrolled in college, when asked in a national survey.

Source: The American Freshman: National Norms for 2012,” published by American Council on Education and University of California at Los Angeles Higher Education Research Institute.



- ▶ **You’ll be able to better deal with advances in knowledge and technology that are changing the world.** Genetic engineering . . . drugs to reduce forgetfulness . . . increased use of robots . . . computers that respond to our thoughts. No one knows what the future will hold, but you can prepare for it through a college education. Education can provide you with intellectual tools that you can apply regardless of the specific situation in which you find yourself.
- ▶ **You’ll acquire skills and perspectives that will shape how you deal with new situations and challenges.** The only certainty about how your life will unfold is that you will be surprised at what is in store for you. College prepares you to deal with the unexpected that characterizes all our lives.
- ▶ **You’ll be better prepared to live in a world of diversity.** The racial and ethnic composition of the United States is changing rapidly. Whatever your ethnicity, chances are you’ll be working and living with people whose backgrounds, lifestyles, and ways of thinking may be entirely different from your own.

You won’t be prepared for the future unless you understand others and their cultural backgrounds—as well as how your own cultural background affects you.
- ▶ **You’ll make learning a lifelong habit.** College isn’t the end of your education. There’s no job you’ll have that won’t change over time, and you’ll be required to learn new skills. College starts you down the path to lifelong learning.

To help you attain these benefits, it’s time to introduce you to a process that will help you achieve success, both in college and in later life: P.O.W.E.R. Learning.

# Journal Reflections



## My School Experiences

Throughout this book, you will be given opportunities to write out your thoughts. These opportunities—called Journal Reflections—offer a chance to think critically about the chapter topics and record your personal reactions to them. As you create your reflections, be honest—to yourself and to your instructor.

Completing these Journal Reflections provides a variety of benefits. Not only will you be able to mull over your past and present academic experiences, you'll also begin to see patterns in the kind of difficulties—and successes!—you encounter. You'll be able to apply solutions that worked in one situation to others. And one added benefit: You'll get practice in writing.

If you save these entries and return to them later, you may be surprised at the changes they record over the course of the term. You can write them out.

1. Think of one of the successful experiences you've had during your previous years in school or on the job. What was it?
2. What made the experience successful? What did you learn from your success?
3. Think of an experience you had in school that did not go as you had hoped, and briefly describe it. Why did it occur?
4. What could you have done differently? What did you learn from it?
5. Based on these experiences of success and failure, what general lessons did you learn that could help you to be more successful in the future, both in the classroom and in your career?

## » LO1-2 P.O.W.E.R. Learning: The Five Key Steps to Achieving Success

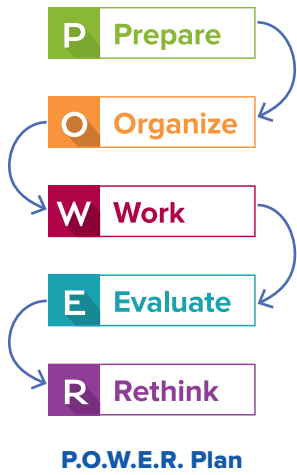
**P.O.W.E.R. Learning** itself is merely an acronym—a word formed from the first letters of a series of steps—that will help you take in, process, and make use of the information you'll acquire in college. It will help you to achieve your goals, both while you are in college and later, after you graduate.

**Prepare, Organize, Work, Evaluate, and Rethink.** That's it. It's a simple but effective framework. By using the P.O.W.E.R. Learning framework (illustrated in the P.O.W.E.R. Plan diagram), you will increase your chances of success at any

### P.O.W.E.R. Learning

A system designed to help people achieve their goals, based on five steps: Prepare, Organize, Work, Evaluate, and Rethink.





task, from writing a college paper to buying weekly groceries to filling out a purchase order.

Keep this in mind: P.O.W.E.R. Learning isn't a product that you can simply pull down off the bookshelf and use without thinking. P.O.W.E.R. Learning is a process, and you are the only one who can make it succeed. Without your personal investment in the process, P.O.W.E.R. Learning consists of just words on paper.

Relax, though. You already know each of the elements of P.O.W.E.R. Learning, and you may discover that you are already putting this process, or parts of it, to work for you. You've applied and been accepted into college. You may also have held down a job, started a family, and paid your monthly bills. Each of these accomplishments required the use of the P.O.W.E.R. Learning methods. What you'll be doing throughout this book is becoming more aware of these methods and how you can use them to help you in situations you will face in college and your career.

**P Prepare**

Chinese philosopher Lao Tzu said that travelers taking a long journey must begin with a single step.

But before they even take that first step, travelers need to know several things: what their destination is, how they're going to get there, how they'll know when they reach the destination, and what they'll do if they have trouble along the way.



Everyone goes to school for their own reasons. Gwen recently visited a friend in the hospital and was struck by how much she wanted to be a part of the health-care community. John has survived several rounds of layoffs at his job and wants to make himself more marketable.

Sources: © Commercial Eye/The Image Bank/Getty Images; Nick White/Digital Vision/Getty Images

In the same way, you need to know where you're headed as you embark on the academic journeys involved in college. Whether it be a major, long-term task, such as landing a new and better job, or a more limited activity, such as getting ready to complete a paper due in the near future, you'll need to prepare for the journey.

## Setting Goals

Before we seek to accomplish any task, all of us do some form of planning. The trouble is that usually we make our plans without conscious thought, as if we were on autopilot. However, the key to success is to make sure that planning is systematic.

The best way to plan systematically is to use goal-setting strategies. In many cases, goals are clear and direct. It's obvious that our goal in washing dishes is to have the dishes end up clean. We know that our goal at the gas station is to put gas in the car's tank. We go to the post office to buy stamps and mail letters.

Other goals are not so clear-cut. In fact, often the more important the task—such as going to college—the more complicated our goals may be.



### *From the perspective of . . .*

**A STUDENT** What goals did you set when you decided to go school? What can you do to ensure that you meet these goals?

Source: © Cathy Yeulet/Hemera/Getty Images Plus/Getty Images

What's the best way to set appropriate goals? Here are some guidelines:

- ▶ **Set both long-term and short-term goals.** **Long-term goals** are aims relating to major accomplishments that take some time to achieve. **Short-term goals** are relatively limited steps on the road to accomplishing your long-term goals. For example, one of the primary reasons you're in college is to achieve the long-term goal of helping your career. But to reach that goal, you have to accomplish a series of short-term goals, such as completing a set of required courses and earning your degree. Even these short-term goals can be broken down into shorter-term goals. In order to complete a required course, for instance, you have to accomplish short-term goals such as completing a paper, taking several tests, and so on.
- ▶ **Make goals realistic and attainable.** Someone once said, "A goal without a plan is but a dream." We'd all like to win gold medals at the Olympics or become CEO of Nike or write best-selling novels. Few of us are likely to achieve such goals.

Be honest with yourself. There is nothing wrong with having big dreams. But it is important to be realistically aware of all that it takes to achieve them. If our long-term goals are unrealistic and we don't achieve them, the big danger is that we may reason—incorrectly—that we are inept

#### long-term goals

Aims relating to major accomplishments that take some time to achieve.

#### short-term goals

Relatively limited steps toward the accomplishment of long-term goals.

"Goal setting, as far as I can see it, is simply a state of mind, a way of thinking about things. A goal setter makes sure he accomplishes what he needs to accomplish."

Gottesman, G. (1994). *College Survival*. New York: Macmillan. P. 70.

## Setting Measurable Objectives

Try your hand at turning the following broad goals into *measurable* achievement objectives. To give you an example, the first one is filled in.

Broad Goal	Measurable Objectives
1. I want to quit smoking.	1. By 6 months from now, I will reduce my cigarette smoking from 2 packs a day to ½ pack a day, and by 12 months, I will be down to zero.
2. I need to stop wasting time on the Internet when I'm supposed to be working.	
3. I wish I had time to read more and be better informed.	
4. I'm feeling out of touch with my family and friends. I have to do something about it.	
5. I used to have hobbies. Now I don't do anything for fun.	

and lack ability and use this as an excuse for giving up. If goals are realistic, we can develop a plan to attain them, spurring us on to attain more.

- ▶ **State goals in terms of behavior that can be measured against current accomplishments.** Goals should represent some measurable change from a current set of circumstances. We want our behavior to change in some way that can usually be expressed in terms of numbers—to show an increase (“raise my grade point average 10 percent”) or a decrease (“reduce wasted time by two hours each week”); or to be maintained (“keep in touch with my out-of-town friends by sending four e-mail messages each month”), developed (“participate in one workshop on job interview skills”), or restricted (“reduce my cell phone expenses 10 percent by texting less”).

**Try It! 2** and **Try It! 3** are designed to help you create a workable framework for goal achievement in your everyday life and your college life. Try It! 2 focuses on restating the broad, vague everyday goals we all set in our minds as measurable achievement objectives. Try It! 3 focuses on your school-related goals, guiding you in setting manageable short-term goals that will help you reach long-term goals.

- ▶ **Goals should involve behavior over which you have control.** We all want world peace and an end to poverty. Few of us have the resources or capabilities to bring either about. On the other hand, it is realistic to want to work in small ways to help others, such as by volunteering at a local food bank.
- ▶ **Identify how your short-term goals fit with your long-term goals.** Your goals should not be independent of one another. Instead, they should fit together into a larger dream of who you want to be. Every once in a while, step back and consider how what you're doing today relates to the kind of career that you would ultimately want to have.

## What Are Your Goals?

Before you begin any journey, you need to know where you are going. To plan your academic journey—and your later career—you first need to set goals. *Short-term goals* are relatively limited objectives that bring you closer to your ultimate goal. *Long-term goals* are aims relating to major accomplishments that take more time to achieve.

In this Try It!, think about your short- and long-term academic and career goals for a few minutes, and then list them. Because short-term goals are based on what you want to accomplish in the long term, first identify your long-term goals. Then list the short-term goals that will help you reach your long-term goals. An example is provided for each kind of goal:

**Long-Term Goal #1:** Get a college degree

**Related Short-Term Goals:**

- Complete four courses with a grade of B or above each term
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Long-Term Goal #2:** \_\_\_\_\_

**Related Short-Term Goals:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Long-Term Goal # 3:** \_\_\_\_\_

**Related Short-Term Goals:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Long-Term Goal #4:** \_\_\_\_\_

**Related Short-Term Goals:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Long-Term Goal #5:** \_\_\_\_\_

**Related Short-Term Goals:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

After you complete the chart, consider how easy or difficult it was to identify your long-term goals. How many of your long-term goals relate to college, and how many to your future career? Do any of your short-term goals relate to more than one long-term goal?