

Introducing *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life*, Second Canadian Edition

This Canadian text is designed to be used by students in first-year experience courses. 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. If students learn how to do well in their first term of college or university, they build a foundation that will last a lifetime.

P.O.W.E.R. Learning provides a framework that students can begin to use immediately to become more effective students. Having taught first-year experience courses many times, we know this framework had to meet several important criteria. Specifically, it had to be:

- Clear, easy-to-grasp, logical, and compelling, so that students could 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.
- 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, the Second Canadian Edition of *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life* meets these criteria. The book will help students confront and master the numerous challenges of the postsecondary 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* teaches the skills needed to succeed in college or university and careers beyond.

The Goals of the Book

P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life, Second Canadian Edition addresses five major goals.

1. **To provide a systematic framework for organizing the strategies that lead to success.** First and foremost, the book provides a systematic, balanced presentation of the skills required to achieve student success. Using the *P.O.W.E.R.* framework and relying on proven strategies, *P.O.W.E.R. Learning* provides specific, hands-on techniques for achieving success as a student.

2. **To offer a wide range of skill-building opportunities.** *P.O.W.E.R. Learning* 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.*
3. **To demonstrate the connection between academic success and success beyond the classroom.** 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.
4. **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* helps students to develop their capacity to think critically.
5. **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: Strategies for Success in Higher Education and Life* is designed to give 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.

Achieving the Goals of the Book

The goals of *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life*, Second Canadian Edition are achieved through a consistent, carefully devised set of features common to every chapter. Students and faculty endorsed each of these elements. They include the following:

Chapter-opening scenarios.

Each chapter begins with a short vignette, describing 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 (Chapter 2), figuring out a way to keep up with reading assignments (Chapter 7), or facing a long list of French vocabulary words to memorize (Chapter 9).



Looking Ahead sections.

These sections provide a bridge between the opening vignettes and the remainder of the chapter and include orienting questions that lay out the chapter's objectives.

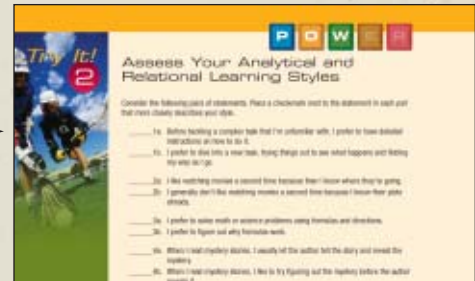


P.O.W.E.R. Plan.

Every chapter includes a figure that summarizes the key activities related to each step of the P.O.W.E.R. process for the major topic discussed in the chapter. The P.O.W.E.R. Plan figures are especially helpful to visually oriented learners.

Try It! activities.

These sections, interspersed throughout the chapter, include written exercises of all types. These activities are keyed to one or more of the steps of P.O.W.E.R.; the relevant steps are indicated by highlighted letters at the top of each *Try It!* There are at least five *Try It!* activities in every chapter, and at least one of these is designated as an in-class, group exercise. Examples of *Try It!* exercises include “Assess Your Analytical and Relational Learning Styles” (Chapter 3), “Take a Test-Taking Test” (Chapter 6), “Discover Your Attention Span” (Chapter 7), and “Identify Your Financial Goals” (Chapter 13).



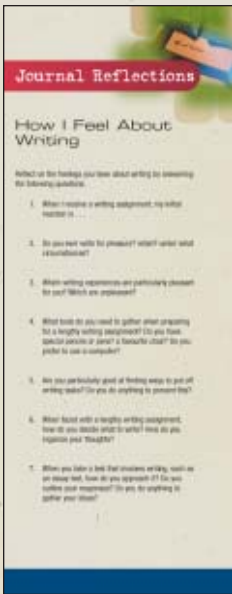
Speaking of Success.

Every chapter includes interviews with individuals who exemplify academic success. Many of these individuals have struggled to overcome difficulties in their personal lives or in school before achieving academic or career success. Students will be able to relate to or identify with the stories told by the people profiled in these sections; some accounts may inspire readers to realize their goals and aspirations.

Career Connections.

This 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. Topics addressed in these sections include narrowing career choices, applying for jobs, and developing workplace listening skills.





Journal Reflections.

This 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. For example, the Journal Reflections in Chapter 8, “How I Feel About Writing,” asks students to reflect on their feelings about the writing process and the one in Chapter 13, “My Sense of Cents” asks students to evaluate their financial savvy after performing a few simple but eye-opening exercises (e.g., “How much money do you now have in your pockets and wallet? [Guess first, and then look.] How close did you come?”).

Running Glossary.

Key terms appear in boldface in the text and are defined in the margins. Key terms are highlighted in colour in the index.



End-of-chapter material.

Each chapter ends with a summary (Looking Back), organized around the orienting questions featured in the Looking Ahead section; a P.O.W.E.R. Portfolio section with suggestions for portfolio submissions; and an annotated list of student resources. These resources include campus offices, relevant supplemental readings, and World Wide Web sites. This material helps students study and retain important concepts presented in the chapter, as well as guiding future inquiry.

P.O.W.E.R. Portfolio.

Each section includes suggestions for submissions to a learning or skills portfolio. This feature allows students to compile a portfolio, which can be used as an evaluation tool for the whole course. Some submissions are revised and edited assignments from the chapters, for example, the Personal Mission Statement from Chapter 3. Students will be able to understand and learn the skills of developing a portfolio, an important tool in goal setting, evaluation, and career development.

Case Study.

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.



What's New and Updated in the Second Canadian Edition?

- Emphasis in *Chapter 1: P.O.W.E.R. Learning: Becoming a Successful Student* revised to focus on benefits of student success/first year experience courses, along with a discussion of ethics as it relates to plagiarism and academic responsibility.
- Goals-Setting Models revised and expanded in *Chapter 2: Making the Most of Your Time*.
- New section on Multiple Intelligences added in *Chapter 3*, including two new *Try It!* exercises.
- *Chapter 4: Using Technology for Information Management* revised to include more information on using technology and how it can help with your studies and research. Includes updated and expanded sections on e-mail etiquette, presentation programs, plagiarism, and distance learning.
- The section on note-taking styles in *Chapter 5* revised to include the Cornell Method. Other revisions include expanded sections on using laptops in class, and a new section on using Multimedia Technology (i.e. Power Points) for note-taking.
- *Chapter 6: Taking Tests* includes revisions to the sections on study groups, practicing tests, and failure with a new *Try It!* — Analyzing Returned Tests.
- Highlights in *Chapter 7: Building Your Reading and Listening Skills* include an updated Reading for Retention section with a discussion of Common Reading Problems.
- New *Try It!* on Evaluating Writing Styles added to *Chapter 8* to further practice the “Rethink” and “Evaluate” portions of the P.O.W.E.R. method. New section on Writing a Resume added, including a sample resume.
- *Chapter 9: Improving Your Memory* revised to include a new discussion on reviewing notes within 48 hours as a memorization method.
- New exercises added in *Chapter 10: Making Decisions That Are Right for You*.
- *Chapter 11: Making Academic Choices* revised to reflect that every academic institution has its own unique system for making academic choices. Links to online inventory websites have also been included.
- *Chapter 12: Getting Along with Others* revised and updated to include further discussion on race, ethnicity and culture.
- *Chapter 13: Money Matters* contains expanded information on credit card debt, child care and student loans, along with a brand new section on student housing.
- New section on stress added to *Chapter 14: Stress, Health and Wellness*, along with discussions of diet fads and alcohol (including a new feature, *Personal Styles Try It!* — “Considering Your Drinking Style”)

- Nine new Speaking of Success features have been added, with others updated with new information on these Canadian success stories.
- All end of chapter resources revised and updated.
- The Case of ... feature has been revised in five chapters, with the feature in *Chapter 4* updated to address plagiarism.

P.O.W.E.R. Tools for Instructors and Students

The same philosophy and goals that guided the writing of *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life*, Second Canadian Edition have informed the development of a *comprehensive, first-rate* set of teaching aids. 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 in the way of teaching aids to make sure that the ancillary materials accompanying *P.O.W.E.R. Learning* would surpass the level of support to which instructors are accustomed.

As a result of the extensive research that went into devising the teaching aids, we are confident that whether you are an instructor with long 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.

Canadian Supplements and Services

An extensive selection of Canadian supplements is available to complement *P.O.W.E.R. Learning*, Second Canadian Edition.



Your Integrated Learning Sales Specialist is a McGraw-Hill Ryerson representative who has the experience, product knowledge, training, and support to help you assess and integrate any of the below-noted products, technology, and services into your course for optimum teaching and learning performance. Whether helping your students improve their grades or putting your entire course online, your *iLearning* Sales Specialist is there to help you do it. Contact your local *iLearning* Sales Specialist today to learn how to maximize all of McGraw-Hill Ryerson's resources!



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Instructor's Manual and Test Bank The Second Canadian edition of this manual contains suggestions for teaching each topic in the text, tips on teaching student success, handouts and transparency masters, audio-visual resources, sample syllabi, tips on the Web, and chapter quizzes.

Online Learning Centre (www.mcgrawhill.ca/college/power) The Instructor Centre includes provides vital support for learning and teaching online. Downloadable supplements such as CBC Videos, the Instructor's Manual and Power Point Slides are available. The Instructor Centre is password protected.

For students, the site includes interactive quizzes, weblinks, and CBC Videos, along with other useful study resources.

PageOut Visit www.mhhe.com/pageout to create a Web page for your course using our resources. PageOut is the McGraw-Hill Ryerson website development centre. This Web page-generation software is free to adopters and is designed to help faculty create an online course, complete with assignments, quizzes, links to relevant websites, and more—all in a matter of minutes.

In addition, content cartridges are available for the course management systems **WebCT** and **Blackboard**. These platforms provide instructors with user-friendly, flexible teaching tools. Please contact your local McGraw-Hill Ryerson *iLearning* Sales Specialist for details.

Full-Colour Customization The Second Canadian edition of *P.O.W.E.R. Learning* can be custom published for your course, either as a briefer text for shorter courses, or expanded with your own course material included. You can add a campus map, calendar, or anything else specific to your school, or readings, articles, or any other material you use in your course. Please contact your McGraw-Hill Ryerson *iLearning* Sales Specialist for details.

Workshops Workshops are available on a variety of topics, including student success, integrating technology into your course, and teacher training. Contact your McGraw-Hill Ryerson *iLearning* Sales Specialist for more information.

Additional Media Resources Available:

For a description of additional media resources available, such as CD-ROMs and video series, please go to the Online Learning Centre at www.mcgrawhill.ca/college/power.



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