

POWER

Learning

Annotated Instructor's Edition

FOURTH EDITION

Strategies for Success in College and Life

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University of Massachusetts–Amherst

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- *Transfer Strategies: Making the Leap from Community College to a Four-Year School.* Designed for the potential transfer student, this chapter looks at the pros and cons of moving beyond a two-year degree and what personal decisions to make. It guides students through the transfer process, including applications, credit transfer, financial assistance, and transfer shock.

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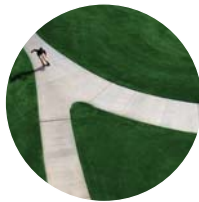
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Preface

In the first edition of *P.O.W.E.R. Learning*, I wrote about Mark Johnson, a student who 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* embodies the answer to this question.

Based on the conviction that *good students are made, not born*, the central message of *P.O.W.E.R. Learning* is that students can be successful in college if they follow the basic principles and strategies presented in this book. Once mastered, these principles and strategies can help students to maximize their accomplishments, both in and out of the classroom.

This 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, they are building a foundation that will last a lifetime.

I wrote *P.O.W.E.R. Learning* because no existing text provides 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 first three editions—now in use at hundreds of colleges and universities in North America and beyond—the approach embodied in the book resonates with the philosophy and experience of many educators. Specifically, *P.O.W.E.R. Learning* 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* 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* teaches the skills needed to succeed in college and careers beyond.

The Goals of *P.O.W.E.R. Learning*

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

- **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.
- **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.*
- **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.
- **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.
- **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 College 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 lifetimes.

Features That Make a Difference

Consistent with the extensive class-testing and reviewing that shaped the previous editions, each chapter in this fourth edition has been reviewed and honed by no fewer than 30 first-year experience instructors. Their responses to the main themes and features in the text have been overwhelmingly positive and supportive, as well as extremely insightful regarding how to improve upon them.

- ***P.O.W.E.R. Profile:*** Because students need to know where they are coming from before they can determine where they are going and how to get there, Chapter 1 contains an assessment tool that provides students with a profile of where they stand—both numerically and graphically—in terms of the key topics of the book. The *P.O.W.E.R. Profile*, which is keyed to the major topics covered in *P.O.W.E.R. Learning*, presents students an opportunity to objectively understand their strengths and weaknesses. By completing the *P.O.W.E.R. Profile* (which they can do in the book or online) at the start of the term and then again at the end of the course, they can clearly see the progress they have made.
- ***Service Learning and Community Service:*** Several chapters address service learning and community service. For example, Chapter 1 discusses the rationale for service learning and community service (page 5), Chapter 9 outlines the benefits to gaining practical experience and choosing an eventual career (page 251), and Chapter 12 discusses them as a way to increase cultural competence (page 338).
- ***Academic Honesty:*** Discussions with many student success instructors—as well as instructors across the spectrum of disciplines—revealed increasing concern with academic honesty and plagiarism. In response, this topic is discussed in several places and contexts, including Chapters 1, 5, 7, and 10.
- ***Making the Most of Technology.*** The increasing emphasis on instructional technology—and the rapid changes in the field—resulted in extensive updating of this chapter. From distance learning to using e-mail effectively, the chapter provides new coverage of working and studying online, developing information competency, blogs, instant messages, and locating and evaluating information on the Web and in libraries.
- ***Course Connections:*** Every chapter includes a *Course Connections* feature. These boxes take the subject matter of a chapter directly into the classroom, showing how students can use the information to maximize their success in particular classes. For example, the time management chapter addresses how much time students should devote to studying (page 39); the chapter on recognizing learning styles shows how students can connect their learning style to that of their instructor (page 74); the memory chapter discusses special memorization techniques for specific courses such as foreign language, math, and science (page 229); and the chapter on decision making addresses ways of demonstrating critical thinking while in class (page 318).
- ***Speaking of Success Interviews:*** These informative and inspiring profiles have been refreshed with some new faces, including former secretary of state Colin Powell on page 88; Yajaira Gijon (Columbia College, Chicago) on page 148; Jordan M. Miller (Surry Community College) on page 209; Chuong Dang (San Diego Mesa College) on page 232; Lindsey Beck (Three Rivers

Community College) on page 352 and Shante Moore (Kansas State University) on page 415.

- **Resources:** Many more potential resources are included throughout the text, and especially within the end-of-chapter *Resources* section for students to explore and utilize.
- **An Overall Streamlining and Tightening of Textual Material.** Every sentence has been reassessed with the goal of making the text even more readable and the vocabulary appropriate for first-year students.

New to the Fourth Edition

The valuable commentary we have received from the text's reviewers, along with the feedback from the tens of thousands of students, 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 a Successful Student

- The chapter has been retitled to reinforce that success comes at many levels
- Revised Try It 2 on college enrollment (page 8)
- Clarified distinctions between Evaluate and Rethink (page 17)
- Extensive list of potential college resources (page 26)

Chapter 2—Making the Most of Your Time

- Refined time log in Try It 2 (page 34)
- Importance of specific, measurable goals (page 38)
- The importance of sleep (page 39)
- The responsibility of elder care (page 51)
- A new *Career Connections* box on time management on-the-job (page 52)
- Importance of goal setting/priorities in time management (page 53)
- Added resource on campus learning centers (page 56)

Chapter 3—Recognizing How You Learn, Who You Are, and What You Value

- Revised terminology for learning styles (page 62)
- Added discussion of Gardner's Multiple Intelligences (page 63)
- New Try It 2 activity on multiple intelligences (page 68)
- New Speaking of Success profile on Colin Powell, former Secretary of State (page 88)

Chapter 4—Taking Notes

- Refined discussion of the Cornell System of Notetaking (page 97)
- Suggestions on using laptops in the classroom (page 99)
- New lecture on the ozone to outline in Try It 2 (page 104)
- Using digital recorders to record lectures (page 109)

Chapter 5—Taking Tests

- Completing short answer/fill-in questions (page 128)
- New note card strategies (page 129)
- Importance of physical health in test-taking (page 131)
- A *Course Connections* box on math anxiety (page 132)
- How to form a study group (page 133)
- Taking online exams (page 137)
- New Speaking of Success profile on Yajaira Gijon from Columbia College, Chicago (page 148)
- Using a campus tutor for math (page 150)

Chapter 6— Building Your Reading Skills

- Revised speed reading discussion (page 157)
- Planning your reading time adequately (page 164)
- Additional information on learning disabilities and legal obligations to provide accommodations (page 171)

Chapter 7—Writing and Speaking

- Value of retaining material in multiple formats (page 185)
- APA style included in reference Table 7.1 (page 187)
- Text-messaging effects on writing (page 193)
- More caution about plagiarism, including buying papers online and online services instructors are using to check papers (page 198)
- New Speaking of Success interview on Jordan M. Miller from Surry Community College (page 209)

Chapter 8—Memory

- Additional tips for enhancing memory, such as using pedagogy in texts, writing down key material (page 215)
- Discussed importance of recording information (page 215)
- Bonus follow-ups to Try It 3 on acronyms and acrostics (page 222)
- New Speaking of Success interview on Chuong Dang from San Diego Mesa College (page 232)

Chapter 9—Choosing Your Courses and Major

- How to calculate your GPA (page 239)
- Tracking your grades and progress online (page 243)
- Revised Try It 3 on choosing courses (page 247)
- More on service learning (page 251)
- The importance of a liberal arts education (page 255)
- Note on celebrating indecision (page 255)

Chapter 10—Technology and Information Competency

- Moved basic computer information to a new technology primer on the text's Web site (www.mhhe.com/power)

- Course Web sites (page 269)
- Podcasts (page 270)
- Blogs (page 270)
- Wikis (page 271)
- Individual Response Technologies (“clickers”) (page 271)
- RSS feeds (page 273)
- More on domain names (page 273)
- More on interacting with instructors by e-mail (page 276)
- New Try It 1 activity on using e-mail “netiquette” (page 278)
- Internet safety, including MySpace (page 279)
- More on distance learning (page 282)
- New search engines (page 292)

Chapter 11—Making Good Decisions

- Revised Figure 11.1 on weighing outcomes (page 308)
- Revised Figure 11.2 on finding the solution (page 314)

Chapter 12—Diversity and Your Relationships with Others

- Discrimination defined (page 335)
- Cell phone etiquette (page 345)
- Dealing with emotional and physical abuse (page 350)
- New Speaking of Success profile on Lindsey Beck of Three Rivers Community College (page 352)

Chapter 13—Money Matters

- More on saving money (page 361)
- More on checking credit reports regularly (page 373)
- Clarified work-study grants (page 376)

Chapter 14—Stress, Health, and Wellness

- Reorganized presentation of topics
- Weight gain during first year of college (page 391)
- New section on depression and suicide (page 398)
- Reference to MyPyramid Web site (page 400)
- Hotline numbers for help for eating disorders (page 401)
- Methamphetamines added to list of drugs (page 407)
- New Speaking of Success profile on Shante Moore from Kansas State University (page 415)
- More on mental health counselors (page 417)

Achieving the Goals of P.O.W.E.R. Learning

The goals of *P.O.W.E.R. Learning: Strategies for Success in College and Life* 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 (see pages xxviii–xxxii for a visual tour):

- **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, page 30), figuring out a way to keep up with reading assignments (Chapter 6, page 154), or facing a long list of anatomy terms to memorize (Chapter 8, page 214).
- **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.
- **Try It activities.** These sections, interspersed throughout the chapter, include written exercises of all types. 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 “Your Sense of Intelligence” (Chapter 3, page 68), “Practice Your Notetaking Skills” (Chapter 4, page 116), “Complete a Test Preparation Checklist” (Chapter 5, page 130), “Summarize, Don’t Plagiarize” (Chapter 7, page 200), “Work the Web” (Chapter 10, page 293); and “Determine the Diversity of Your Campus Community” (Chapter 12, page 332).
- **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 7, page 181, “How I Feel about Writing,” asks students to reflect on their feelings about the writing process, and the one in Chapter 10, page 270, “How I Feel about Technology,” asks for students’ reactions to technology and computers.
- **Speaking of Success.** Every chapter includes interviews with individuals who exemplify academic success. Some of these individuals are well-known figures such as Colin Powell (page 88) and writer John Irving (page 174); others are current students or recent graduates. 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 work harder to realize their goals and aspirations.
- **Course Connections.** These boxes found in every chapter connect chapter material to students’ courses, showing how the information can be applied directly and immediately to what they are doing in their classes. Topics include studying for specific subject areas such as math and science (page 132), considering the amount of study time instructors expect (page 39), matching student and instructor learning styles (page 74), and the real cost of cutting classes (page 374).
- **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 (page 259), applying for jobs (page 197), and developing workplace listening and notetaking skills (page 117).

- **Running Glossary.** Key terms appear in boldface in the text and are defined in the margins. In addition, they are listed in the Key Terms and Concepts section at the end of the chapter, with accompanying page references.
- **End-of-chapter material.** Each chapter ends with a summary (Looking Back) organized around the orienting questions featured in the Looking Ahead section, a list of key terms and concepts with page references, and an annotated list of student resources. These resources include campus offices, relevant supplemental readings, and World Wide Web sites and exercises (Taking It to the Net) that require use of the Web. This material helps students study and retain important concepts presented in the chapter, as well as guiding future inquiry.
- **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. For instance, the case study on page 122 in the notetaking chapter describes the difficulties experienced by a student who writes down the instructor's every word (The Case of . . . The Human Dictation Machine), and the case study in the decision making chapter (page 327) describes a problem involving an apartment lease and roommates. 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.

All of these reviewed and tested features are designed not only to help 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 on the following pages.

The Goals of P.O.W.E.R. Learning

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

Taking Notes in Class

You know the type: the student who desperately tries to write down everything the instructor says—no gaps, no gaps, no gaps. And you know what you think to yourself: "If only I took such thorough notes—I'd do much better in my classes!"

Contrary to what many students think, good note-taking does not mean writing down every word that an instructor says. With note-taking, less is often more. We'll see why as we consider the basic steps in P.O.W.E.R. note-taking.

PREPARE: Considering Your Goals

As with other academic activities, preparation is a critical component of note-taking. The following steps will prepare you for action:

- PREPARE:** Review your goals.
- ORGANIZE:** Get the best of existing notes.
- WORK:** Review—don't just reread!
- EVALUATE:** Note what actually works.
- RETHINK:** Review your notes often to activate your memory.

PREPARE: Consider your goals. As with other academic activities, preparation is a critical component of note-taking. The following steps will prepare you for action:

- Identify the instructor's—and your—goals for the course.** On the first day of class, most instructors talk about their objectives, what they hope you'll get out of the class, and what you'll know when it's over. Most note the information on the class syllabus, the written document that explains the assignments for the semester. For example, they may say that they want you to "develop an appreciation for the ways that statistics are used in everyday life."
- The information you get during that first session and through the syllabus is critical.** If the instructor's goals aren't stated explicitly, you should attempt to figure them out. In addition to these "official" goals, you should have your own goals. What if a year from now, from the course? How will the information from the course help you to enhance your knowledge, achieve your dreams, improve yourself as a person?
- Complete assignments before coming to class.** Your instructor will usually describe the structure of the course, mentioning especially how reasons don't physically teach one another and how effective they are: reasons, changing their electrical charge. One problem: You have only the right idea what a reason is. And the reason you don't know is that you haven't read the assignment.
- Chances are you have found yourself in this situation at least a few times, so you know firsthand that making things up as you become more and more confused. Because you can't follow the discussion, you can't get interested either, so the class seems boring, and you end up thinking about what you'll have for lunch or the movie you saw last night.**
- The result: Always go to class prepared.** Complete all of your reading and other assignments beforehand. Instructors assume that their students have done what they're assigned, and their lectures are based upon that assumption. It's virtually impossible to catch up to the goal of a lecture if you haven't completed the assignments.
- Accept the instructor, despite his or her limitations.** Not every instructor is a brilliant lecturer. Accept the fact that, just as there are differences in skills among students, some instructors are more adept at lecturing than others. Ultimately, it's your responsibility to assume a better role. A bad lecture is not an excuse to be poorly or to give up. Don't let a miserable lecture define a class. The fact that the instructor has a bad habit or a mouth that

"The highest result of education is tolerance."

Albert Einstein, author

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 Quick Guide to Essential Study Tools is a handy reference that includes key math facts and conversions and note-taking abbreviations. On the back side is an enlarged version of the Weekly Timetable for making multiple copies and putting time management strategies into action. The back inside cover also includes a convenient grid for logging essential course and school information—including study group members and learning centers.

for logging essential course and school information—including study group members and learning centers.

Name: _____ Phone Number: _____ E-mail: _____

School Resources

	Name/Contact	Phone	E-mail	Hours	Address/Location
Academic Advisor					
Financial Aid Office					
Library					
Health Center					
Writing Center					
Math Lab					
Counseling Center					
Computer Help Desk					
Service Learning Contact					

Study Group Members

Name	Phone	E-mail
1. _____		
2. _____		
3. _____		

Current Classes

Quick Guide to Essential Study Tools

Favorite Note-Taking Abbreviations

change A → compare with
 number # → page
 without → important
 out of → less than
 and to both → more than
 as a result of → equals, same as
 percent % → percent

Math Facts

Math Facts, Integers

Math Facts, Fractions

Math Facts, Decimals

Math Facts, Percentages

Math Facts, Conversions

Math Facts, Units

Math Facts, Symbols

Math Facts, Abbreviations

Weekly Timetable

Week of:	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
6:0 a.m.							
7:0 a.m.							

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

each card. If you stick to this rule, you will later find it easy to sort the cards and put them in logical order. It often helps to write the relevant subject back on "Early Influences" or "Influences" or "Dialects" at the top right-hand corner of the card for easy reference. Once again, it is also possible to type notes directly into your computer and store them in a subtable labeled "Early Influences," "Influences," "Dialects," etc.

So use to write the ideas on the note card or your own cards, unless you are already getting from a source—on which case you must remember to use quotation marks. It's also a good idea to mark a note card with the word "paraphrase" when you put someone else's unique ideas in your own words, as in the sample note cards in Figure 7.1.6. A paraphrase is a restatement of a passage using different words. Using your own words will prevent you from accidentally copying others' words and passing them off as your own—which, as we'll discuss, is the gravest of academic sins.

Keep in mind that even paraphrased material needs to be cited, unless it is what is called common knowledge. Common knowledge is information that is widely known, from multiple sources. For example, the September 11, 2001, terrorist attack on the United States is common knowledge. It would not need to be cited. In contrast, any particular explanation of why the terrorist attack occurred *would* need to be cited.

3. Place source information on the note card. Make sure every note card contains the following information: (1) clearly identify the source. It is extremely important to know where the idea on the note card came from so you can credit this source when you write your paper. You do not need to include complete bibliographic information on every note card, but you must

FIGURE 7.1.1 Sample Note Cards

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

4 **POWER**

PERSONAL STYLES

Who's in Charge?

To get a sense of your ideas of why things happen to you, check the statement from each of the pairs below that best describes your views:

- 1a. In the long run, people get the respect they deserve in this world.
- 1b. Unfortunately, an individual's worth often proves unconnected no matter how hard he or she tries.
- 2a. The idea that teachers are unfair to students is nonsense.
- 2b. Most students don't realize the extent to which their exam results are influenced by accidental happenings.
- 3a. I have often found that what is going to happen will happen.
- 3b. Nothing fate has never turned out as well for me as making a decision to take a definite course of action.
- 4a. In the case of the well-prepared student, there is rarely if ever such a thing as an **off-limits** exam.
- 4b. Many times exam questions tend to be so unrelated to course work that studying is **totally** useless.
- 5a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
- 5b. Getting a good job depends mainly on being in the right place at the right time.
- 6a. It is not always wise to plan too far ahead because many things seem not to be a matter of good or bad fortune anyhow.
- 6b. When I make plans, I am almost certain that I can make them work.
- 7a. In my case, getting what I want has little or nothing to do with luck.
- 7b. Many times I might just as well decide what to do by flipping a coin.
- 8a. Many times I feel that I have little influence over the things that happen to me.
- 8b. It is impossible for me to believe that chance or luck plays an important role in my life.
- 9a. What happens to me is my own doing.
- 9b. Sometimes I feel that I don't have enough control over the direction my life is taking.
- 10a. Sometimes I can't understand how teachers arrive at the marks they give.
- 10b. There is a direct connection between how hard a person studies and the grades he or she gets.

Scoring: Give yourself one point for each of the following answers and then add up your score:

1.a. 2.a. 3.b. 4.a. 5.a. 6.a. 7.a. 8.b. 9.a. 10.b.

Your total score can range from 0 to 10. The higher your score, the more you believe that you have a strong influence over what happens to you and are in control of your life and your own behavior. The lower your score, the more you believe that your life is outside of your control and what happens to you is caused by luck or fate.

If you score below 5 on this questionnaire, consider how rethinking your views of the causes of behavior might lead to greater success.

To try it online, go to www.mhhe.com/power.

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. The **Try It** activities, along with other assessment opportunities, are also available on the text's Web site at www.mhhe.com/power.

Every chapter includes an updated list of the three types of **resources** that are useful in finding and utilizing information relevant to the chapter: a list of on-campus resources; books; and Web sites. There are also exercises in using the Web, called **Taking It to the Net**. This material helps students study and retain important concepts presented in the chapter, as well as guide future inquiry.

LOOKING BACK

How can I manage my time most effectively?

- Decide to take control of your time.
- Become aware of the way you use your time now.
- Set clear priorities.
- Use such time management tools as a master calendar, weekly timetable, and a daily to-do list.

How can I deal better with surprises and distractions?

- Deal with surprises by saying no, getting away from it all, working in silence, taking control of communication, using the phone to conduct transactions, and leaving slack in your schedule to accommodate the unexpected.
- Avoid procrastination by breaking large tasks into smaller ones, starting with the easiest parts of a task first, working with other people, and calculating the true costs of procrastination.

How can I balance competing priorities?

- Consider how your competing priorities relate to one another.
- Manage work time carefully, use slack time on the job to perform school assignments, use free time, accept new responsibilities thoughtfully, and assign the proper priority to work.

KEY TERMS AND CONCEPTS

Time log (p. 31)	Weekly timetable (p. 40)
Priorities (p. 34)	Daily to-do list (p. 44)
Master calendar (p. 38)	Procrastination (p. 41)

RESOURCES

On Campus

The college official that schedules classes on campus is known as the Registrar. If you are having difficulty in scheduling your classes, the registrar's office may be helpful. In addition, your academic advisor can help you work out problems in enrolling in the classes you want.

For help with such issues as planning a study schedule for the upcoming term, dealing with multiple assignments due on the same date, or tips on dealing with competing academic and work demands, consult with your campus learning center. The staff can help you sort out the various options you may have.

In Print

Stephen Covey's *The Seven Habits of Highly Successful People* (Newside, 1999) and Alan Axelrod and Brian Tracy's *Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time* (Dorland-Kalier, 2002) offer practical, hands-on guides to time management.

How to Do Everything with Microsoft's Outlook (Dorland-Kalier, 2002), by Julia Kelly and Peggy Bonar, provides a quick, hands-on introduction to Microsoft's Outlook software, a popular time management program that is part of the Microsoft Office Suite.

TAKING IT TO THE NET

1. Complete a weekly organizer online. Find a site on the Web that offers **download or free** featuring a weekly planner (for example, www.studygo.net/schedule/Weekly.html or www.printablecalendar.ca/). Create a weekly schedule sheet for yourself based on this design. Be sure to write in all of your classes and any other regular obligations that you have. Be sure to set specific times in your daily schedule to study and do homework. (If you already use Outlook or another kind of communications software, use its calendar function to do the same thing.)
2. Make a master calendar for the term, using the same software you used for the exercise above. If your calendar does not provide this information automatically, you can go to Yahoo! (id.yahoo.com), click on "Reference," then again on "Calendars." Here you'll find many links to different calendar-related information such as when holidays occur. Be sure to indicate dates when important assignments are due and when exams occur.

COURSE CONNECTIONS

Getting the Most Out of Instructors' PowerPoint Presentations

Traditional "chalk-and-talk" lectures are a thing of the past in many classes. Instead, increasing numbers of instructors are using presentation programs such as PowerPoint to project material in their classes.

This newer technology calls for fresh strategies for taking notes and absorbing the information. Here are some tips:

- **Listening is more important than seeing.** The information that your instructor projects on screen, while important, ultimately is less critical than what he or she is saying. Pay primary attention to the spoken word and secondary attention to the screen.
- **Don't copy everything that is on every slide.** Instructors can present far more information on their slides than they would if they were writing on a blackboard. Oftentimes there is so much information that it's impossible to copy it all down. Don't even try. Instead, concentrate on taking down the key points.
- **Remember that key points on slides are . . . key points.** The key points (often indicated by bullets) often relate to central concepts. Use these points to help organize your studying for tests, and don't be surprised if test questions directly assess the bulleted items on slides.
- **Check to see if the presentation slides are available online.** Some instructors make their class presentations available on the Web to their students, either before or after class time. If they do this before class, print them out and bring them to class. Then you can make notes on your copy, clarifying important points. If they are not available until after a class is over, you can still make good use of them when it comes time to study the material for tests.
- **Remember that presentation slides are not the same as good notes for a class.** If you miss a class, don't assume that getting a copy of the slides is sufficient. Studying the notes of a classmate who is a good notetaker will be far more beneficial than studying only the slides.

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

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

Acknowledging Others' Ideas: Academic Honesty and Plagiarism

As you move through the process of writing a paper, there are many temptations to cut corners. A friend may have written a paper the previous year on the same topic and offer to "lend" it to you . . . you may find a paper on the Web that addresses just what you intended to write . . . you and a friend may be enrolled in a very large class, and he may suggest that you each write part of the paper and "share" sections.

Plagiarism: Taking credit for someone else's words, thoughts, or ideas.

Clearly yield to temptations such as these. Not only is honesty the best policy, but it's also the *only* policy in the world of academics. There's no greater academic sin than plagiarizing, taking credit for someone else's words, thoughts, or ideas. In the academic world, plagiarism is about the same as stealing a stranger's car. Even if you just mean to "borrow" a passage, passing another person's work off as your own is really wrong.

Furthermore, penalties for plagiarism are severe. In many colleges, plagiarism results in a comment on your transcript or can result in expulsion. You even could face legal charges, because almost all published material is copyrighted, which means that it is someone's intellectual property. If an author learns that you have used his or her writing as your own, the author has the right to take you to court and sue for damages.

If the moral and intellectual arguments against plagiarism don't convince you, here's the hard reality: It is likely you are going to get caught. Increasing numbers of instructors and colleges routinely use Web-based computer programs to check students' papers for plagiarism. The process is simple: Students turn in papers in electronic form, and they are passed through sophisticated programs such as Turnitin or iParagraft that check sources against sources on the Web. Alternatively, instructors may also type in passages that sound suspicious to them. These programs work extraordinarily well.

The bottom line: Plagiarism is wrong. Instructors hate it, and they often go to great lengths to identify it. Because the odds are that if you plagiarize, you are likely to be caught, just don't do it.

Avoiding Plagiarism

The best way to avoid plagiarism is to be very, very careful. Following these guidelines will help you:

- If you are writing a paper that requires the use of source materials from the library or the Web, always note the source, and **do not** paraphrase ideas, ideas, quotations, and your paraphrases of others' ideas, something down without indicating the source, and **use** you identify the source.
- Don't rely on single sources. It's too easy to make use and terminology without being aware of it.
- When you quote directly from the work of another, even in your notes.

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Due to increasing concern with **academic honesty and plagiarism**, *P.O.W.E.R. Learning* addresses the topic in several places and contexts, including acknowledging sources in writing papers and giving speeches and crediting material accessed online.

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



Write Away
The first step in getting a job is putting pen to paper (or, probably more accurately, finger to keyboard). Whether you receive a lead for a job from a college career center, read an ad in the paper, or see a job listing on the Internet, you'll need to communicate in writing to the potential employer.

You are selling yourself in a letter of application. To be effective, keep these guidelines in mind:

- **Brief is better.** Employers are likely to get many letters, and long ones are least likely to be read.
- **State what you can do for the employer, not what the employer can do for you.** Don't tell a potential employer you really, really need a job to pay off your credit card bills. Instead, explain

how your skills can help further an organization's goals.

- **Summarize your qualifications.** Respond specifically to the skills required for the job. List specific experiences you've had that are relevant to what the employer is looking for.
- **Enclose a résumé.** Your résumé should contain a detailed summary of your educational background and work experience, as well as other relevant qualifications.

- **Ask for an interview.** Close your letter with a request to meet and discuss the job. Provide your telephone number and e-mail address.
- **Proofread!** You must have zero tolerance for errors. Any mistake is likely to put you at the bottom of the pile of applications.

SPEAKING OF SUCCESS



Name: Nipika Egan
School: Columbia College Chicago, Chicago, Illinois

As the first in her family to attend college, Nipika Egan faced unique challenges. The daughter of immigrants, it took her 10 years to achieve her goal of obtaining a degree. "I didn't pay much attention in high school, and my grades suffered," Egan said. "But I pulled myself together after the death of a friend and decided to go to community college. My parents were surprised but very supportive."

Realizing she needed to put extra effort into her studies, Egan made a commitment to being more involved. "What I had to do was educate myself more and learn more about the design field," she explained. "And so I joined a design group. I would go to the book store and pick up magazines and read through those looking for ideas. I also developed a sketch book and journal, getting down my ideas and noting what the latest trends were."

Because Egan worked full time at a graphics design company, she went to school at night. She could take only a few courses each semester. "After four years of part-time study at her community college, she decided to pursue a five-year degree at Columbia College Chicago. It wasn't easy."

"I've eventually plans to attend graduate school. "I have an interest in teaching, and I feel really strongly that I'd like to come back and teach in my community and be a role model for others," she said. "The sacrifices of my parents coming to this country inspired me to have goals," she added. "If they can do that, then I can achieve my goals."

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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.

RETHINK: Learning What You Love and Loving What You Learn

Take one step back. No, make that two steps back. Stepping back and taking stock of where you are in your course of studies and where you're headed are absolutely essential tasks. In fact, they are among the most important things you can do during your college career. They can help the difference between plodding through your courses, focused only on day-to-day deadlines and tribulations, and, alternatively, gaining a sense of satisfaction as you progress toward your own goals and see yourself growing as a person.

Taking stock of your course of studies is not something you need to do every day, or once a week, or even once a month. But you should do it, without fail, at least once every term. Circle a date on your calendar so you'll be sure to do it, and treat it no differently than any other deadline you simply can't miss.

When you do take stock, answer the questions in Try It 4 on page 252. If you're satisfied with your answers, feel affirmed in the choices you've made. You're on the right track, and you should feel secure in the knowledge that you're getting from college what you want to.

On the other hand, if you're less than satisfied with the answers you come up with, take action. Choose courses in the future that better match your goals. Consider changing your major to one that more closely reflects what you want to get out of college. And, if you're truly unhappy with the way your college career is proceeding, consider changing colleges.

Whichever option you choose, don't simply accept dissatisfaction with your college career. There are few times in our lives when we have the opportunity to partake of an experience that has the potential to raise us to new intellectual and emotional heights. College should be intellectually enlightening and exciting. We should be able to see how our education is preparing us for the rest of our lives. The worst thing we can do is let the time slip away without being confident that our college experience is the best experience possible.

Service-Learning: Helping Yourself by Helping Others

As you make decisions about what courses to take, you should be sure to consider those that involve service-learning. In courses with service-learning, you engage in community service activities—while getting course credit for the experience.

Service-learning is a win-win activity. As a student, you are able to gain valuable experience and knowledge that can give you significant insight into a subject area. You can build on the material that you are learning in class and apply that information outside the classroom to real-world situations.

In addition, you can learn useful skills that can be helpful in your future career. Working outside the classroom can give you experience that will make you a more desirable job candidate. Finally, service-learning can help you learn more about yourself and what your strengths and weaknesses are.

Your community is a winner, too. It receives critical support that immediately can improve the quality of life for its citizens. In fact, your efforts can have an impact that echoes for years.

Community service activities span a vast range. For instance, you might tutor an elementary school child in an after-school program as part of a course

Service-learning: Courses that allow a student to engage in community service activities while getting course credit for the experience.

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Chapter Nine Choosing Your Career and Major 251

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

6 TRY IT!

Creating a P.O.W.E.R. Profile

Are you the student you aspire to be?

Before you can even think about answering that question, you need to know the kind of student you are—right now, at this very moment. Only by frankly facing your current strengths and weaknesses as fully as possible will you be able to know what direction you should be heading in.

To help you get a better understanding of who you are as a student, try It 6 will take you through the steps of constructing your own **P.O.W.E.R. Profile**. The P.O.W.E.R. Profile is a way for you to take stock of where you stand in relation to the major topics that we'll be discussing in *P.O.W.E.R. Learning*—the characteristics that are most important for college success.

The P.O.W.E.R. Profile outlines key aspects of who you are. The Profile is just one of many possible profiles that could be drawn to describe you. For instance, you have a personality profile, a buying profile, a dating profile, a technology profile, and a variety of others. There is no "ideal" P.O.W.E.R. Profile; there are no right or wrong answers involved in creating one. Instead, as shown in the example in **Figure 1.2**, the P.O.W.E.R. Profile is a look at someone in relation to the 14 dimensions involved with student success (and, not so coincidentally, the key dimensions covered in *P.O.W.E.R. Learning*).

The best way to maximize the usefulness of your P.O.W.E.R. Profile is to create one now, before you've gone beyond the first chapter of this book. Then, by completing a P.O.W.E.R. Profile at the end of the term, you can judge how much your profile has changed and in what directions. If you take to heart what you learn in your class and work carefully through the Try Its in the book and exercises, your profile will undoubtedly change in a positive direction. In the meantime, the P.O.W.E.R. Profile will give you an objective idea of where you stand right now on each of these dimensions.

To get started with your P.O.W.E.R. Profile, read each statement and judge how well it describes you, using these numbered descriptions:

1 = Doesn't describe me at all
2 = Describes me only slightly
3 = Describes me fairly well
4 = Describes me very well

FIGURE 1.2
Sample P.O.W.E.R. Profile

Chapter 1 features a **P.O.W.E.R. Profile Assessment tool** that gives students a sense of where they stand—both numerically and graphically—in relation to the key topics addressed in the book.

Dimension 14: Health

- I understand stress and know how to cope with it.
- I understand the importance of a good diet, exercise, and rest.
- I have strategies for avoiding the abuse of alcohol and other drugs.
- I am responsible about my sexuality and know how to stay sexually healthy.
- I know where to go to get help with all aspects of my health.

Health Total _____

Now you're ready to construct your P.O.W.E.R. Profile. Add up the numbers on each line to derive a total for each dimension. This total will range from a low of 5 to a high of 20. Finally, place a dot in each appropriate box on the chart in **Figure 1.3** corresponding to your score, and connect the dots to form your P.O.W.E.R. Profile.

There—it's done. But it's really just a start. Your P.O.W.E.R. Profile is an objective way to mark the beginning of your journey through college. Its shape will continue to change and evolve the more years of school you have under your belt.

After taking some time to study your P.O.W.E.R. Profile and to maximize its usefulness, consider the following:

- Does your profile seem like an accurate reflection of your strengths and weaknesses as a student? Were there any surprises?
- To be a successful student, what do you think the "ideal" profile would look like?
- Most important, how can you use the results of the P.O.W.E.R. Profile to help you in the future? What are the most important areas for improvement? What strategies might you use to bring about these improvements?

FIGURE 1.3
Your P.O.W.E.R. Profile

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The "P.O.W.E.R. Profile" helps students identify their strengths and weaknesses and determine how they want to improve. Students can return to the P.O.W.E.R. Profile at the end of the course to assess and chart their progress.

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.

Journal REFLECTIONS

My Decision Crossroads

Have you ever made a decision that proved to be of great importance in terms of the direction your life would take? For example, perhaps you broke off a romantic relationship, or decided to quit a sports team because practice took up so much time, or participated in an act of civil disobedience during a protest only. Reflect on that decision by answering these questions.

- What was an important decision that you made that had significant effects on your life?
- What have been the main benefits and disadvantages that you derived from the decision?
- Every decision to do something is also a decision to not do other things. What did your decision keep you from doing?
- Considering both the benefits and disadvantages of the decision, would you say that you made a good decision?
- Thinking critically about the approach you used to make the decision, what alternative approaches might you have used to make it? Could these alternatives have produced a different decision? How?

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...

Overdrawn, Overrought, and Over Her Head

Her life was a house of cards, and someone had just pulled one out from the bottom. At least that's what it felt like to Tara Kevic. The month had started out badly when Tara found that she had made a mistake in her checking account balance and had only \$420. Instead of the \$930 she thought she had. After paying her share of the rent—\$250—she didn't have enough money left to make her car payment. So she just put the bill aside, figuring that she'd take care of it later in the month when she got paid.

Things went from bad to worse 2 days later when her car refused to start. She had to have it towed to a mechanic, who told her that it would cost about \$350 to get it fixed. She didn't have that, either, but she figured she could put it on her credit card. But later, when she went to pick up her car and pay for the repair, which turned out to be closer to \$400 than \$350, her card was rejected. She called the credit card company from the repair shop and was told that she had exceeded her authorized credit limit. The mechanic wouldn't let her take her car until she paid for the repair, so she was forced to leave it and catch a bus to campus.

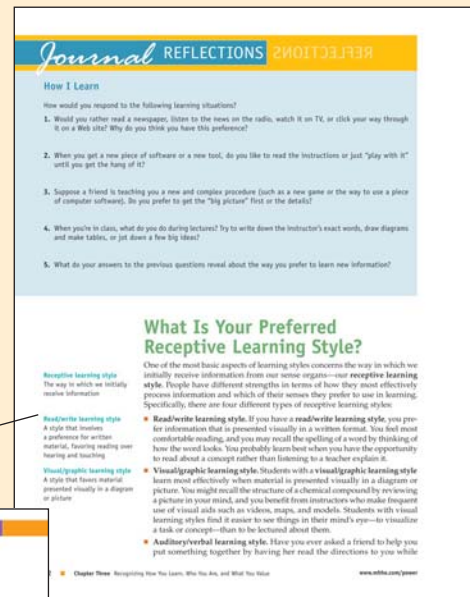
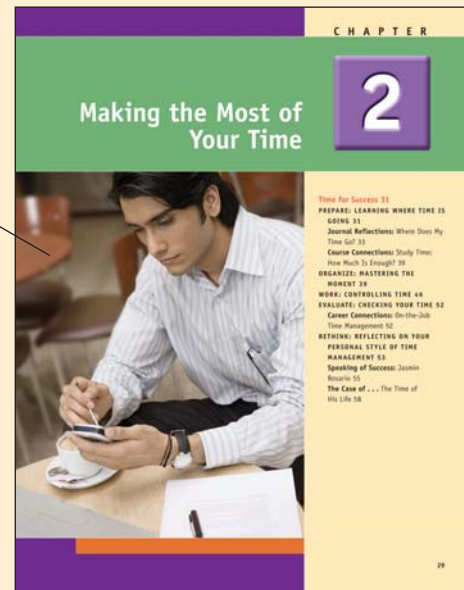
The final straw came in her chemistry class. The instructor announced that students in the class would have to buy yet another textbook to help them with a particular set of experiments. Having already spent \$130 for books in that class alone, Tara was both angry and dismayed. She had no idea how she was going to find the money to pay for the book, let alone her regular car payment and the car repairs. She was in deep financial trouble, and she didn't know what to do.

- What should Tara do now to start addressing her problem? What steps should she take immediately?
- Can you suggest some approaches Tara can take to deal with the problem of the new book for her chemistry class?
- How do you think the mistake may have occurred in Tara's checking account? What advice would you give her to avoid a similar mistake in the future?
- Given that Tara does not have a lot of money in her finances for multiple disasters such as the ones that befell her this month, what general course would you advise her to take as a way to plan her expenditures more effectively?

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 French vocabulary words to memorize.



Key terms appear in boldface in the text and are defined in the margins. In addition, they are listed in a "Key Terms and Concepts" section at the end of the chapter, with accompanying page references.

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 College and Life* led to 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 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 (AIE)

(0-07-333042-6): The 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 marginal notes that provide a rich variety of teaching strategies, discussion prompts, and helpful cross-references to the Instructor's Resource Manual. The fourth edition also includes three additional chapters on student athletes, transferring students, and career preparation that can be included in custom versions of *P.O.W.E.R. Learning*.

Instructor's Resource Manual and Testbank

(0-07-333044-2): 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, transparency masters, audiovisual resources, sample syllabi, tips on incorporating the Internet into the course, and a bank of chapter quizzes.

Customize Your Text

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

Student Planner

Updated annually, this convenient organizational tool is available as a stand-alone or with the student text. The planner provides daily tips for success, time-management techniques, a daily calendar, and contact information.

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* 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 drop us a line at fye@mcgraw-hill.com.

Digital Resources

Implementing a Student Success Course CD-ROM

(0-07-310690-9): This innovative CD 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 CD 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.

LASSI: Learning and Study Strategies Inventory

The LASSI is a ten-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 such as learning and study skills courses.

The LASSI provides standardized scores and national norms for ten different scales. The LASSI is both diagnostic and prescriptive. It provides students with a diagnosis of their strengths and weaknesses compared to other college students in the areas covered by the ten scales, and it is prescriptive in that it provides feedback about areas where students may be weak and need to improve their knowledge, attitudes, beliefs, and skills.

The LASSI is available in print or online at www.hhpublishing.com. Ask your McGraw-Hill sales representative for more details.

P.O.W.E.R. Learning Online Learning Web Site

(www.mhhe.com/power): Instructors and students will find materials such as downloadable resources, self-quizzes, on-line journal activities and assessments, case study assignments, Web exercises, and a rich bank of links for college success. Instructor's resources also include a EZ Test computerized test bank and chapter-by-chapter PowerPoint presentations.

PageOut, WebCT, Blackboard, and more

The online content of *P.O.W.E.R. Learning* is supported by WebCT, eCollege.com, and Blackboard. Additionally, our PageOut service, free to qualified adopters, is available to get you and your course up and running online in a matter of hours! To find out more contact your local McGraw-Hill representative or visit www.pageout.net.

About the Author



Robert S. 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, teaches at the University of Massachusetts at Amherst,

where he is Associate Dean of the College of Social and Behavioral Sciences and Professor of Psychology. He directs *POWER Up for Student Success*, the UMass 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 both the American Psychological Association and the Association for Psychological Science. He is a winner of a Fulbright Senior Research Scholar and Lecturer award and has written some 100 scientific articles, book chapters, and books. His books, some of which have been translated into Spanish, French, Portuguese, and Chinese, include *Improving the First Year of College: Research and Practice*, *Understanding Psychology*, 8/e, and *Development Across the Life Span*, 5/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 serious 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.

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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.



P.O.W.E.R. Learning author Bob Feldman and some of his first-year experience program participants.

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

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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, Josh, Jon, Leigh, Alex, and of course Kathy, thank you for everything.

Robert S. Feldman

Dear Student,

Do you find that there's not enough time to accomplish all the things you want to do? Do you put off studying for tests until the last minute? Do you sometimes have trouble making decisions?

If so, you're not alone. *Every* first-year college student (as well as many returning students) encounters challenges such as these, and many others. That's where *P.O.W.E.R. Learning: Strategies for Success in College and Life* comes in. It is designed to help you to master the challenges you'll face in college as well as in life after college. 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.

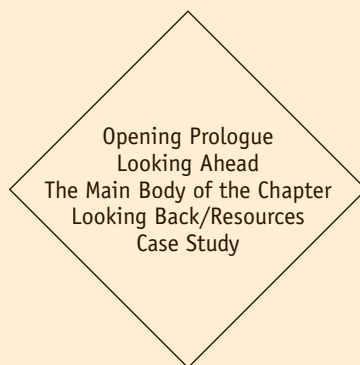
But it's up to you to make use of the book. By familiarizing yourself with its features and using the built-in learning aids, you'll maximize its usefulness and be more likely to get the most out of it.

Familiarize yourself with the scope of *P.O.W.E.R. Learning*

Begin by skimming the Contents, which provides an overview of the book. By reading the chapter titles, you'll get a sense of the topics that are covered and the logic of the sequence of chapters.

Then, take some time to flip through the book

Choose a chapter that sounds interesting to you, skim a few pages, and see for yourself the kinds of practical information the book provides. Note that every chapter has the same diamond-shaped pattern:



Use the Built-In Learning Aids

Now that you have a broad overview of *P.O.W.E.R. Learning*, you're ready to consider each of the book's different components.

Opening Prologue

This is a brief account of a student confronting a challenge, of the kind you are likely to face, that is relevant to the chapter topic.

Looking Ahead

This opening section orients you to the topics covered in each chapter, providing a link between the opening situation and the rest of the chapter. It also includes a list of key questions that are addressed—and answered—within the chapter.

Journal Reflections

This feature allows you to keep an ongoing journal, making entries relevant to the chapter content.

Try It

Every chapter offers at least five opportunities for you to gain hands-on experience with the material covered in the chapter. These activities include questionnaires, self-assessments, and group exercises that you can do with your classmates. The name says it all: Try It!

Speaking of Success

Every chapter includes an interview with someone who has achieved academic success. Some of these people are well-known individuals, whereas others are current students or recent graduates who have overcome academic difficulties to achieve success.

Course Connections

The Course Connections features found in every chapter give you an immediate boost in the classes in which you are now enrolled. They will show you how to address the specific content areas of your courses to maximize your success.

Career Connections

Linking college success strategies to the workplace, Career Connections features illustrate how the strategies and skills discussed in the chapter can help you on the job—and to find a job in the first place.

Running Glossary

Key terms appear in boldface in the text and are defined in the margins. In addition, they are listed in the Key Terms and Concepts section at the end of the chapter, where they are referenced by page number, and are identified in the index in color.

Looking Back

Looking Back is a summary organized around the questions featured in the Looking Ahead section that lists the key points discussed in the chapter.

Key Terms and Concepts

This list of important terms you should know is listed in order of appearance, and the page numbers refer back to the point in the chapter where the term was introduced.

Resources

Every chapter includes a list of the three types of resources that can help you find information relevant to the chapter: a list of on-campus resources, books, and Web sites. There are also exercises in using the Web, called Taking It to the Net.

Case Study

Every chapter ends with a case study (The Case of . . .) and accompanying questions. These cases are designed to provide you with an opportunity to apply the principles in the chapter.

Every chapter contains these features, which will serve as familiar guideposts as you make your way through the book. The structure will help you in organizing the book's content, as well as in learning and remembering the material.

Online Learning Center

With a purchase of this text, you also gain access to an accompanying Web site (www.mhhe.com/power) that provides additional practice of the main principles and assessments explored in the text. Many of the handy forms are also available in downloadable templates you can then customize.

Get in Touch

I welcome your comments and suggestions about *P.O.W.E.R. Learning*, as well as the Web site and CD-ROM that accompanies the book. You can write me at the College of Social and Behavioral Sciences at the University of Massachusetts, Amherst, Massachusetts 01003. Even easier, send me an e-mail message at feldman@sbs.umass.edu. I will write back!

A final word: *P.O.W.E.R. Learning* 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.

The start of college offers a wonderful point of departure. Make the journey a rewarding, exciting, and enlightening one!

Robert S. Feldman