KEYS TO SUCCESS
Chapter 1  Welcome to College: Growing Toward Success  1
Chapter 2  Values, Goals, and Time: Managing Yourself  28
Chapter 3  Learning How You Learn: Making the Most of Your Abilities  56
Chapter 4  Critical, Creative, and Practical Thinking: Solving Problems and Making Decisions  84
Chapter 5  Reading and Information Literacy: Learning from Print and Online Materials  114
Chapter 6  Listening and Note Taking: Taking In and Recording Information  148
Chapter 7  Memory and Studying: Retaining What You Learn  174
Chapter 8  Test Taking: Showing What You Know  206
Chapter 9  Diversity and Communication: Making Relationships Work  238
Chapter 10  Wellness and Stress Management: Staying Healthy in Mind and Body  266
Chapter 11  Managing Money: Living Within Your Means  294
Chapter 12  Careers and More: Building a Successful Future  322
Appendix A  The Writing Process  351
Appendix B  Social Networking and Media  357
chapter 1 Welcome to College: Growing Toward Success  

What Would You Do?  1

STATUS CHECK ▶ How Prepared Are You for College?  2

WHERE ARE YOU NOW—AND WHERE CAN COLLEGE TAKE YOU?  2

STUDENT PROFILE  3
The Culture of College  4
Your Place in the World of Work  5

HOW CAN SUCCESSFUL INTELLIGENCE HELP YOU ACHIEVE YOUR GOALS?  7
The Three Thinking Skills  8
How Thinking Skills Move You Toward Your Goals  8

GET ANALYTICAL  Define Your “College Self”  10

HOW CAN A “GROWTH MINDSET” MOTIVATE YOU TO PERSIST?  11
Build Self-Esteem with Responsible Actions  11
Practice Academic Integrity  12
Face Your Fears  13
Learn from Failure  14

Change the Conversation  14

GET CREATIVE  Consider How to Connect  15

WHY DO YOU NEED EMOTIONAL INTELLIGENCE?  15
How Emotional Intelligence Promotes Success  16
The Abilities of Emotional Intelligence  16

HOW CAN THIS BOOK PREPARE YOU TO SUCCEED?  17

GET PRACTICAL  Use Emotional Intelligence to Get Involved  18

● Case Wrap-Up  20
● Successful Intelligence Wrap-Up  21

Building Skills for College, Career, and Life  22

chapter 2 Values, Goals, and Time: Managing Yourself  28

What Would You Do?  29

STATUS CHECK ▶ How Developed Are Your Self-Management Skills?  30

WHY IS IT IMPORTANT TO KNOW WHAT YOU VALUE?  30
How Values Develop and Change  31
How Values Affect Your Life Experience  31

HOW DO YOU SET AND ACHIEVE GOALS?  31

GET ANALYTICAL  Explore Your Values  32
Establish Your Personal Mission  32

STUDENT PROFILE  34
Set Long-Term Goals  34
Set Short-Term Goals  35
Set Up a SMART Goal-Achievement Plan  35

GET CREATIVE  Find Ways to Get Unstuck  36

HOW CAN YOU EFFECTIVELY MANAGE YOUR TIME?  38
Identify Your Time Profile and Preferences  38
Build a Schedule  39
Make To-Do Lists and Prioritize  41
Plan and Track  42
Confront Procrastination  43

GET PRACTICAL  Conquer Your Time Traps  44

Change the Conversation  45
Be Flexible  46
Manage Stress by Managing Time  47

● Case Wrap-Up  48
● Successful Intelligence Wrap-Up  49

Building Skills for College, Career, and Life  50
chapter 3 Learning How You Learn: Making the Most of Your Abilities 56

What Would You Do? 57

STATUS CHECK ► How Aware Are You of How You Learn? 58

WHY EXPLORE WHO YOU ARE AS A LEARNER? 58
Use Assessments to Learn About Yourself 58
Use Assessments to Make Choices and to Grow 59

WHAT TOOLS CAN HELP YOU ASSESS HOW YOU LEARN AND INTERACT WITH OTHERS? 60
Assess Your Multiple Intelligences with Pathways to Learning 60
Assess Your Style of Interaction with the Personality Spectrum 62

HOW CAN YOU USE YOUR SELF-KNOWLEDGE? 66
Classroom Choices 68

STUDENT PROFILE 70

GET THINKING Maximize Your Classroom Experience 71
Study Choices 71
Technology Choices 73

Change the Conversation 74
Workplace Choices 74

HOW CAN YOU IDENTIFY AND MANAGE LEARNING DISABILITIES? 76
Identifying a Learning Disability 76
Managing a Learning Disability 76

• Case Wrap-Up 78
• Successful Intelligence Wrap-Up 79

Building Skills for College, Career, and Life 80

chapter 4 Critical, Creative, and Practical Thinking: Solving Problems and Making Decisions 84

What Would You Do? 85

STATUS CHECK ► How Developed Are Your Thinking Skills? 86

WHY IS IT IMPORTANT TO ASK AND ANSWER QUESTIONS? 86

HOW CAN YOU IMPROVE YOUR ANALYTICAL THINKING SKILLS? 87
Gather Information 88
Break Information into Parts 88
Examine and Evaluate 88
Make Connections 91

HOW CAN YOU IMPROVE YOUR CREATIVE THINKING SKILLS? 93
Brainstorm 93

GET ANALYTICAL Analyze a Statement 94
Take a New and Different Look 95

GET CREATIVE Activate Your Creative Powers 96
Set the Stage for Creativity 96
Take Risks 97

Change the Conversation 97

HOW CAN YOU IMPROVE YOUR PRACTICAL THINKING SKILLS? 97
Why Practical Thinking Is Important 98
Through Experience, You Build Emotional Intelligence 99
Practical Thinking Means Action 100

GET PRACTICAL Take a Practical Approach to Building Successful Intelligence 101

HOW CAN YOU SOLVE PROBLEMS AND MAKE DECISIONS EFFECTIVELY? 101
Solve a Problem 101
Make a Decision 103

STUDENT PROFILE 105
Keep Your Balance 105

• Case Wrap-Up 107
• Successful Intelligence Wrap-Up 108

Building Skills for College, Career, and Life 109
chapter 5 Reading and Information Literacy: Learning from Print and Online Materials 114

What Would You Do? 115

STATUS CHECK ▶ How Developed Are Your Reading and Information Literacy Skills? 116

WHAT SETS YOU UP FOR READING COMPREHENSION? 116
Define Your Reading Purpose 117
Take an Active and Positive Approach 117
Choose the Right Setting 118
Learn to Concentrate 118
Expand Your Vocabulary 119

HOW CAN SQ3R IMPROVE YOUR READING? 119
Step 1: Survey 120
Step 2: Question 121
GET ANALYTICAL  Survey a Text 123
Step 3: Read 125
Change the Conversation 128
Step 4: Recite 128
Step 5: Review 128
GET PRACTICAL  Mark Up a Page to Learn a Page 129

WHAT STRATEGIES HELP WITH SPECIFIC SUBJECTS AND FORMATS? 130
Math and Science 130
GET CREATIVE  Use SQ3R to Make a Connection 131

STUDENT PROFILE 132
Social Sciences and Humanities 132
Literature 133
Visual Aids 133

Multiple Intelligence Strategies 134
Online Materials 135

HOW CAN YOU BE AN INFORMATION LITERATE READER AND RESEARCHER? 136
Map Out the Possibilities 136
Conduct an Information Search 137
Be a Critical Internet Searcher 137

HOW CAN YOU RESPOND CRITICALLY TO WHAT YOU READ? 139
Focus on Important Information 139
Ask Questions to Evaluate Arguments 140
Evaluate Every Source 140
CASE WRAP-UP  142
SUCCESSFUL INTELLIGENCE WRAP-UP  143

Building Skills for College, Career, and Life 144

chapter 6 Listening and Note Taking: Taking In and Recording Information 148

What Would You Do? 149

STATUS CHECK ▶ How Developed Are Your Listening and Note-Taking Skills? 150

HOW CAN YOU BECOME A BETTER LISTENER? 150
Know the Stages of Listening 150
Become an Active Listener 151

STUDENT PROFILE 152
Manage Listening Challenges 153

GET ANALYTICAL  Discover Yourself as a Listener 156

HOW CAN YOU IMPROVE YOUR NOTE-TAKING SKILLS? 156
Prepare 157
Record Information Effectively During Class 157

GET PRACTICAL  Face a Note-Taking Challenge 158
Review and Revise 159
Taking Notes from a Text 160

WHAT NOTE-TAKING SYSTEMS CAN YOU USE? 160
Outlines 160
Cornell T-Note System 161

Multiple Intelligence Strategies 162
Think Links 164
Charting Method 165
Other Visual Strategies 165

HOW CAN YOU TAKE NOTES FASTER? 165
GET CREATIVE  Craft Your Own Shorthand 167

CASE WRAP-UP  168
SUCCESSFUL INTELLIGENCE WRAP-UP  169

Building Skills for College, Career, and Life 170
chapter 7 Memory and Studying: Retaining What You Learn  174

What Would You Do?  175

STATUS CHECK ▶ How Developed Are Your Memory and Studying Skills?  176

HOW DOES MEMORY WORK?  176
The Information Processing Model of Memory  176
Why You Forget  178

HOW CAN YOU REMEMBER WHAT YOU STUDY?  179

GET ANALYTICAL  Link Memory and Analytical Thinking  180
When, Where, and Who: Choosing Your Best Setting  180

GET PRACTICAL  Answer Your Journalists’ Questions  182
What and Why: Evaluating Study Materials  183
How: Using Study Strategies  184

Multiple Intelligence Strategies  186

WHAT WILL HELP YOU REMEMBER MATH AND SCIENCE MATERIAL?  191

Change the Conversation  191

HOW CAN MNEMONIC DEVICES BOOST RECALL?  192

GET CREATIVE  Craft Your Own Mnemonic  193
Create Visual Images and Associations  193
Use Visual Images to Remember Items in a List  193
Make Acronyms  194
Use Songs or Rhymes  196

WHAT STUDY STRATEGIES HELP YOU PUT IT ALL TOGETHER?  196

STUDENT PROFILE  197
Create a Summary of Reading Material  197
Combine Class and Reading Notes into a Master Set  198

● Case Wrap-Up  200
● Successful Intelligence Wrap-Up  201

Building Skills for College, Career, and Life  202

chapter 8 Test Taking: Showing What You Know  206

What Would You Do?  207

STATUS CHECK ▶ How Prepared Are You for Taking Tests?  208

HOW CAN PREPARATION IMPROVE TEST PERFORMANCE?  208
Identify Test Type and What You Will Be Expected to Know  208
Determine Where and How the Test Will Be Given  209

STUDENT PROFILE  210
Create a Study Schedule and Checklist  210
Use Reading and Studying Strategies  211
Make and Take a Pretest  211
Prepare for Final Exams  211

GET CREATIVE  Write Your Own Test  213
Prepare Physically  213
Make the Most of Last-Minute Cramming  213

HOW CAN YOU WORK THROUGH TEST ANXIETY?  214
Prepare Well and Have a Positive Attitude  214
Math Anxiety  215

Change the Conversation  215
Test Time Strategies  216
Test Anxiety and the Returning Student  216

WHAT GENERAL STRATEGIES CAN HELP YOU SUCCEED ON TESTS?  216
Test Day Strategies  216

GET PRACTICAL  Assess Test Anxiety with the Westside Test Anxiety Scale  217

Multiple Intelligence Strategies  218
Maintain Academic Integrity  219

HOW CAN YOU MASTER DIFFERENT TYPES OF TEST QUESTIONS?  222
Multiple-Choice Questions  224
True/False Questions  225
Matching Questions  225
Fill-in-the-Blank Questions  225
Essay Questions  226

WHAT CAN YOU LEARN FROM TEST MISTAKES?  228

GET ANALYTICAL  Write to the Verb  230

● Case Wrap-Up  232
● Successful Intelligence Wrap-Up  233

Building Skills for College, Career, and Life  234
chapter 9 Diversity and Communication: Making Relationships Work 238

What Would You Do? 239

STATUS CHECK ▶ How Developed Are Your Cultural Competence and Communication Skills? 240

HOW CAN YOU DEVELOP CULTURAL COMPETENCE? 240
What Diversity Means 240
Action 1: Value Diversity 241
Action 2: Identify and Evaluate Personal Perceptions and Attitudes 242

GET CREATIVE Expand Your Perception of Diversity 244
Action 3: Be Aware of What Happens When Cultures Interact 244
Action 4: Build Cultural Knowledge 245
Action 5: Adapt to Diverse Cultures 245

Change the Conversation 246

STUDENT PROFILE 247

HOW CAN YOU COMMUNICATE EFFECTIVELY? 247
Adjust to Communication Styles 247

Multiple Intelligence Strategies 250
Know How to Give and Take Criticism 251
Understand Body Language 252

GET ANALYTICAL Give Constructive Criticism 253

HOW DO YOU MAKE THE MOST OF PERSONAL RELATIONSHIPS? 253
Use Positive Relationship Strategies 254
Plug into Communication Technology Without Losing Touch 254
Manage Conflict 256

GET PRACTICAL Conflict Prevention Strategies 257
Manage Anger 257
Avoid Destructive Relationships 258

● Case Wrap-Up 260
● Successful Intelligence Wrap-Up 261

Building Skills for College, Career, and Life 262

chapter 10 Wellness and Stress Management: Staying Healthy in Mind and Body 266

What Would You Do? 267

STATUS CHECK ▶ How Effectively Do You Maintain Your Personal Wellness? 268

HOW CAN FOCUSING ON HEALTH HELP YOU MANAGE STRESS? 268
Eat Well 270
Get Exercise 271

STUDENT PROFILE 272
Get Enough Sleep 273
Stay Safe 274

Multiple Intelligence Strategies 275

GET PRACTICAL Find Health Resources 276
Address Mental Health Issues 276

HOW CAN YOU MAKE EFFECTIVE DECISIONS ABOUT ALCOHOL, TOBACCO, AND DRUGS? 279
Alcohol 279

Tobacco 279

GET ANALYTICAL Evaluate Your Substance Use 281
Drugs 283
Facing Addiction 284

HOW CAN YOU MAKE EFFECTIVE DECISIONS ABOUT SEX? 284

GET CREATIVE Find More Fun 285

Birth Control 285
Sexually Transmitted Infections 285
AIDS and HIV 285

● Case Wrap-Up 288
● Successful Intelligence Wrap-Up 289

Building Skills for College, Career, and Life 290
chapter 11 Managing Money: Living Within Your Means

What Would You Do? 295
STATUS CHECK ▶ How Effectively Do You Manage Money? 296
WHAT DOES MONEY MEAN IN YOUR LIFE? 296
How You Perceive and Use Money 296
Needs Versus Wants 297
How Your Time Relates to Money 298
HOW CAN YOU CREATE AND USE A BUDGET? 299
Figure Out What You Earn 299
Figure Out What You Spend 299
Evaluate the Difference 300
Adjust Expenses or Earnings 301
GET PRACTICAL Map Out Your Budget 302
HOW CAN YOU INCREASE INCOME THROUGH WORK AND FINANCIAL AID? 304
Juggle Work and School 304
Explore and Apply for Financial Aid 305
Change the Conversation 305
GET CREATIVE Brainstorm Day-to-Day Ways to Save Money 308
WHAT WILL HELP YOU USE CREDIT CARDS WISELY? 309
How Credit Cards Work 310
Watch for Problems 310
Manage Credit Card Debt 311
Build a Good Credit Score 312
GET ANALYTICAL Examine Credit Card Use 314
HOW CAN YOU PLAN FOR A SOLID FINANCIAL FUTURE? 314
Save and Invest Your Money 314
Multiple Intelligence Strategies 315
Begin Saving for Retirement 316
Case Wrap-Up 317
Successful Intelligence Wrap-Up 318
Building Skills for College, Career, and Life 319

chapter 12 Careers and More: Building a Successful Future

What Would You Do? 323
STATUS CHECK ▶ How Prepared Are You for Workplace and Life Success? 324
HOW CAN YOU PREPARE FOR CAREER SUCCESS? 324
Consider Your Personality and Strengths 324
Be Strategic 325
Build Knowledge and Experience 327
Investigate Career Paths 328
Know What Employers Want 328
Expect Change 330
STUDENT PROFILE 331
HOW CAN YOU CONDUCT AN EFFECTIVE JOB SEARCH? 332
Use Available Resources 332
Use an Organized, Consistent Strategy 333
Your Resumé, Cover Letter, and Interview 334
Change the Conversation 334
HOW CAN YOU CONTINUE TO ACTIVATE YOUR SUCCESSFUL INTELLIGENCE? 334
GET PRACTICAL Find Useful Keywords 335
GET ANALYTICAL Evaluate Your Development 336
HOW WILL YOUR LEARNING IN THIS COURSE BRING SUCCESS? 338
Lifelong Learning and the Growth Mindset 338
GET CREATIVE Think Fifty Positive Thoughts 340
Flexibility Helps You Adapt to Change 340
Case Wrap-Up 342
Successful Intelligence Wrap-Up 343
Building Skills for College, Career, and Life 344

APPENDIX A: The Writing Process 351
APPENDIX B: Social Networking and Media 357
ENDNOTES 359
INDEX 363
Since its publication, Keys to Success has set the standard for helping students understand how to be successful in College, Career, and Life. This Seventh Edition presents Keys' tried-and-true system, revised for even greater efficacy, for building students' ability to think analytically, creatively, and practically. These three thinking skills increase students' power to choose and to act as they progress through college and the world of work.

**Text-wide Theme of Successful Intelligence Focuses on Analytical, Creative, and Practical Thinking Skills:** Based on Robert Sternberg's concept of using successful intelligence to maximize learning and life success, the way to achieve College, Career, and Life success is through building analytical, creative, and practical thinking skills. Here's what you'll see:

1. **Get Analytical, Get Creative, and Get Practical exercises** are geared toward building the specific skill.
2. **SI Wrap-Up** summarizes how students have built their thinking skills in the context of the chapter topics and exercises.
3. **Steps to Success: Boost Your Brain Power exercises** build all thinking skills at three levels of challenge, starting with recall and moving to application and analysis, making it easy to accommodate students’ abilities.
4. **The theme, introduced in Chapter 1,** has been retained and strengthened with the latest research and a stronger link to motivation, mindset, and future success.
5. **Pre- and Post-course assessments, found in Chapters 1 and 12,** help students assess their progress in building these thinking skills and their motivation to persist in achieving goals.

**Emphasis on How Students Learn:** This text gives the tools to find out how students think and learn best and what to do to apply that information usefully. Chapter 3's Self-Assessments help explore learning strengths and weaknesses. Then, in Chapters 4–12, Multiple Intelligence Strategies grids help find ways to relate the chapter topic to learning preferences. In-chapter material (especially the Communication and Careers chapters) shows how to apply how you learn to specific situations.

**Success Skills That Transfer to Today's Global Workplace . . . and to Life:** Keys skills transfer to success in today's global marketplace. The Partnership for 21st Century Skills, an organization founded by top educators and business leaders, developed a framework to identify the core knowledge and skills people need to learn to be effective in a global workplace. In every chapter, Keys' coverage builds the skills covered in that framework.

"It's not just what you know; it's what you know how to do."
What’s New in this edition?

Annotated Instructor’s Edition offers quick access to icebreakers, extra activities, “fast facts,” resource links to instructor materials such as PowerPoints and MyStudentSuccessLab, coaching tips, use of social networking, and real-world benefits.

Compelling case studies and activities open and are revisited throughout each chapter. Through others’ experiences, students learn to question, spot issues, solve problems, evaluate their own choices, and plan for similar situations in the future.

Mid-chapter and end-of-chapter case activities (Change the Conversation and Case Wrap-up) encourage critical, creative, and practical thinking about personal, professional, and local issues.

Real-World Benefits to Jump-Starting Career and Life Success: In addition to fully integrated coverage of college–career–life connections in each chapter, here’s how Keys helps students connect.

1. Social Networking and Media is integrated in the text, in an appendix and as a segment of the Career Portfolio activity, where students use social media to build a profile on an effective career and internship networking site step-by-step.

2. 21st Century Skills, findings from a partnership of educators and business people who have discovered skills that recent graduates lack but employers require and reward, are covered. Keys develops these skills—including teamwork, communication, innovation, and personal accountability.

3. Student Profiles connect the skill in the chapter to the world of work.
What else has changed in this edition?

**Stronger Study and Life Skills Organization:** To reflect current educational best practices and better address student concerns, these five chapters were reorganized.

- **Revised! Chapter 5, Reading and Information Literacy:** This chapter now focuses on reading, text annotating and notes, and information literacy. Studying, formerly a section in Chapter 5, is updated, expanded, and relocated in Chapter 7.

- **Revised! Chapter 6, Listening and Note Taking:** This is now a more streamlined chapter that focuses on the listening process and taking notes in class. Memory has been moved to Chapter 7.

- **New! Chapter 7, Memory and Studying:** A brand-new chapter that includes the latest information on brain-based learning, how to lock information into memory, and how to study effectively.

- **Revised! Chapter 11, Managing Money:** An entire chapter is now devoted to financial literacy, a key issue for students living in today’s economy. Includes new information. It includes new credit and student loan regulations.

- **Revised! Chapter 12, Careers and More:** Now a full chapter of coverage is provided on this crucial topic.

**Updated and Expanded Coverage:** All chapters have been updated, but these topics deserve special mention: chapter opening self-assessments (all chapters), motivation (Chapter 1), emotional intelligence (Chapter 1 and in every chapter’s end-of-chapter “emotional intelligence” journal activity), information literacy (Chapter 5), and brain-based learning (Chapter 7).

**MyStudentSuccessLab (www.mystudentsuccesslab.com):** An online solution designed to help students acquire the basic skills needed to succeed in college and beyond. It is organized to support these goals:

1. **Connect:** Promote higher engagement & retention through real student video interviews on key issues.
2. **Practice:** Facilitate skill-building with three exercises per topic that provide interactive experience and practice.
3. **Personalize:** Students apply what is learned and create personally relevant projects; Instructors assess skill mastery.

Many of our best suggestions come from you. Please contact your Pearson representative with questions or requests for resources or materials. Send suggestions for ways to improve Keys to Success to Carol Carter at caroljcarter@lifebound.com. We look forward to hearing from you!
With the help of many, this stellar Seventh Edition has taken yet another leap forward. We thank:

**Seventh Edition Reviewers**

Mary Adams, Northern Kentucky University  
Shawn Bixler, The University of Akron  
Julia Brown, South Plains College  
Frederick Charles, Indiana University  
Carrie Cokely, Curry College  
Donna Dahlgren, Indiana University Southeast  
Ann French, New Mexico State University  
Lewis Grey, Middle Tennessese State University  
Valerie Jefferson, Rock Valley College  
Gary G. John, Richland College  
Elvira Johnson, Central Piedmont Community College  
Natalie McLellan, Holmes Community College  
Kimberly O’Connor, Community College of Baltimore City  
Tom Peterson, Grand View University  
Jack E. Sallie, Jr., Montgomery College  
Tia Short, Boise State University  
Julie Stein, California State University  
Rose Stewart-Fram, McLennan Community College  
Karla Thompson, New Mexico State University  
Susannah Waldrop, University of South Carolina, Upstate  
Jill Wilks, Southern Utah University  
Kim Winford, Blinn College

**Reviewers for Previous Editions**

Peg Adams, Northern Kentucky University  
Raishell Adams, Palm Beach Community College—Palm Beach Gardens  
Veronica Allen, Texas Southern University  
Fred Amador, Phoenix College  
Angela A. Anderson, Texas Southern University  
Robert Anderson, The College of New Jersey  
Manual Aroz, Arizona State University  
Dirk Baron, California State University–Bakersfield  
Glenda Belote, Florida International University  
Todd Benatovich, University of Texas at Arlington  
John Bennett, Jr., University of Connecticut  
Lynn Berkow, University of Alaska  
Susan Bierster, Palm Beach Community College–Lake Worth  
Ann Bingham-Newman, California State University–LA  
Mary Bixby, University of Missouri–Columbia  
Barbara Blandford, Education Enhancement Center at Lawrenceville, NJ  
Jerry Bouchie, St. Cloud State University  
D’Yonne Browder, Texas Southern University  
Mary Carstens, Wayne State College  
Mona Casady, SW Missouri State University  
Christy Cheney, Valencia Community College–East Campus  
Leslie Chilton, Arizona State University  
Kobitta Chopra, Broward Community College  
Jim Coleman, Baltimore City Community College  
Sara Connolly, Florida State University  
Kara Craig, University of Southern Mississippi  
Jacqueline Crossen-Sills, Massasoit Community College  
Janet Cutshall, Sussex County Community College
Carolyn Darin, California State University–Northridge
Deryl Davis-Fulmer, Milwaukee Area Technical College
Valerie DeAngelis, Miami-Dade Community College
Joyce Annette Deaton, Jackson State Community College
Rita Delude, NH Community Technical College
Marianne Edwards, Georgia College and State University
Judy Elsley, Weber State University in Utah
Ray Emett, Salt Lake Community College
Jacqueline Fleming, Texas Southern University
Patsy Frenchman, Santa Fe Community College
Rodolfo Frias, Santiago Canyon College
Ralph Gallo, Texas Southern University
Jean Gammon, Chattanooga State Technical Community College
Skye Gentile, California State University, Hayward
Bob Gibson, University of Nebraska–Omaha
Jennifer Guyer-Wood, Minnesota State University
Sue Halter, Delgado Community College
Suzy Hampton, University of Montana
Karen Hardin, Mesa Community College
Patricia Hart, California State University, Fresno
Maureen Hurley, University of Missouri–Kansas City
Karen Iversen, Heald Colleges
Valerie Jefferson, Rock Valley College
Cynthia Johnson, Palm Beach Community College–Lake Worth
S. Renee Jones, Florida Community College at Jacksonville–North Campus
Georgia Kariotis, Oakton Community College
Laura Kauffman, Indian River Community College
Kathryn K. Kelly, St. Cloud State University
Cathy Keyler, Palm Beach Community College–Palm Beach Gardens
Quentin Kidd, Christopher Newport University
Nancy Kosmicke, Mesa State College
Patsy Krech, University of Memphis
Dana Kuehn, Florida Community College at Jacksonville–Deerwood Center
Nureen Lace, California State University–Northridge
Charlene Latimer, Daytona Beach Community College–Deland
Paul Lede, Texas Southern University
Lanita Legan, Texas State University
Linda Lemkau, North Idaho College
Kristina Leonard, Daytona Beach Community College–Flagler/Palm Coast
Christine A. Lottman, University of Cincinnati
Frank T. Lyman, Jr., University of Maryland
Judith Lynch, Kansas State University
Patricia A. Malinowski, Finger Lakes Community College
Marvin Marshak, University of Minnesota
Kathy Masters, Arkansas State University
Howard Masuda, California State University–Los Angeles
Antoinette McConnell, Northeastern Illinois University
Caron Mellbloom-Nishioka, California State University–Dominquez Hills
Jenny Middleton, Seminole Community College
Barnette Miller Moore, Indian River Community College
Gladys Montalvo, Palm Beach Community College
Rebecca Munro, Gonzaga University
Nanci C. Nielsen, University of New Mexico–Valencia Campus
Sue Palmer, Brevard Community College
Alan Pappas, Santa Fe Community College
Bobbie Parker, Alabama State University
Carolyn Patterson, Texas State Technical College–West Texas
Curtis Peters, Indiana University Southeast
Virginia Phares, DeVry of Atlanta
Brenda Prinzavalli, Beloit College
Margaret Quinn, University of Memphis
Corliss A. Rabb, Texas Southern University
Terry Rafter-Carles, Valencia Community College–Orlando
Jacqueline Robinson, Milwaukee Area Technical College
Eleanor Rosenfield, Rochester Institute of Technology
Robert Roth, California State University–Fullerton
Manuel Salgado, Elgin Community College
Rebecca Samberg, Housatonic Community College
Karyn L. Schulz, Community College of Baltimore County–Dundalk
Pamela Shaw, Broward Community County–South Campus
Jacqueline Simon, Education Enhancement Center at Lawrenceville, NJ
Carolyn Smith, University of Southern Indiana
Cheryl Spector, California State University–Northridge
Rose Stewart-Fram, McLennan Community College
Joan Stottlemeyer, Carroll College
Jill R. Strand, University of Minnesota–Duluth
Tracy Stuck, Lake Sumter Community College–Leesburg Campus
Toni M. Stroud, Texas Southern University
Cheri Tillman, Valdosta State University
Ione Turpin, Broward Community College
Thomas Tyson, SUNY Stony Brook
Joy Vaughan-Brown, Broward Community College
Arturo Vazquez, Elgin Community College
Eve Walden, Valencia Community College
Marsha Walden, Valdosta State University
Debbie Warfield, Seminole Community College
Rose Wassman, DeAnza College
Ronald Weisberger, Bristol Community College
Angela Williams, The Citadel
Don Williams, Grand Valley State University
William Wilson, St. Cloud State University
Tania Wittgenfeld, Rock Valley College
Michelle G. Wolf, Florida Southern College

- Robert J. Sternberg, Dean of the School of Arts and Sciences at Tufts University, for his groundbreaking work on successful intelligence and for his gracious permission to use and adapt that work for this text.
- Those who generously contributed personal stories, exhibiting courage in being open and honest about their life experiences: Charlotte Buckley, Hinds Community College; Androw Carasco, University of Arizona; Kelly Carson, Project Bridge; Louise Gaile Edrozo; Jad El-Adaimi, California Polytechnic State University; Norton Ewart; Aneela Gonzales, Golden West College; Andrew Hillman, Queens College; Kevin Ix, Bergen Community College; Tomohito Kondo, De Anza College; Joe A. Martin, Jr., Creator of Real World University website; Gary Montrose; Zack Moore, University of Rhode Island; Kelly Thompson, Colorado State University; Ming-Lun Wu, National Chengchi University, Taipei, Taiwan; Brad Zak, Boston College; Alexis Zendejas, Brigham Young University.
- Our Executive Editor Sande Johnson, Editorial Assistant Clara Ciminelli, and Development Editor Charlotte Morrissey for their dedication, vision, and efforts.
- Our production team for their patience, flexibility, and attention to detail, especially Production Editor Greg Erb; Director of Production Elaine Ober; interior book designer Carol Somberg; cover designer Linda Knowles; and Diana Neatrour and the rest of the team at Omegatype.
- Mary Gumlia for her contribution to the instructor's manual; Cynthia Johnson for her work on the PowerPoint presentation; John Kowalczyk for his work on the Test Item File; Martha Martin for creating the clicker questions; and Cheri Tillman for her work on the MyStudentSuccessLab Study Plan Quizzes and Enrichment activities.
Our marketing gurus, especially Amy Judd, Executive Marketing Manager; Margaret Waples, Vice President, Director of Marketing; and our Sales Director Team: Connie James, Director of Sales Programs; Deb Wilson, Senior Sales Director; and Sean Wittmann, Missy Bittner, Lynda Sax, Chris Cardona, and Hector Amaya, Sales Directors.

Editor-in-Chief of Student Success and Career Development Jodi McPherson; President of Pearson Teacher Education and Student Success Nancy Forsyth; CEO of Teacher Education & Development Susan Badger; and Prentice Hall President Tim Bozik, for their interest in the Keys series.

The Pearson representatives and the management team led by Brian Kibby, Senior Vice President Sales/Marketing.

The staff at LifeBound for their hard work and dedication: Heather Brown, Kelly Carson, and Cynthia Nordberg.

Our families and friends, who have encouraged us and put up with our commitments.

Special thanks to Judy Block, who contributed research and writing to this book.

Finally, for their ideas, opinions, and stories, we would like to thank all of the students and professors with whom we work. Joyce, in particular, would like to thank the thousands of students who have allowed her, as their professor, the privilege of sharing part of their journey through college. We appreciate that, through reading this book, you give us the opportunity to learn and discover with you—in your classroom, in your home, on the bus, and wherever else learning takes place.

Chelsey Emmelhainz, Student Developmental Manager, began her work with Carol Carter’s company, LifeBound, as a college junior. As a developmental editing intern, she was involved in a variety of projects including LifeBound books Leadership for Teenagers, and the revision of Majoring in the Rest of Your Life. Based on these contributions, Chelsey was hired as an editorial assistant to work on this revision of Keys to Success.

Initially responsible for contributing ideas to make the book student-centered, she also researched and contributed ideas to update chapter revisions, culled information from other students, conducted and coordinated interviews, and made recommendations for visuals and photo research. Chelsey also assisted the authors with the instructor’s materials and servicing program. In the final months of production, Chelsey researched photos and worked on Keys’s sister publications, Quick and Keys to College Studying.
Why is this course important?

This course will help you transition to college, introduce you to campus resources, and prepare you for success in all aspects of college, career, and life. You will:

- Develop Skills to Excel in Other Classes
- Apply Concepts from College to Your Career and Life
- Learn to Use Media Resources

How can you get the most out of the book and online resources required in this class?

Purchase your book and online resources before the First Day of Class. Register and log in to the online resources using your access code.

**Develop Skills to Excel in Other Classes**
- Helps you with your homework
- Prepares you for exams

**Apply Concepts from College to Your Career and Life**
- Provides learning techniques
- Helps you achieve your goals

**Learn to Use Media Resources**
- [www.mystudentsuccesslab.com](http://www.mystudentsuccesslab.com) helps you build skills you need to succeed through peer-led videos, interactive exercises and projects, journaling and goal setting activities.
- Connect with real students, practice skill development, and personalize what is learned.

Want to get involved with Pearson like other students have?

It is a place where our student customers can incorporate their views and ideas into their learning experience. They come to find out about our programs such as the Pearson Student Advisory Board, Pearson Campus Ambassador, and the Pearson Prize (student scholarship).

Here’s how you can get involved:

- Tell your instructors, friends, and family members about PearsonStudents.
- To get daily updates on how students can boost their resumes, study tips, get involved with Pearson, and earn rewards:
  - Become a fan of Pearson Students on Facebook
  - Follow @Pearson_Student on Twitter
- Explore Pearson Free Agent. It allows you to get involved in the publishing process, by giving student feedback.

See you on PearsonStudents where our student customers live. When students succeed, we succeed!
MyStudentSuccessLab is an online solution designed to help students acquire the skills they need to succeed. They will have access to peer-led video presentations and develop core skills through interactive exercises and projects that provide academic, life, and career skills that will transfer to ANY course.

It can accompany any Student Success text, or be sold as a stand-alone course offering. To become successful learners, students must consistently apply techniques to daily activities.

How will MyStudentSuccessLab make a difference?

**Is motivation a challenge, and if so, how do you deal with it?**

**Video Presentation** — Experience peer led video ‘by students, for students’ of all ages and stages.

**How would better class preparation improve the learning experience?**

**Practice activities** — Practice skills for each topic — beginning, intermediate, and advanced — leveled by Bloom’s taxonomy.

**What could you gain by building critical thinking and problem-solving skills in this class?**

**Apply (final project)** — Complete a final project using these skills to create ‘personally relevant’ resources.
MyStudentSuccessLab Feature set:

**Topic Overview:** Module objectives.

**Video Presentation – Connect:** Real student video interviews on key issues.

**Practice:** Three skill-building exercises per topic provide interactive experience and practice.

**Apply – Personalize:** Apply what is learned by creating a personally relevant project and journal.

**Resources:** Plagiarism Guide, Dictionary, Calculators, and Assessments (Career, Learning Styles, and Personality Styles).

**Additional Assignments:** Extra suggested activities to use with each topic.

**Text-Specific Study Plan (available with select books):** Chapter Objectives, Practice Tests, Enrichment activities, and Flashcards.

---

MyStudentSuccessLab Topic List –

1. Time Management/Planning
2. Values/Goal Setting
3. Learning How You Learn
4. Listening and Taking Class Notes
5. Reading and Annotating
6. Memory and Studying
7. Critical Thinking
8. Problem-Solving
9. Information Literacy
10. Communication
11. Test Prep and Test Taking
12. Stress Management
13. Financial Literacy
14. Majors and Careers

---

MyStudentSuccessLab Support:

- **Demos, Registration, Log-in** – www.mystudentsuccesslab.com under “Tours and Training” and “Support.”
- **Email support** – Send an inquiry to MyStudentSuccessLab@pearson.com
- **Online Training** – Join one of our weekly WebEx training sessions.
- **Peer Training** – Faculty Advocate connection for qualified adoptions.
- **Technical support** – 24 hours a day, seven days a week, at http://247pearsoned.custhelp.com
Quick Start to College, with coverage of some basic information you need at the beginning of your coursework, is designed to help you feel more in control as you start this important journey toward the achievement of a college education. As you read, consult your college handbook and/or website to learn about the specific resources, policies, and procedures of your college.

Start by learning what your college expects of you—and what you have a right to expect in return as a consumer of education. Continue on to explore the people and resources that can assist you while you are enrolled. Finally, consider the financial aid possibilities that can help you pay for it all.

What Your College Expects of You

If you clarify what it means to be a college student right at the start, you will minimize surprises that may be obstacles later on. What is expected of you may be different from anything you encountered in high school or in other educational settings. Because expectations differ from college to college, use the material that follows as general guidelines.

Follow procedures and fulfill requirements

Understanding and following college procedures will smooth your path to success.

Registration

Registration may take place through your school's computer network, via an automated phone system, or in the school gym or student union. Scan the college catalog and website and consider key factors as you make your selections.

► Core/general requirements for graduation
► Your major or minor or courses in departments you are considering
► Electives that sound interesting, even if they are out of your field

Once you choose courses, but before you register, create a schedule that shows daily class times to see if the schedule will work out. Meet with your advisor for comments and approval.

Graduation and curriculum requirements

Every college has degree requirements stated in the catalog and website. Make sure you understand those that apply to you, such as the following:

► Number of credits needed to graduate, including credits in major and minor fields
► Curriculum requirements, including specific course requirements
► Departmental major requirements

School procedures

Your college has rules and regulations, found in the college handbook and on the website, for all students to follow, such as the following common procedures:
Adding or dropping a class. If you find that a course is not right for you or that there are better choices, adding or dropping courses should be done within the first few days of the term. Withdrawals after a predetermined date, except those approved for special cases, usually receive a failing grade.

Taking an incomplete. If you can’t finish your work due to circumstances beyond your control—an illness or injury, for example—many colleges allow you to take a grade of Incomplete. The school will require approval from your instructor and you will have to make up the work later.

Transferring schools. Research the degree requirements of other schools and submit transfer applications. If you are a student at a community college and intend to transfer to a 4-year school, take the courses required for admission to that school. In addition, be sure all your credits are transferable, which means they will be counted toward your degree at the 4-year school.

Understand your school’s grading system

When you receive grades, remember that they reflect your work, not your self-worth. Most schools use grading systems with numerical grades or equivalent letter grades (see Key QS.1 above). Generally, the highest course grade is an A, or 4.0, and the lowest is an F, or 0.0.

In every course, you earn a certain number of college credits, called hours. For example, Accounting 101 may be worth three hours. These numbers generally refer to the number of hours the course meets per week. When you multiply each numerical course grade by the number of hours the course is worth, take the sum of all these numbers, and divide by the total number of credit hours you are taking, you obtain your grade point average, or GPA.

Learn the minimum GPA needed to remain in good standing and to be accepted and continue in your major. Key QS.2 shows you how to calculate your GPA. You can also use Web resources such as www.back2college.com/gpa.htm to calculate your GPA electronically.

Make the most of your school’s computer system

A large part of college communication and work involves the computer. In a given day you might access a syllabus online, e-mail a student, use the Internet to tap into a library database, write a draft of an assignment on a computer, and send a paper draft to an instructor electronically. Most dorm rooms are wired for computers, and an increasing number of campuses have wireless networks. Some schools are even moving to a “paperless” system where all student notifications are sent via e-mail, requiring every student to activate an e-mail account and check it regularly. Here are some suggestions for using your computer effectively:

Get started right away. Register for an e-mail account and connect to the college network. In addition, register your cell phone number with the school so you can get emergency alerts, if your school offers this service.
Use the system. Communicate with instructors and fellow students using e-mail. Browse the college website. Search databases at the college library. If you don’t know how, find someone to show you.

Save and protect your work. Save electronic work periodically onto a primary or backup hard drive, CD, or flash drive. Use antivirus software if your system needs it.

Stay on task. During study time, try to limit Internet surfing, instant messaging, visiting MySpace and Facebook, and playing computer games.

One of the most important directives for college students communicating via computer is to follow guidelines when contacting instructors via e-mail. When you submit assignments, take exams, or ask questions electronically, follow the rules of etiquette promoting civility and respect. Try these suggestions the next time you e-mail an instructor:

Use your university account. Instructors are likely to delete unfamiliar e-mails from their overloaded e-mail inboxes. Helen_Miller@yourschool.edu will get read—but disastergirl@yahoo.com may not.

Don’t ask for information you can find on your own or bother your instructor with minor problems. Flooding your instructor with unnecessary e-mails may work against you when you really need help.

Write a clear subject line. State exactly what the e-mail is about.

Address the instructor by name and title. “Hello Professor Smith” or “Hi Dr. Reynolds” is better than “Hey.”

Be clear and comprehensive. First, state your question or problem and what you want to achieve. For example, “In my essay, I believe I covered the key points. I would like to meet to discuss your critique.” Next, if necessary, support your position, using bullet points if you have a number of support statements. Finally, end by thanking the instructor and signing your full name.

Key QS.2
AN EXAMPLE SHOWS HOW TO CALCULATE YOUR GPA

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SEMESTER HOURS</th>
<th>GRADE</th>
<th>POINTS Earned For This Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry I</td>
<td>4</td>
<td>C (2.0 points)</td>
<td>4 credits × 2.0 points = 8</td>
</tr>
<tr>
<td>Freshman Writing</td>
<td>3</td>
<td>B+ (3.3 points)</td>
<td>3 credits × 3.3 points = 9.9</td>
</tr>
<tr>
<td>Spanish I</td>
<td>3</td>
<td>B– (2.7 points)</td>
<td>3 credits × 2.7 points = 8.1</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td>3</td>
<td>C+ (2.3 points)</td>
<td>3 credits × 2.3 points = 6.9</td>
</tr>
<tr>
<td>Social Justice</td>
<td>2</td>
<td>A– (3.7 points)</td>
<td>2 credits × 3.7 points = 7.4</td>
</tr>
<tr>
<td>Total semester hours</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total grade points for semester</td>
<td>40.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GPA for semester (total grade points divided by semester hours): 40.3 divided by 15 = 2.69
Letter equivalent grade: C+/B–
Avoid abbreviations and acronyms. Write as though you were crafting a business letter, not a social e-mail to a friend.

Use complete sentences, correct punctuation, and capitalization. Be sure to reread your e-mail before sending, so that you have a chance to correct any mistakes.

Give the instructor time to respond. Don’t expect a reply within 2 hours. If you hear nothing after a couple of days, send a follow-up note that contains the full text of your first message. A note that simply says “Did you get my last e-mail?” won’t be helpful if for any reason your instructor didn’t receive or read the first one.

Read and use your syllabi

You will receive a syllabus for each of your courses, either online or in person at the first class meeting (or both). Each syllabus is a super-resource for that course, providing the following information:

- Focus and goals of the course
- Required and optional reading, with a schedule of when that reading is covered
- Dates of quizzes and exams and due dates for assignments
- The instructor’s grading system and components of your final grade
- Your instructor’s policy regarding latecomers and missed class meetings
- How and when to connect with your instructor in person, by phone, or online
- Important college-wide policies such as the academic integrity policy

You might consider each syllabus as a “contract” between you and your instructor, outlining what your instructor expects of you (readings, assignments, class participation) as well as what you can expect from your instructor (availability, schedule of topics, clarification of grading system).

Put this super-resource to use by reading syllabi thoroughly and referring to them throughout the term. When you have a question, look for an answer in your syllabus first before contacting your instructor. Marking up your syllabus will remind you of responsibilities, as will “backdating”—noting in your written or electronic planner the interim goals to achieve by particular dates in order to complete assignments. For example, if you have a fifteen-page paper due on October 12, you would enter dates in September and October for goals such as topic chosen, first draft, and final draft. Key QS.3 shows a portion of an actual syllabus with important items noted.

Get involved

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

Some freshmen take on so many activities that they become overwhelmed. Pace yourself the first year. You can always add activities later. As you seek the right balance, consider this: Studies have shown that students who join organizations tend to persist in their educational goals more than those who don’t branch out.¹
**Course Description:** This course focuses on argumentative writing and the researched paper. Students will practice the rhetorical art of argumentation and will gain experience in finding and incorporating researched materials into an extended paper.

**Writer's Notebook:** All students will keep, and bring to class, a notebook with blank paper. Throughout the semester, you will be given writing assignments to complete in this book. You must bring to class and be prepared to share any notebook assignment. Notebook assignments will be collected frequently, though sometimes randomly, and graded only for their completeness, not for spelling, etc.

**Grading:**
- Major Writing Assignments worth 100 points each.
- Final Research Project worth 300 points.
- Additional exercises and assignments range from 10 to 50 points each.
- Class participation: Based on the degree to which you complete the homework and present this in a thoughtful, meaningful manner in class.
- Attendance: Attendance is taken daily and students may miss up to three days of class without penalty, but will lose 5 points for each day missed thereafter.
- Late work: All work will lose 10% of earned points per class day late. No work will be accepted after five class days or the last class meeting.

**Final Grade:** The average of the total points possible (points earned divided by the total possible points). 100–90% = A; 89–80% = B; 79–70% = C (any grade below 70% is not passing for this class).

**Academic Integrity:** Students must credit any material used in their papers that is not their own (including direct quotes, paraphrases, figures, etc.). Failure to do so constitutes plagiarism, which is illegal, unethical, always recognizable, and a guaranteed way to fail a paper. The definition of plagiarism is “to steal and use (the writings or ideas of another) as one’s own.”

**Week 4**
- 2/1 The Concise Opinion.
  HW: Complete paper #1 Rough Draft (5–7 pages double-spaced)
- 2/3 How Professionals Argue
  HW: Read Jenkins Essay (p 501 of *Good Reasons*) and Rafferty Essay (p 525); compare argumentative style, assess and explain efficacy of arguments.

**Week 5**
- 2/15 Developing an Argument
  Essay Quiz on Jenkins and Rafferty Essays
  HW: Chap 5 of *Good Reasons*; based on components of a definition of argument, write a brief explanation of how your argument might fit into this type.
- 2/17 Library Workday: Meet in Room 292
  PAPER #1 DUE
**Connect with People and Resources**

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

**Instructors and teaching assistants**

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

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

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

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

- **Office hours.** Instructors keep regular office hours, generally appearing on your syllabus or posted on instructors’ office doors and on instructors’ or departmental Web pages. Always make an appointment for a meeting. Face-to-face conferences are ideal for working through ideas and problems (for example, deciding on a term paper topic) or asking for advice (for example, looking for guidance on choosing courses in the department).
- **E-mail.** Use e-mail to clarify assignments and assignment deadlines, to ask questions about lectures or readings, or to clarify what will be covered on a test. Using the e-mailing guidelines presented earlier in Quick Start will increase the likelihood of receiving a positive response. Instructors’ e-mail addresses are generally posted on the first day of class and may also appear in your handbook or syllabus.
- **Voice mail.** If something comes up at the last minute, you can leave a message in
your instructor's voice mailbox. Make your message short but specific (“This is Rick Jones from your 10 o'clock Intro to Psychology class. I'm supposed to present my project today, but have a fever of 102 degrees”). Avoid calling instructors at home unless they give specific permission to do so.

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

**Academic advisors**

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

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

**Mentors**

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

**Tutors and academic centers**

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

**Administrators**

Every college needs an administrative staff to operate smoothly and efficiently. One of the most important administrative offices for students is the office of the dean of student affairs, which, in many colleges, is the center for student services. Staff members there can answer your questions...
or direct you to others who can help. You will also encounter administrative offices involved with tuition payments, financial aid, and registration.

- The bursar’s office (also called the office of finance or accounting office) issues bills for tuition and room and board and collects payments from students and financial aid sources.
- The financial aid office helps students apply for financial aid and understand the eligibility requirements of different federal, state, and private programs (see Chapter 11 for more details on financial aid).
- The registrar’s office handles course registration, sends grade reports, and compiles your official transcript (a comprehensive record of your courses and grades). Graduate school admissions offices require a copy of your transcript, as do many prospective employers.

**Student-centered services**

Colleges provide a host of services that help students succeed in college and deal with problems that arise.

- **Academic computer center.** Most schools have computer facilities that are open daily, usually staffed by technicians who can assist you. Many facilities also offer training workshops.
- **Student housing or commuter affairs office.** Residential colleges provide on-campus housing for undergraduate students. The housing office handles room and roommate placement and deals with special needs (for example, an allergic student’s need for a room air conditioner) and problems. Schools with commuting students may have transportation and parking programs.
- **Health services.** Generally including sick care, prescriptions, routine diagnostic tests, vaccinations, and first aid, college clinics are affiliated with nearby hospitals for emergency care. In addition, psychological counseling is sometimes offered through health services or at a separate facility. Many colleges require proof of health insurance at the time of registration.
- **Career services.** Helping students find part-time and full-time jobs, as well as summer jobs and internships, career offices have reference files on careers and employers. They also help students learn to write résumés and cover letters and search job sites on the Internet. These offices sponsor career fairs and provide space for employers to interview students on campus.
- **Services for disabled students.** For students with documented disabilities, federal law requires that assistance be provided in the form of accommodations ranging from interpreters for the hearing impaired to ramps for students in wheelchairs. If you have a disability, visit this office to learn what is offered, and remember that this office is your advocate if you encounter problems.
- **Veterans’ affairs.** The veterans’ office provides services including academic and personal counseling and current benefit status, which may affect tuition waivers.

**Resources for minority students**

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

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

You are beginning the journey of your college education and lifelong learning. The work you do in this course will help you achieve your goals in your studies, your personal life, and your career. Psychologist Robert J. Sternberg, the originator of the successful intelligence concept that is the theme of *Keys to Success*, has said that those who achieve success "create their own opportunities rather than let their opportunities be limited by the circumstances in which they happen to find themselves."² Let this book and this course help you create new and fulfilling opportunities on your path to success.
KEYS TO SUCCESS