Academic Transformation

THE ROAD TO COLLEGE SUCCESS

THIRD EDITION

De Sellers, Ph.D.
Cerridwen, Inc.

Carol W. Dochen, Ph.D.
Texas State University

Russ Hodges, Ed.D.
Texas State University
Many of the designations used by manufacturers and sellers to distinguish their products are claimed as trademarks. Where those designations appear in this book, and Pearson Education was aware of a trademark claim, the designations have been printed in initial caps or all caps.

Photo Credits: Fotofermer/Shutterstock (oak sprout), pp. 1–201; Fotofermer/Shutterstock (oak sprout) and Vita Khorshlevska/Shutterstock (hand), pp. 1, 15, 27, 43, 61, 77, 95, 121, 137, 153, 169, 187, 201; Courtesy of Diana E. Sellers, p. v; Courtesy of Carol W. Dochen, p. v; Courtesy of Russ Hodges, p. v; Pearson Education, Inc., p. xix; WavebreakmediaMicro/Fotolia, p. 21; Lorelyn Medina/Shutterstock, p. 31; Monkey Business Images/Shutterstock, p. 49; Goodlux/Shutterstock, p. 73; Creative/Fotolia, p. 82; Pearson Education, Inc., pp. 83–84; N. Kederrsha/Science Source/Photo Researchers, Inc., p. 85; Peshkova/Fotolia, p. 98; Stephen Coburn/Shutterstock, p. 123; M00sosfo/Shutterstock, p. 127; Peter Atkins/Fotolia, p. 139; Peshkova/Fotolia, p. 155; Auremar/Shutterstock, p. 173; WavebreakmediaMicro/Fotolia, p. 197; Enciktat/Fotolia, p. 203.

MICROSOFT AND/OR ITS RESPECTIVE SUPPLIERS MAKE NO REPRESENTATIONS ABOUT THE SUITABILITY OF THE INFORMATION CONTAINED IN THE DOCUMENTS AND RELATED GRAPHICS PUBLISHED AS PART OF THE SERVICES FOR ANY PURPOSE. ALL SUCH DOCUMENTS AND RELATED GRAPHICS ARE PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND, MICROSOFT AND/OR ITS RESPECTIVE SUPPLIERS HEREBY DISCLAIM ALL WARRANTIES AND CONDITIONS WITH REGARD TO THE INFORMATION, INCLUDING ALL WARRANTIES AND CONDITIONS OF MERCHANTABILITY, WHETHER EXPRESS, IMPLIED OR STATUTORY, FITNESS FOR A PARTICULAR PURPOSE, TITLE AND NON-INFRINGEMENT. IN NO EVENT SHALL MICROSOFT AND/OR ITS RESPECTIVE SUPPLIERS BE LIABLE FOR ANY SPECIAL, INDIRECT OR CONSEQUENTIAL DAMAGES OR ANY DAMAGES WHATSOEVER RESULTING FROM LOSS OF USE, DATA OR PROFITS, WHETHER IN AN ACTION OF CONTRACT, NEGLIGENCE OR OTHER TORTIOUS ACTION, ARISING OUT OF OR IN CONNECTION WITH THE USE OR PERFORMANCE OF INFORMATION AVAILABLE FROM THE SERVICES. THE DOCUMENTS AND RELATED GRAPHICS CONTAINED HEREIN COULD INCLUDE TECHNICAL INACCURACIES OR TYPOGRAPHICAL ERRORS. CHANGES ARE PERIODICALLY ADDED TO THE INFORMATION HEREIN. MICROSOFT AND/OR ITS RESPECTIVE SUPPLIERS MAY MAKE IMPROVEMENTS AND/OR CHANGES IN THE PRODUCT(S) AND/OR THE PROGRAM(S) DESCRIBED HEREIN AT ANY TIME. PARTIAL SCREEN SHOTS MAY BE VIEWED IN FULL WITHIN THE SOFTWARE VERSION SPECIFIED. MICROSOFT® WINDOWS®, MICROSOFT® POWERPOINT®, AND MICROSOFT OFFICE® ARE REGISTERED TRADEMARKS OF THE MICROSOFT CORPORATION IN THE U.S.A. AND OTHER COUNTRIES. THIS BOOK IS NOT SPONSORED OR ENDORSED BY OR AFFILIATED WITH THE MICROSOFT CORPORATION.

Copyright © 2015, 2011, 2005 Pearson Education, Inc. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Printed in the United States of America. For information on obtaining permission for use of material in this work, please submit a written request to Pearson Education, Inc., Rights and Contracts Department, 501 Boylston Street, Suite 900, Boston, MA 02116, fax your request to 617-671-3447, or e-mail at http://www.pearsoned.com/legal/permissions.htm.

Library of Congress Cataloging-in-Publication Data
Sellers, De.
pages cm.
Includes bibliographical references and index.
1. Study skills. 2. Learning, Psychology of. 3. College student orientation.
I. Dochen, Carol W. II. Hodges, Russ, 1958– III. Title.
LB2395.S45 2015
378.1‘70281—dc23
2013030235

1 2 3 4 5 6 7 8 9 10—XXX—17 16 15 14 13
We dedicate this book to our past, present, and future students.
About the Authors

Dr. De Sellers began one of the earliest cognitive-based learning framework courses for American college students in 1973 at Texas State University, incorporating both emerging theory and research-based practice from numerous academic disciplines. Although carrying administrative duties, including Dean of General Studies and Director of the Student Learning Assistance Center, she continued to teach the course for 25 years. She holds both an M.A. and Ph.D. in Curriculum and Instruction, with a focus on adult learners, from the University of Texas at Austin. Currently she is president of Cerridwen, Inc., a counseling and educational consulting firm, and is a Licensed Professional Counselor with a specialty in pastoral counseling.

Dr. Carol W. Dochen directs the Student Learning Assistance Center at Texas State University. In addition to her administrative duties, she has taught both the University’s learning framework course and first-year seminar course for more than 25 years. She is actively involved in state and national developmental education organizations and was a founding member of the annual statewide College Academic Support Programs (CASP) conference and the Texas Association for Developmental Education (TADE), of which she is a past president. She holds an M.Ed. in School Psychology from Texas State University and a Ph.D. in Higher Education Administration, with a minor in Educational Psychology, from the University of Texas at Austin.

Dr. Russ Hodges is an associate professor in the College of Education at Texas State University where he co-created and now teaches graduate courses in the new doctoral, master’s, and certificate programs in developmental education. Russ also coordinates the University’s learning framework course. Russ is currently serving his third term as chair of the Council of Learning Assistance and Developmental Education Associations (CLADEA). He is a past president and treasurer of the College Reading and Learning Association (CRLA). Russ also serves on the editorial boards for the Journal of Developmental Education and the Journal of College Reading and Learning. He holds an M.Ed. in Counseling from the University of Louisiana Monroe and an Ed.D. in Developmental Education from Grambling State University.
Brief Contents

Packing the Essentials    1
Toothbrush? Check! Backpack? Check! Commitment? Check!

1 The Road to Autonomous Learning    15
I don’t know where I’m going, but I’m making good time.

2 Thinking and Intellectual Performance    27
I think, ergo I learn.

3 Learning in Class    43
But I slept through class in high school.

4 Learning Outside Class    61
Outside of class?!!? The brochure didn’t say anything about this.

5 The Brain, the Mind, and Academics    77
My, what big dendrites you have.

6 Preparing for Performance    95
Lights, Cameras, Action!

7 Establishing Direction in Your Life    121
Is there an app for that?

8 Willpower    137
I know I can, I know I can.

9 Making Effective Choices    153
To party or not to party: That is the question.

10 Managing Stress and Anxiety in the 21st Century    169
AAUUUGH *%$#@! (I feel much better now.)

11 Patterns in Human Development    187
All these people are like me?

12 Individuality    201
I’ve just gotta be me.

Appendix: The Power Project (Self-Change)    221
Postscript    229
References    231
Index    235
Contents

Preface xvii

Packing the Essentials 1
   Toothbrush? Check! Backpack? Check! Commitment? Check!
   QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER 1
   Introduction 1
   Attitude, Commitment, and Reflection 1
      Be Real 1
      Commit 1
      Reflect 2
   Management Strategies 3
      Self-Care 3
      Time Management 3
      Course Notebook 5
   EXERCISE E.1 Course Notebook 7
      Virtual Learning Environments 7
   Testing Strategies 8
      Preparing for a Test 8
   EXERCISE E.2 Using a Test Prep Plan 9
      Taking a Test 11
      Analyzing Your Performance 13
   EXERCISE E.3 Analyzing Your Preparation and Performance 14
   The Last Word 14

The Road to Autonomous Learning 15
   I don’t know where I’m going, but I’m making good time.
   QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER 15
   Case Study Overview 15
   EXERCISE 1.1 SELF-ASSESSMENT: My Willingness to Become
   a Successful Student 16
   Introduction 16
   A Quality World 17
      Improving Our Quality World 19
   Academic Transformation 21
   Becoming an Autonomous Learner 22
   Summary 24 • Key Concepts 24 • Thinking Critically 25 •
   The Last Word 25
2 Thinking and Intellectual Performance

I think, ergo I learn.

QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER

Case Study Overview

EXERCISE 2.1 SELF-ASSESSMENT: Thinking About Learning

The Role of Thinking in Study

Three-Stage Model of Critical Thinking

Critical Thinking in the Academic Disciplines

Types of Knowledge

Declarative Knowledge

Propositions

Procedural Knowledge

Productions

Conditional Knowledge

EXERCISE 2.2 Using Declarative, Procedural, and Conditional Knowledge

Levels of Intellectual Performance

Remember

Understand

Apply

Analyze

Evaluate

Create

Using the Taxonomy

Summary

• Key Concepts

• Thinking Critically

The Last Word

3 Learning in Class

But I slept through class in high school.

QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER

Case Study Overview

EXERCISE 3.1 SELF-ASSESSMENT: Skills for Success

Your Job as a Student

Range of Difficulty of Material

Content Difficulty

Quality of Presentation

Intuitive–Formal Continuum

EXERCISE 3.2 Range of Difficulty of Your Classes

How to Learn in Class

Listening and Note Taking

Effective Note Taking Strategies

Lecture Classes

Guided Notes

Cornell Notes

Problem-Solving Classes

T-Notes

Discussion Classes

Distance Classes
Learning Outside Class  61
Outside of class?!? The brochure didn’t say anything about this.

QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER  61
Case Study Overview  61
EXERCISE 4.1 SELF-ASSESSMENT: Skills for Success  62
Essential Learning Methods  63
Learning from Textual Sources  63
  A Structured Reading Method  64
    Plan and Prepare  64
    Read Strategically  65
    Review and Reflect  66
  Other Textual Sources  68
    Two Blocks to Good Reading  69
      Vocabulary  69
      Concentration  69
EXERCISE 4.2 Internal and External Distractions  69
Learning from Solving Problems  71
Learning from Writing  71
Learning from Individual Projects  72
Learning from Case Studies  72
Learning from Peers  73
  Group Projects  73
    Tutoring and Peer-Assisted Learning Groups  74
    Study and Test Review Groups  74
Learning from Academic Networking  74
Summary  75 • Key Concepts  76 • Thinking Critically  76 • The Last Word  76

The Brain, the Mind, and Academics  77
My, what big dendrites you have.

QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER  77
Case Study Overview  77
EXERCISE 5.1 SELF-ASSESSMENT: Collegiate Performance and Memory  78
Collegiate Performance  79
  Grades  79
Predicting the Task  80
    What Is the Content?  80
    What Is the Level of Learning Needed?  80
The Brain, the Mind, and Mindsight  82
  The Physical Brain  83
EXERCISE 5.2 Make a Fist  84
EXERCISE 5.3 Enriching Your Learning Environment  87
A Descriptive Model of Collegiate Learning  88
A Tour Through the Model  88
Dual-Store Model of Memory  89
Sensory Register  89
Working Memory  90
Long-Term Memory  91
Applying the Model  92
Summary  92  •  Key Concepts  92  •  Thinking Critically  92  •
The Last Word  93

Preparation for Performance  95
Lights, Cameras, Action!
QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER  95
Case Study Overview  95
EXERCISE 6.1 SELF-ASSESSMENT: Preparing to Perform Academically  96
Three Approaches to Academic Learning  97
Surface Learning  97
Achievement Learning  98
Deep Learning  98
EXERCISE 6.2 Using Surface, Achievement, and Deep Approaches to Learning  99
Increasing Your Academic Learning and Memory  100
Attending  100
Understanding  101
Consolidating (Building Dendrites) and Retrieving  102
Forgetting—Causes and Remedies  103
Simple Applied Learning Strategies  104
Multiple Ways to Use Note Cards  106
Advanced Applied Learning Strategies  109
Summarization Techniques  110
Visual or Graphic Organizers  110
Testing Strategies  117
Summary  118  •  Key Concepts  118  •  Thinking Critically  118  •
The Last Word  119

Establishing Direction in Your Life  121
Is there an app for that?
QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER  121
Case Study Overview  121
EXERCISE 7.1 SELF-ASSESSMENT: Exploring Goals and Motivation  122
Fantasies, Dreams, and Goals  123
Goals  124
Translating Goals Into Behaviors  125
Characteristics of SMART Goals  127
Translating Goals Into an Action Plan  127
EXERCISE 7.2 Translate Your Goal Into an Action Plan  129
### Motivation 129

- **Psychological Elements That Affect Motivation** 130
- **Values** 132
- **Needs** 132
- **Expectations** 133

**Summary** 134  •  **Key Concepts** 135  •  **Thinking Critically** 135  •  **The Last Word** 135

### Willpower 137

*I know I can, I know I can.*

**QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER** 137

**Case Study Overview** 137

**EXERCISE 8.1 SELF-ASSESSMENT:** Willpower/Self-Regulation/Self-Control 138

**The Importance of Willpower** 139

**The Battle Within Your Brain** 139

**Stages of Self-Regulatory Ability** 141

- **Stage 1: Chaos** 141
- **Stage 2: Stability** 141
- **Stage 3: Flexibility** 142
- **Stage 4: Mastery** 142
- **Possible Regression** 142

**Academic Willpower** 142

**EXERCISE 8.2** Self-Regulation 143

**Strengthening Academic Willpower** 144

- **Ownership** 144
- **Self-Esteem** 145
- **Intent** 146
- **Initiation** 146
- **Self-Talk** 147
- **Mindset** 148

**The Power Project (Self-Change)** 148

**Flow** 149

**Summary** 150  •  **Key Concepts** 150  •  **Thinking Critically** 150  •  **The Last Word** 151

### Making Effective Choices 153

*To party or not to party: That is the question.*

**QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER** 153

**Case Study Overview** 153

**EXERCISE 9.1 SELF-ASSESSMENT:** Managing My Time and My Life 154

**Making Decisions—Good and Bad** 155

**Building Good Habits** 157

**Sabotaging Intentions** 158

- **Moral Licensing** 158
- **Chasing Pleasure** 158
Contents

What the Hell! 159
The Killers 159
Timeliness versus Procrastination 160
EXERCISE 9.2 How Do You Procrastinate? 161
Subjective or Clock Time 162
Driving and Resisting Forces 163
Effective Time and Task Management 163
Underlying Assumptions 163
Creating the Right Plan 165
Next Action List 165
Study Starts 165
Technology Aids 166
Balancing Our Lives 166
Summary 167 • Key Concepts 167 • Thinking Critically 168 •
The Last Word 168

10 Managing Stress and Anxiety in the 21st Century 169
AAUUUGH *%#$&!@ (I feel much better now.)
QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER 169
Case Study Overview 169
EXERCISE 10.1 SELF-ASSESSMENT: Stress 170
Stress and Anxiety 171
College Life 172
Refuting Irrational Ideas 174
Breaking the Worry Cycle 174
Specific Types of Reactions 175
Individual 176
Personality Types for Coping with Stress 177
Stress-Hardy Individuals 177
Gender Differences 178
EXERCISE 10.2 Relaxation Response 178
Event and Individual Perception 180
Possible Reactions: Fight, Flight, Freeze, or Manage 180
Overcoming Specific Academic Anxieties 181
Speaker Anxiety 182
Test Anxiety 183
Math and Writing Anxiety 184
Summary 185 • Key Concepts 185 • Thinking Critically 185 •
The Last Word 186

11 Patterns in Human Development 187
All these people are like me?
QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER 187
Case Study Overview 187
EXERCISE 11.1 SELF-ASSESSMENT: My Independence 188
The Universal: Stages and Transitions of Life 189
Independence 190
Perry's Theory of Cognitive and Moral Development 193
  Dualism 193
  Multiplicity 193
  Relativism 195
    Retreat 195
    Escape 195
    Temporizing 195
  Commitment 196
Midlife 197
Autonomy 199
Summary 200  •  Key Concepts 200  •  Thinking Critically 200  •  The Last Word 200

12  Individuality 201
I've just gotta be me.

QUESTIONS TO FOCUS ON AS YOU EXPLORE THIS CHAPTER 201
Case Study Overview 201
EXERCISE 12.1  SELF-ASSESSMENT: How Am I Different? 202
Individuality 203
Talents 204
EXERCISE 12.2  Animal School 204
  Multiple Intelligences 205
Preferences 209
Myers-Briggs Type Indicator 210
  Acquiring Information 210
  Making Decisions 211
  Focus of Attention and Energy 212
  Lifestyle Orientation 213
Temperaments 215
  Guardians 216
  Artisans 216
  Idealists 217
  Rationals 217
Summary 218  •  Key Concepts 218  •  Thinking Critically 218  •  The Last Word 219

Appendix: The Power Project (Self-Change) 221
Postscript 229
References 231
Index 235
Preface

More than three decades ago, I walked to the other side of the desk and began teaching. The classroom had always been my arena of competition, and I was routinely successful as a student. If I ever gave any thought to other students who were not as successful as I, I just assumed they were lazy. It was not until I began to teach that I noticed many of my students tried to learn but failed nonetheless.

Suddenly, teaching was not as easy as I had assumed it would be. It was not simply a matter of presenting content. Each day during that first year of teaching brought questions. Was I teaching if they did not learn? Why was learning difficult for some students? Why was it so easy for me? The questions continued to pour in. Clearly, many of my students were intelligent, and I could witness their effort, but why did they often struggle to learn? What was the cause? It would have been simple to retreat to the ivory tower and proclaim that their high school preparation was poor, that they just didn’t try hard enough, that not everyone could benefit from a higher education.

Instead, I started to ask real questions. How do we learn academically? Could anyone learn more effectively? The journey that started so long ago led me back to graduate school, then on to decades of teaching, and now to this text. Along the way, I have been blessed with dynamic and innovative colleagues, challenging and adventurous students, honest teachers, and administrators who knew when to turn a blind eye to daringly experimental programs.

My seemingly simple questions came to have complicated answers. My colleagues and I searched in numerous fields, unearthing both theoretical and practical answers, and those answers keep coming, year after year. Over the decades, we have been part of this new field of developmental education. Developmental education has emerged in response to the needs of thousands of American students who want to be more successful academically and to the desires of institutions that want these students to succeed.

This text is the amalgamation of our experiences. These are the concepts and practices based in theory and research that help our students reach their academic goals. These concepts and practices are rooted in the ideal of an autonomous student—a person fully equipped to meet the learning challenges in academics as well as the work world.

De Sellers

ABOUT THIS EDITION

In this revised text, we focus primarily on one aspect of learning—collegiate learning. As teachers with decades of collective experience under our belts, we have come to understand that competency as a college student can be learned. Academic success courses that foster development in college learners have a long history in higher education. They have many names, emerge from differing academic disciplines, and help diverse students. They foster students’ abilities to monitor and regulate their own learning through the development of a perspective about themselves as learners. Theories from cognitive and behavioral psychology are deeply rooted in the course curriculum. This text flows from the traditions of this field, although we incorporate theories and strategies from other disciplines, such as personality theory, business, and philosophy.

We also use stories representative of the many students we have worked with over the years. Their stories explain and illustrate critical theories and strategies that can help students achieve academic success. The exercises scattered within each chapter and the
Thinking Critically sections at the end of each chapter give students specific opportunities to adapt the concepts to their own lives.

In preparation for revising the second edition, we solicited feedback from our students, our team of learning framework faculty members at Texas State University, and colleagues across the nation using our text in their classes. Their enthusiasm and encouraging comments about what worked, and candid criticism of what needed to be changed, led us to reflect deeply about the content to include—but more importantly, to address the content in a way that was more intuitive for students to learn and teachers to teach. Thus, the third edition (including the new Instructor’s Manual), is the result of a unique and wonderful collaboration that we are excited to share with our colleagues.

**NEW TO THIS EDITION**

**Personalized Learning with MyStudentSuccessLab**

NEW! MyStudentSuccessLab (www.mystudentsuccesslab.com) is a Learning Outcomes based technology that promotes student engagement through:

- Full Course Pre- and Post-Diagnostic test based on Bloom’s Taxonomy linked to key learning objectives in each topic.
- Each individual topic in the Learning Path offers a Pre- and Post-Test dedicated to that topic, an Overview of objectives to build vocabulary and repetition, access to Video interviews to learn about key issues ‘by students, for students’, Practice exercises to improve class prep and learning, and Graded Activities to build critical thinking skills and develop problem-solving abilities.
- Student Resources include Finish Strong 247 YouTube videos, Calculators, and Professionalism/Research & Writing/Student Success tools.
- Three Student Inventories are also available to increase self-awareness, and include Golden Personality (similar to Myers-Briggs, gives insights on personal style), ACES (Academic Competence Evaluation Scales) (identifies at-risk), and Thinking Styles (shows how they make decisions).

**Research-Based**

- NEW! The latest neurobiological research explains and validates both cognitive and self-regulatory theories and practices, including new content on a variety of topics. “Real world” examples are provided throughout to help students relate to the content and theory and to develop a deep understanding of how and why they learn (and behave), and help them manage difficult situations (Ex.—In each chapter).
- NEW! Addition of Appendix containing Self-Change project instructions, charts, graphs, etc. (Ex.—At the end of the book).
- REVISED! Update of collegiate learning from a neuroscience perspective, both theory and practice. An exciting new approach to academic success for college students that brings together current theory and research from neuroscience, education, educational psychology, cognitive psychology, and related fields. Each chapter connects theory to practice (learning frameworks) in an easy-to-read and interesting format. This is NOT your typical student success book! It is different, fresh, scholarly, and academically creditable (Ex.—In each chapter).

**Application to Academic Courses**

- NEW! Transferability of skills and use of strategies throughout students’ academic program are promoted throughout. Students learn to deeply integrate the
content and strategies and transfer this knowledge to other courses and disciplines (Ex.—Within each chapter).

- **NEW! Learning objectives for each chapter**, as “Questions to focus on as you explore this chapter” (Ex.—Beginning of chapter).

- **NEW! Each chapter begins with a brief preview of the chapter “Case Study”** that allow students to apply the content to a real situation for each topic (Ex.—Beginning of chapter).

- **REVISED! Pre-chapter self-assessments reflect content changes and allow students to recognize where they stand** in relationship to the topic and tailor each chapter to fit their own needs. Students assess their knowledge of strategies and internalize their strengths and areas for improvement (Ex.—Beginning of chapter).

- **NEW! The “Thinking Critically” sections focus on improving a specific thinking skill.** Exercises throughout also promote critical thinking opportunities for students, along with journal questions to think through and develop each method of learning (Ex.—In each chapter).

- **REVISED! Chapter Conclusions and Summaries were combined to create “Brief chapter summaries”** to streamline the material (Ex.—End of each chapter).

### Autonomous Learning

- **NEW! The book addresses various learning modalities, such as online and blended learning.** The multi-modal approach helps students apply content to both college and life experiences (Ex.—Packing the Essentials and Chapter 3).

- **NEW! Reading chapter to focus more on specific reading techniques** relevant to iGeneration students and reading in digital and paper formats (Ex.—Chapter 4).

- **NEW! Now in a 4-color design** which brings the concepts to life and more accessible to students (Ex.—Throughout the book).

- **REVISED! Refinement of self-regulation theory and practice based on new understanding of habit formation, decision-making, and willpower.** The book fosters a self-discovery approach so students learn to monitor and regulate their own learning which allows students to become more autonomous in their learning (Ex.—Each chapter).

- **REVISED! The Online Instructor’s Manual** includes both new and an increased number of exercises, and now offers connections to online content in MyStudentSuccessLab. It provides creative and interesting exercises that allow students to contextualize the material, easy-to-follow implementation strategies for active learning in class or online, and readings to supplement knowledge on each topic (Ex.—Supplements all chapters).

### Resources

- **NEW! Online Instructor’s Manual**—This manual provides a framework of ideas and suggestions for activities, journal writing, thought-provoking situations, and online implementation including MyStudentSuccessLab recommendations.

- **NEW! Online PowerPoint Presentation**—A comprehensive set of PowerPoint slides that can be used by instructors for class presentations and also by students for lecture preview or review. The PowerPoint Presentation includes summary slides with overview information for each chapter. These slides help students understand and review concepts within each chapter.
ACKNOWLEDGMENTS

We have relied on many colleagues, friends, and family members to help us through the lengthy, complicated process of revising and producing this third edition, and to them we owe our utmost appreciation and gratitude:

- Jency James, editor extraordinaire and dear friend, for turning our manuscript into a true polished work of art! Her exceptional editing, along with thoughtful questions and content contributions, continues to improve the quality of each edition.
- Elizabeth Threadgill, doctoral teaching assistant at Texas State University, for her keen editing assistance with the manuscript and for her creativity in crafting many of the Instructor’s Manual exercises.
- Lucy MacDonald, our long-time colleague and friend, for crafting several exercises for the Instructor’s Manual.
- Dr. Jaimie Krause and Dr. Carl Van Aacken, dedicated learning framework faculty members at Texas State University, for meeting with the author team during a weekend retreat to share their extensive experiences teaching with the second edition and recommendations for changes and additions.
- René LeBlanc, Student Development Specialist and expert in all things related to writing at Texas State University, for extensive APA documentation assistance on the References section.
- Lindley Workman Alyea, Meghan Parker, Kathi Ritch, René LeBlanc, Lisa Whittaker, Raechel Friedman, and Danita Hayes, for skillfully managing the day-to-day operations of the Student Learning Assistance Center (SLAC) at Texas State University while their director co-wrote, edited, and managed the revision of this book.
- JaTaurra Jenkins and Tatiana Rivera, the invaluable and resourceful SLAC office assistants, for reviewing content, researching resources, providing student viewpoints, proofreading chapters, and revising the table of contents.
- Dr. Ron Brown, Assistant Vice President for Academic Services at Texas State University, for understanding and supporting the need to maintain a regular off-campus writing schedule until project completion as well as encouraging professional development through scholarly research and writing.
- Our reviewers, who offered constructive suggestions for this third edition: Bonnie Bailey, Central New Mexico Community College; Mindy Flowers, Midland College; Christina Hawkey, Arizona Western College; Gary G. John, Richland College; MaryAnn McGuirk, North Lake College; Lisa Ann Portwood, The University of Oklahoma; and Brian Searcy, Northeastern State University. From the second edition: Lewis Gray, Middle Tennessee State University; Stephanie Marsh, United States Military Academy Preparatory School; Tobin Quereau, Austin Community College; Sherry Shutin, Pennsylvania Highlands Community College; and Shirley Yu, University of Houston.
- Our respective family members and significant others, for their unwavering support, patience, and for cheering us on during round three!

De Sellers
Carol Dochen
Russ Hodges
Give your students what they need to succeed.

As an instructor, you want to help your students succeed in college. As a mentor, you want to make sure students reach their professional objectives. We share these goals, and we’re committed to partnering with educators to ensure that each individual student succeeds—in college and beyond.

Simply put, Pearson creates technologies, content, and services that help students break through to better results. When a goal as important as education is at stake, no obstacle should be allowed to stand in the way.

The following pages detail some of our products and services designed to help your students succeed. These include:

- Pearson Course Redesign
- MyFoundationsLab for Student Success
- MyStudentSuccessLab
- CourseConnect™
- Custom Services
- Resources for Students
- Professional Development for Instructors
Pearson Course Redesign
Collect, measure, and interpret data to support efficacy.

Rethink the way you deliver instruction.
Pearson has successfully partnered with colleges and universities engaged in course redesign for over 10 years through workshops, Faculty Advisor programs, and online conferences. Here’s how to get started!

• Visit our course redesign site at www.pearsoncourseredesign.com for information on getting started, a list of Pearson-sponsored course redesign events, and recordings of past course redesign events.

• Request to connect with a Faculty Advisor, a fellow instructor who is an expert in course redesign, by visiting www.mystudentsuccesslab.com/community.

• Join our Course Redesign Community at www.community.pearson.com/courseredesign and connect with colleagues around the country who are participating in course redesign projects.

Don’t forget to measure the results of your course redesign!
Examples of data you may want to collect include:
• Improvement of homework grades, test averages, and pass rates over past semesters
• Correlation between time spent in an online product and final average in the course
• Success rate in the next level of the course
• Retention rate (i.e., percentage of students who drop, fail, or withdraw)

Need support for data collection and interpretation?
Ask your local Pearson representative how to connect with a member of Pearson’s Efficacy Team.

www.pearsoncourseredesign.com
MyFoundationsLab for Student Success
Prepare your students for college-level work in basic skills.

MyFoundationsLab®

Built on the success of MyMathLab, MyReadingLab, and MyWritingLab, MyFoundationsLab is a comprehensive online mastery-based resource for assessing and remediating college- and career-readiness skills in mathematics, reading, and writing. The system offers a rich environment of pre-built and customized assessments, personalized learning plans, and highly interactive activities that enable students to master skills at their own pace. Ideal for learners of various levels and ages, including those in placement test prep or transitional programs, MyFoundationsLab facilitates the skill development students need in order to be successful in college-level courses and careers.

New! MyFoundationsLab for Student Success

In response to market demand for more “non-cognitive” skills, Pearson now offers MyFoundationsLab for Student Success, which combines rich mathematics, reading, and writing content with the 19+ MyStudentSuccessLab modules that support ongoing personal and professional development. To see a complete list of content, visit www.mystudentsuccesslab.com/mfl.

If you’re affiliated with boot camp programs, student orientation, a testing center, or simply interested in a self-paced, pre-course solution that helps students better prepare for college-level work in basic skills, contact your Pearson representative for more information.

Data from January 2007 through June 2008 offers solid evidence of the success of MyFoundationsLab:

91% of students who retested in reading improved at least one course level

70% of students who retested in writing improved at least one course level

43% of students who retested in math improved at least one course level

“Students like learning at their own pace; they can go as fast or as slow as they need. MyFoundationsLab facilitates this structure; it’s more driven by mastery learning, not by what the teacher says a student should be doing.”

―Jennifer McLearen, Instructor, Piedmont Virginia Community College

www.myfoundationslab.com
MyStudentSuccessLab
Help students start strong and finish stronger.

MyStudentSuccessLab™

MyStudentSuccessLab helps students acquire the skills they need for ongoing personal and professional development. It is a learning-outcomes-based technology that helps students advance their knowledge and build critical skills for success. MyStudentSuccessLab’s peer-led video interviews, interactive practice exercises, and activities foster the acquisition of academic, life, and professionalism skills.

Students have access to:

- Pre- and Post-Full Course Diagnostic Assessments linked to key learning objectives
- Pre- and Post-Tests dedicated to individual topics in the Learning Path
- An overview of objectives to build vocabulary and repetition
- Videos on key issues that are “by students, for students,” conveniently organized by topic
- Practice exercises to improve class prep and learning
- Graded activities to build critical-thinking and problem-solving skills
- Student resources, including Finish Strong 24/7 YouTube videos, professionalism tools, research aids, writing help, and GPA, savings, budgeting, and retirement calculators
- Student Inventories designed to increase self-awareness, including Golden Personality and Thinking Styles

Topics and features include:

- College Transition
- Communication
- Critical Thinking
- Financial Literacy
- Goal Setting
- Information Literacy
- Interviewing
- Job Search Strategies
- Learning Preferences
- Listening and Taking Notes in Class
- Majors/Careers and Resumes
- Memory and Studying
- Problem Solving
- Reading and Annotating
- Self-Management Skills at Work
- Stress Management
- Teamwork
- Test Taking
- Time Management
- Workplace Communication
- Workplace Etiquette

Students utilizing MyStudentSuccessLab may purchase Pearson texts in a number of cost-saving formats—including eTexts, loose-leaf Books à la Carte editions, and more. Contact your Pearson representative for more information.

www.mystudentsuccesslab.com
Assessment
Beyond the Pre- and Post-Full Course Diagnostic Assessments and Pre- and Post-Tests within each module, additional learning-outcome-based tests can be created using a secure testing engine, and may be printed or delivered online. These tests can be customized to accommodate specific teaching needs by editing individual questions or entire tests.

Reporting
Measurement matters—and is ongoing in nature. MyStudentSuccessLab lets you determine what data you need, set up your course accordingly, and collect data via reports. The high quality and volume of test questions allows for data comparison and measurement.

MyLabsPlus service is a teaching and learning environment that offers enhanced reporting features and analysis. With powerful administrative tools and dedicated support, MyLabsPlus offers an advanced suite of management resources for MyStudentSuccessLab.

Content and Functionality Training
Organized by topic, the Instructor Implementation Guide provides grading rubrics, suggestions for video use, and more to save time on course prep. Our User Guide and “How do I...” YouTube videos indicate how to use MyStudentSuccessLab, and show scenarios from getting started to utilizing the Gradebook.

Peer Support
The Student Success Community site is a place for you to connect with other educators to exchange ideas and advice on courses, content, and MyStudentSuccessLab. The site is filled with timely articles, discussions, video posts, and more. Join, share, and be inspired! www.mystudentsuccesscommunity.com

The Faculty Advisor Network is Pearson’s peer-to-peer mentoring program in which experienced MyStudentSuccessLab users share their best practices and expertise. Our Faculty Advisors are experienced in one-on-one phone and email coaching, webinars, presentations, and live training sessions. Contact your Pearson representative to connect with a Faculty Advisor or learn more about the Faculty Advisor Network.

Integration and Compliance
You can integrate our digital solutions with your learning management system in a variety of ways. For more information, or if documentation is needed for ADA compliance, contact your local Pearson representative.
CourseConnect™
Trust that your online course is the best in its class.

Designed by subject matter experts and credentialed instructional designers, CourseConnect offers award-winning customizable online courses that help students build skills for ongoing personal and professional development.

CourseConnect uses topic-based, interactive modules that follow a consistent learning path—from introduction, to presentation, to activity, to review. Its built-in tools—including user-specific pacing charts, personalized study guides, and interactive exercises—provide a student-centric learning experience that minimizes distractions and helps students stay on track and complete the course successfully. Features such as relevant video, audio, and activities, personalized (or editable) syllabi, discussion forum topics and questions, assignments, and quizzes are all easily accessible. CourseConnect is available in a variety of learning management systems and accommodates various term lengths as well as self-paced study. And, our compact textbook editions align to CourseConnect course outcomes.

Choose from the following three course outlines (“Lesson Plans”)

<table>
<thead>
<tr>
<th>Student Success</th>
<th>Career Success</th>
<th>Professional Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting, Values, and Motivation</td>
<td>Planning Your Career Search</td>
<td>Introducing Professionalism</td>
</tr>
<tr>
<td>Time Management</td>
<td>Knowing Yourself: Explore the Right Career Path</td>
<td>Workplace Goal Setting</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>Knowing the Market: Find Your Career Match</td>
<td>Workplace Ethics and Your Career</td>
</tr>
<tr>
<td>Creative Thinking, Critical Thinking,</td>
<td>Preparing Yourself: Gain Skills and Experience Now</td>
<td>Workplace Time Management</td>
</tr>
<tr>
<td>and Problem Solving</td>
<td>Networking</td>
<td>Interpersonal Skills at Work</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>Targeting Your Search: Locate Positions, Ready Yourself</td>
<td>Workplace Conflict Management</td>
</tr>
<tr>
<td>Listening and Note-Taking in Class</td>
<td>Building a Portfolio: Your Resume and Beyond</td>
<td>Workplace Communications: Email and Presentations</td>
</tr>
<tr>
<td>Reading and Annotating</td>
<td>Preparing for Your Interview</td>
<td>Effective Workplace Meetings</td>
</tr>
<tr>
<td>Studying, Memory, and Test-Taking</td>
<td>Giving a Great Interview</td>
<td>Workplace Teams</td>
</tr>
<tr>
<td>Communicating and Teamwork</td>
<td>Negotiating Job Offers, Ensuring Future Success</td>
<td>Customer Focus and You</td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
<td>Understanding Human Resources</td>
</tr>
<tr>
<td>Staying Balanced: Stress Management</td>
<td></td>
<td>Managing Career Growth and Change</td>
</tr>
<tr>
<td>Career Exploration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.pearsoncourseconnect.com
As the industry leader in custom publishing, we are committed to meeting your instructional needs by offering flexible and creative choices for course materials that will maximize learning and student engagement.

**Pearson Custom Library**
Using our online book-building system, create a custom book by selecting content from our course-specific collections that consist of chapters from Pearson Student Success and Career Development titles and carefully selected, copyright-cleared, third-party content and pedagogy. [www.pearsoncustomlibrary.com](http://www.pearsoncustomlibrary.com)

**Custom Publications**
In partnership with your Custom Field Editor, modify, adapt, and combine existing Pearson books by choosing content from across the curriculum and organizing it around your learning outcomes. As an alternative, you can work with your Editor to develop your original material and create a textbook that meets your course goals.

**Custom Technology Solutions**
Work with Pearson’s trained professionals, in a truly consultative process, to create engaging learning solutions. From interactive learning tools, to eTexts, to custom websites and portals, we’ll help you simplify your life as an instructor.

**Online Education**
Pearson offers online course content for online classes and hybrid courses. This online content can also be used to enhance traditional classroom courses. Our award-winning CourseConnect includes a fully developed syllabus, media-rich lecture presentations, audio lectures, a wide variety of assessments, discussion board questions, and a strong instructor resource package.

For more information on custom Student Success services, please visit [www.pearsonlearningsolutions.com](http://www.pearsonlearningsolutions.com) or call 800-777-6872.
Resources for Students
Help students save and succeed throughout their college experience.

Books à la Carte Editions
The Books à la Carte (a.k.a. “Student Value” or “Loose Leaf”) edition is a three-hole-punched, full-color version of the premium text that’s available at 35% less than the traditional bound textbook. Students using MyStudentSuccessLab as part of their course materials can purchase a Books à la Carte edition at a special discount from within the MyLab course where “Click here to order” is denoted.

CourseSmart eTextbooks
CourseSmart eTextbooks offer a convenient, affordable alternative to printed texts. Students can save up to 50% off the price of a traditional text, and receive helpful search, note-taking, and printing tools.

Programs and Services
As the world’s leading learning company, Pearson has pledged to help students succeed in college and reach their educational and career aspirations. We’re so dedicated to this goal that we’ve created a unique set of programs and services that we call Pearson Students. Through this program, we offer undergraduate students opportunities to learn from, and interact with, each other and Pearson professionals through social media platforms, internships, part-time jobs, leadership endeavors, events, and awards. To learn more about our Pearson Students programs and meet our Pearson Students, visit www.pearsonstudents.com.

Orientation to College
In Bendersky’s College Orientation, students learn how to adapt to college life and stay on track towards a degree—all while learning behaviors that promote achievement after graduation. This reference tool is written from an insider’s point of view and has a distinct focus on promoting appropriate college conduct. It covers topics that help students navigate college while learning how to apply this knowledge in the workplace.

www.pearsonhighered.com/studentsuccess
Help with Online Classes
Barrett’s *Power Up: A Practical Student’s Guide to Online Learning, 2/e* serves as a textbook for students of all backgrounds who are new to online learning, and as a reference for instructors who are also novices in the area or who need insight into the perspective of such students.

Effective Communication with Professors
In Ellen Bremen’s *Say This, NOT That to Your Professor*, an award-winning, tenured communication professor takes students “inside the faculty mind,” and guides them to manage their classroom experience with confidence. This book aims to facilitate improved relationships with professors, better grades, and an amazing college experience.

Expert Advice
Our consumer-flavored *Identity* series booklets are written by national subject-matter experts, such as personal finance specialist, author, and TV personality, Farnoosh Torabi. The authors of this series offer strategies and activities on topics such as careers, college success, financial literacy, financial responsibility, and more.

Quick Tips for Success
Our *Success Tips* series provides one-page “quick tips” on six topics essential to college or career success. The *Success Tips* series includes *MyStudentSuccessLab, Time Management, Resources All Around You, Now You’re Thinking, Maintaining Your Financial Sanity, and Building Your Professional Image*. The *Success Tips for Professionalism* series includes Create Your Personal Brand, Civility Paves the Way Toward Success, Succeeding in Your Diverse World, Building Your Professional Image, Get Things Done with Virtual Teams, and Get Ready for Workplace Success.

www.pearsonhighered.com/studentsuccess
Foster Ownership
Student dynamics have changed, so how are you helping students take ownership of their education? Megan Stone’s Ownership series offers online courses for instructors, and printed booklets for students, on four key areas of professional development: accountability, critical thinking, effective planning, and study strategies. The instructor courses, in our CourseConnect online format, include teaching methods, activities, coaching tips, assessments, animations, and video. Online courses and printed booklets are available together or separately.

Promote Active Learning
Infuse student success into any program with our Engaging Activities series. Written and compiled by National Student Success Institute (NSSI®) co-founders Amy Baldwin, Steve Piscitelli, and Robert Sherfield, the material provides educators strategies, procedural information, and activities they can use with students immediately. Amy, Steve, and Robb developed these practical booklets as indispensable, hands-on resources for educators who want to empower teachers, professional development coordinators, coaches, and administrators to actively engage their classes.

Address Diverse Populations
Support various student populations that require specific strategies to succeed. Choose from an array of booklets that align with the needs of adult learners, digital learners, first-generation learners, international learners, English language learners, student athletes, and more.

Create Consistency
Instructional resources lend a common foundation for support. We offer online Instructor’s Manuals that provide a framework of ideas and suggestions for online and in-class activities and journal writing assignments. We also offer comprehensive online PowerPoint presentations that can be used by instructors for class presentations, and by students to preview lecture material and review concepts within each chapter.

www.pearsonhighered.com/studentsuccess