

Activities

College Success Guide, Second Edition

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Chapter 1 Activities: Study Skills

Web Field Trip Assignment

The following site offers information on the Cornell Note-taking System and is worth your journey for its easy steps: <http://lsc.cornell.edu/notes.html>.

Now visit SQ3R Increasing Your Retention of Written Information:
https://mindtools.com/pages/article/newISS_02.htm.

Jot down three new strategies you learned from these searches:

1. _____
2. _____
3. _____

Acrostic Olympics Assignment

Acrostics are not only excellent memory aids, they can also be fun. Get into groups of two or three and make acrostics out of each of the following lists. When you are done, have a competition to see which group came up with the most clever or most memorable acrostic for each set.

- *Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*
- *Noble Gasses: Helium, Neon, Argon, Krypton, Xenon, Radon*
- *Biological Classification: Kingdom, Phylum, Class, Order, Family, Genus, Species*

Self-Talk and Study-Skill Assignment

This is an awareness exercise. For the next week, monitor your self-talk around your assignments and your life. For best results, get a rubber band and wear it during the day. Any time you have negative self-talk, snap the band (lightly, please) and remind yourself that you can do it. For example, if you look at all of the reading you need to do this week and find yourself saying, "There is no way" or "I have no time," snap the band and say, "That is not true; I can do this." It will be helpful if you keep a running log of your self-talk and how you turn it around.

You might be thinking that this is a strange study skill, but all the study skills in the world cannot help you if you are resisting due to your own negative self-talk. So for one week you will do this and record your progress to share with others.

Chapter 1 Quiz

Multiple Choice

Circle the letter of the best answer.

1. When you are skimming a book, you are _____.
 - A. looking for a rock in the water
 - B. becoming familiar with content in a book
 - C. looking for specific information in a book
 - D. reading each sentence carefully

2. When you scan, you are searching for _____.
 - A. several points of interest
 - B. a point on the horizon
 - C. specific information
 - D. a mind map

3. The method of studying information referred to as PQR3 stands for _____.
 - A. a secret code
 - B. practice quietly reading three times a day
 - C. preview, question, read, recite, and review
 - D. a textbook-marking tool

4. Note cards are very good for learning _____.
 - A. terminology
 - B. definitions
 - C. vocabulary
 - D. all of the above

5. When you use chunking as a study tool, you _____.
 - A. are cramming for a test
 - B. are snacking

- C. are organizing lots of information into smaller, related sections
 - D. repeat out loud what you have learned
6. Mnemonic devices are aids _____.
- A. to use when watching horror films
 - B. for improving reading skills
 - C. for improving memory
 - D. for improving auditory skills

Short Answer

Write the correct answers.

7. List three of the lecture note-taking tips given in Chapter 1.

A. _____

B. _____

C. _____

8. List and then give the meanings of five common symbols used as note-taking tools.

A. _____

B. _____

C. _____

D. _____

E. _____

9. When used as a study tool stand, the letters in MURDER stand for what?

M _____

U _____

R _____

D _____

E _____

R _____

True/False

Circle *T* for True or *F* for False.

- T F 10. Jingles are sounds used to jar your memory only when studying for an exam.
- T F 11. Acronyms are catchwords.
- T F 12. Acrostics are catch phrases.

Chapter 2 Activities: Test-Taking Skills

At the end of the day, acing a test is ultimately about working hard, paying attention, and understanding the material. However, there are several tried-and-true strategies students can use to give them an extra boost. This chapter introduces them to those strategies, and you should encourage students to review this material before every test they take. While the best way to make this material work is to have students see it in action (by applying it to their own testing situations), following are a couple of additional exercises you can use in class or assign as homework to drive these skills home.

Testing Tip Sheets

We've done our best to include as many effective test-taking skills as possible, but there are still probably a few that we haven't thought of.

Break your students into five groups and assign to each of them one of the test types discussed in the chapter. Each group should do some research and then make an exhaustive list of strategies (including, but going beyond, those we offer). They should put these strategies on a single sheet of paper (front and back) and make copies for everyone in class. To get them started, they can visit the following websites, all targeted at specific tests:

- True/false exams
 - www.testtakingtips.com/test/true.htm
 - http://literacy.kent.edu/salt_fork/test_taking/testformats_truefalse.html
- Multiple-choice questions
 - www.testtakingtips.com/test/multiple.htm
 - www.studygs.net/tsttak3.htm
- Short-answer or fill-in-the-blank questions
 - http://wiki.answers.com/Q/What_are_some_tips_for_answering_fill-in-the-blank_questions
- Matching-question study tips
 - <http://712educators.about.com/cs/assessment/qt/matchingtips.htm>
- Essay-question study tips
 - www.uwlax.edu/biology/communication/answeringessayquestions.htm
 - www.csbsju.edu/Academic-Advising/Study-Skills-Guide/Test-Skills.htm

Web Field Trip Assignment

For help with test anxiety, visit these sites:

- <http://studygs.net/tstprp8.htm>
- <http://amby.com/worksite/taketest.html>

- <http://amby.com/tests/>

At the preceding site, you will be able to practice test taking, one of the keys to reducing anxiety.

The last phase of the field trip is to visit this website to help alleviate test anxiety:

<https://nightingale.edu/wp-content/uploads/2014/02/Test-anxiety-and-ADHD-Link.pdf>.

Now that you have finished the field trip, you can keep this information available by listing the three most helpful suggestions you found at these sites:

4. _____
5. _____
6. _____

Chapter 2 Quiz

Multiple Choice

Circle the letter of the best answer.

1. To be successful in test taking, you should _____.
 - A. listen for hints from your instructors when they are lecturing
 - B. form a study group with other students in your class
 - C. try to predict what will be on the exam
 - D. all of the above

2. On a true/false exam, you should _____.
 - A. attempt to answer the questions without looking at the options
 - B. cover the answers with your hand
 - C. determine the number of questions and budget your time
 - D. just guess or make a logical design with your answer pattern

3. When answering questions on a multiple-choice test, you should *not* _____.
 - A. eliminate distracters
 - B. analyze the options as true/false questions
 - C. answer only those questions you know for sure
 - D. allow time at the end to check your answers

4. When taking an essay exam, you should _____.
 - A. brainstorm ideas or create a mind web or mind map
 - B. learn main ideas, key terms, steps, and processes
 - C. read through the exam once, budget your time, and proofread when you are finished
 - D. all of the above

5. Text anxiety can be overcome by _____.
 - A. never asking when an exam will be given

- B. asking what format the test is in
- C. being absent the day of the review
- D. just cramming for that test

Short Answer

Write the correct answer.

6. List five keywords often used in essay exams.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

7. What does a question in an essay exam mean when it asks you to prove something?

8. What does it mean to prepare physically for an exam?

9. List four ways to overcome test anxiety.

- A. _____
- B. _____
- C. _____
- D. _____

True/False

Circle *T* for True or *F* for False.

- T F 10. When studying for a short-answer or fill-in-the-blank exam, it is best not to over-study.
- T F 11. Positive thinking will help alleviate test anxiety.
- T F 12. The main reason for test anxiety is not being well prepared for the exam.

Chapter 3 Activities: Perception, Learning Styles, and Personality

Much of this chapter is highly introspective in nature and requires a lot of independent assessment on the part of students. As such, it might simply be something you assign as homework. Or, if your school has access to a career center, you can ask students to pay it a visit to take personality and/or learning style assessments.

Still, it is important for students to understand how these two key components of themselves—their learning styles and their personalities—impact their college success. Students should be encouraged to experiment with the learning style strategies discussed in the chapter and even to come up with their own.

Web Field Trip Assignment

Let's learn more about personality and what personality tests can do to bring about new types of awareness for our lives.

- Read the information in the following links about the Enneagram and then take the Enneagram Personality Test:
 - <https://www.enneagraminstitute.com>
 - <http://www.enneagramcentral.com/OnlineTest/testa.htm>
- Take the "Personal Learning Styles Inventory" on the How to Learn Web site:
 - www.howtolearn.com/styles.html
- It is essential that you cultivate your EQ. Daniel Goleman wrote the book on EQ entitled *Emotional Intelligence*, and you can learn about it in an online *Time Magazine* article:
 - <http://ideas.time.com/2011/11/01/theyve-taken-emotional-intelligence-too-far>
- To end this session, find out your own EQ at this website:
 - <https://www.ihhp.com/free-eq-quiz/>

Now that you have finished the field trip, you can keep this information available by listing the top three most interesting facts you found out about yourself:

7. _____
8. _____
9. _____

Sort Out Student Temperaments

Different teachers have access to different resources. Some students may have access to multiple personality inventories, from the MBTI to the Keirsey Temperament Sorter. However, with access to the internet, you might consider having your students take the Jung Typology Test discussed in the book during class. That way you can go over the directions with them, answer any questions, and help them to interpret results.

To help, there is a PowerPoint overview of the Keirsey Temperament Types (which correspond directly to the Jung typology) included in this chapter's folder on the CD-ROM. You might also consider having students write a response analyzing their results as homework. This kind of journaling activity will help them to realize how their personality type impacts their self-perceptions and their academic behavior.

You Are Who You Think You Are

As we said at the start of the chapter, self-perception can enhance or limit success. Much of our self-perception is a result of conditioning, which is why it is so important to be able to separate what others think about us from what we really know about ourselves.

To help with this, you can have your students fill out the worksheet on the following page. This information can be very personal, so be sure to keep responses confidential or even make this a journaling exercise that students don't turn in for credit.

Who Are You Really?

Your self-perception comes, in a large part, from conditioning—from listening to what others think about you and then internalizing it. For that reason, it can be useful to step back and separate what others think of you from how you really perceive yourself.

In the left column below, describe how each of the groups listed “sees” you based on what they’ve said and how they act around you. Then, in the right column, pick one perception for each group that you don’t agree with and tell why.

How This Group Perceives Me	How I Perceive Myself Differently
Family	
Friends	
Teachers	
Classmates	
Myself 5 years ago	

Chapter 3 Quiz

Multiple Choice

1. If you are a visual learner, you _____.
 - A. make vivid and detailed movies in your head
 - B. learn well through verbal explanations
 - C. enjoy class discussions
 - D. none of the above

2. If you are an auditory learner, you _____.
 - A. learn well through verbal explanations
 - B. make vivid and detailed movies in your head
 - C. have a keen awareness of your environment
 - D. learn well in a lab setting

3. Kinesthetic/tactile learners _____.
 - A. are distracted by noise
 - B. pay close attention to body language
 - C. learn concepts by applying them
 - D. never like to do group projects

4. Being an extrovert means that you _____.
 - A. are very reserved
 - B. have few close friends
 - C. are outgoing
 - D. listen more than talk

5. If you are an F (Feeling) personality, you are _____.
 - A. objective
 - B. subjective
 - C. policy oriented
 - D. critical

Short Answer

Write the correct answer.

6. Define the term *learning style*.

7. Give three study tips for visual learners.

A. _____

B. _____

C. _____

8. Give three study tips for kinesthetic learners.

A. _____

B. _____

C. _____

9. Give three study tips for auditory learners.

A. _____

B. _____

C. _____

True/False

Circle *T* for True or *F* for False.

- T F 10. The perception you have of yourself can affect your success.
- T F 11. Auditory learners learn best through verbal explanations.
- T F 12. Your personality can never change.

Chapter 4 Activities: Organization

For some students, this may be the most important chapter, especially if time management and prioritizing are issues. The chapter offers a lot of general advice on how to stay organized and plan a study schedule, but students will probably have ideas of their own. More specifically, you might ask your students what kinds of technology they use to stay organized and manage their time. From online schedulers to automatic e-mail reminders to smart phone apps, they are bound to have a few tricks to share. In addition, feel free to share the following additional tips with your students:

Get Organized

- Rewrite your class notes after class and ask another student to review both your notes and theirs (synergy). You can copy notes and share them or get together to review them to ensure you have the best notes possible.
- Organize your hard-copy materials and your electronic materials. To organize your hard copies, either get one large three-ring binder and use a three-hole punch on all your materials so that you can divide it into categories, chapters, or units or use folders—one for each chapter (these can also go into a larger binder).
- For all of the work that you do online—such as research and writing papers—make a new e-folder and label it the class code, such as “PS1500 Winter 11.” Then make other folders inside this main folder and label them: Research, Discussions, Assignment 1, and so on. You will then be able to refer to this when you need something from it in future classes (and you will).
- Carry some class-related reading material with you at all times to take advantage of brief study periods. You can read in the car wash, traffic jams, waiting for appointments, and so on. That is one reason why having your weekly assignments in one folder will serve you well. Keep a pen and highlighter with you at all times. You will find you have “extra” time you never realized you had available.
- Start formulating exam-type questions and organizing class material around the questions. That way you will be ready for the pop quiz or test. Write paragraphs on ideas or questions you have as they come up.
- Get a monthly-view calendar and, regardless of how you keep your daily appointments, keep a calendar with all assignment due dates and test dates in plain view on the calendar. Give each class its own color. For example: humanities is blue, algebra is red, meteorology is green, and so on. Highlight anything for that class in its assigned color. If you have a test in algebra on Friday, the color will trigger your brain. You can add personal appointments as well. Just use a color that is only for that purpose. Take this term’s assignments and plot them into a calendar to share with your class.

Location, Location, Location

In Chapter 3, you learned about assessments that help you discover how you study and work best. These assessments can provide you with clues to how you should organize your learning space. You might find you can work quite well by taking your laptop to noisy coffee shops with Wi-Fi. Or you might need complete silence and might even use earphones or earplugs to stay focused. There is no right or wrong location for studying. There are, however, some general best practices that we will recommend for creating your own personal study space. You will want to ensure that your study space

- is free of clutter
- is a good fit for your learning style
- does not make you sleepy
- has good lighting (some students find using broad-spectrum lightbulbs helps their mood as well as contributes to their studying)
- has minimal distractions (unless you are one of the rare students who can focus with noise and chaos)
- contains the items you need to work in your class (this might include your laptop, assigned articles, book, paper, and pencils or pens)
- has a glass or bottle of water handy so you can stay hydrated (studies have shown that sipping water assists in focus)

On a piece of paper, describe or sketch your ideal study space. What would it look like? What resources and materials would you have? How would you minimize distractions? If you don't have a study space like this, what could you do to find or create one?

Chapter 4 Quiz

Multiple Choice

Circle the letter of the best answer.

1. A good location to study should _____.
 - A. be noisy with a lot of friends around
 - B. suit your learning style
 - C. be very comfy, like a soft couch or bed
 - D. all of the above

2. A problem-solving tip that will help you focus is to _____.
 - A. take notes while you study
 - B. turn off the TV
 - C. use the answering machine or voice mail when studying
 - D. all of the above

3. When organizing assignments, you should _____.
 - A. wait until the last minute and hurry to finish them
 - B. do them early and spend a little time on assignments each day
 - C. never become familiar with the routine of classes or instructors
 - D. not check your work in case you made mistakes

4. When creating a logistical organization, you should _____.
 - A. list all the assignments you have
 - B. rate your assignments by priority and do those of high priority first
 - C. organize your plan into a daily or weekly schedule
 - D. all of the above

Short Answer

Write the correct answer.

5. Give four tips for keeping a schedule or study session organized.

- A. _____
- B. _____
- C. _____
- D. _____

6. Give two tips for organizing around families.

- A. _____
- B. _____

7. Give four pointers for organizing for online learners.

- A. _____
- B. _____
- C. _____
- D. _____

8. List two of Murphy's Laws for organization.

- A. _____
- B. _____

True/False

Circle *T* for True or *F* for False.

- T F 9. Logistics is simply mapping out a plan of class organization that is time efficient.
- T F 10. If you have small children and are studying, you should lock them in a room with their toys and a snack.
- T F 11. You should develop an organizational plan for each class and follow it.
- T F 12. When studying, organize your workspace and limit your distractions.

Chapter 5 Activities: Attitude

Describing the power a positive attitude can have on a student's success is one thing. Convincing that student to really change his or her attitude is another. Much of the work of maintaining a positive attitude will fall on each student's shoulders. Just try to help them as much as possible by providing examples of positive attitudes in action and giving tips for staying upbeat, focused, and determined. Following are a few additional assignments that might help.

Web Field Trip Assignment

- Go to the following link to read what doctors think about the impact of attitude on a person's health:
 - www.webmd.com/mental-health/tc/mental-health-problems-and-mind-body-wellness-positive-thinking
- Go to this link to read up on attitude:
 - www.lessons4living.com/attitude.htm
- Find a link containing affirmations and select three affirmations that you plan to use for the next 30 days. Write them down:

1. _____
2. _____
3. _____

- You can also create your own affirmation. Write down your new affirmation:

Positive Attitudes in Action

Have students find an article discussing how attitude affects success. Have them write a summary and bring it to class for discussion.

Alternatively, break the class into groups and have each group write down examples of both good and bad attitudes people might have about work, school, or their personal lives. Then have each group appoint a spokesperson for the discussion. Go around to the different groups and have them give their examples. Discuss how you can change the bad attitudes.

ATTITUDE

The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than success, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company...a church...a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one thing we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...we are in charge of our attitudes.

—Charles Swindoll

HABIT

We are what we repeatedly do.

Excellence then, is not an act...

But a habit!

—Aristotle

Chapter 5 Quiz

Multiple Choice

Circle the letter of the best answer.

1. One reason why people do not accomplish goals is that they _____.
 - A. don't want it badly enough
 - B. didn't write the goal down
 - C. can see themselves doing it
 - D. are too smart

2. The road to a positive attitude and success includes _____.
 - A. patience
 - B. good impressions
 - C. toughness and using your strengths
 - D. all of the above

3. WIIFM means _____.
 - A. why I imagine failures moodily
 - B. what's in it for me
 - C. it is a secret code word for people who write goals for others
 - D. none of the above

4. Henry Ford is known to have said that _____.
 - A. cars will always be black
 - B. whether you think you can or can't, you are right
 - C. thinking is a waste of time and effort
 - D. only people who drive can be successful

5. Having a positive attitude around instructors and classmates could mean _____.
 - A. a good reference for a job

- B. recommendations for scholarships
- C. a reference or recommendation for graduate school
- D. all of the above

Short Answer

Write the correct answer.

6. Define the term *scotomas*.

7. Explain what is meant by the statement that failures are just successes turned inside out.

8. What does it mean to be tough when talking about attitude?

True/False

Circle *T* for True or *F* for False.

- T F 9. When deciding to succeed in getting your degree, you should remember to adopt an attitude of empowerment and ability.
- T F 10. You are at your creative best when you have a problem.
- T F 11. Attitude is about believing in yourself.
- T F 12. A little extra effort can mean the difference between success and failure.

Chapter 6 Activities: Goal Setting

While most students appreciate the importance of setting goals—and probably have several already—they often don't understand how to make SMART goals, and they may struggle with reaching those goals. It is important to help students realize the relationship between short-term and long-term goals and to anticipate and plan for overcoming the obstacles that stand in the way of their achievement.

The following exercises can help your students recognize the importance of goal setting and how to do it more effectively.

Web Field Trip Assignment

For more on goal setting, read up techniques at: <https://www.mindtools.com/page6.html>, where you can also review how to write a SMART goal again:

- Specific
- Measurable
- Attainable
- Realistic
- Tangible

Now answer these questions as you set your own SMART goal:

1. What do you want? _____

2. When do you want it? (Get specific.) _____

3. How will you know if you have it? _____

4. What steps will you take to get it? _____

Goal Setting

Tell students they must do two things to accomplish a goal:

1. they have to see themselves doing it (visualization), and
2. they have to want it badly enough.

Have students picture themselves one, five, or ten years from now; then have them write a description of that future self. Where are they living? What are they doing? What kind of car are they driving? How do they spend their free time? What opportunities await them? When they have finished this visualization exercise, have them stop and write down all of the goals they would have to achieve in that time frame to make that vision possible. Encourage them to make the goals SMART and to prioritize them as they see fit. Remind students to come back to this description and these goals whenever they begin to question their motivation.

Chapter 6 Quiz

Multiple Choice

Circle the letter of the best answer.

1. Making a goal is easier if you _____.
 - A. look at the beginning first
 - B. look at the end first
 - C. don't plan
 - D. none of the above

2. When writing a goal, you should _____.
 - A. list its advantages or reasons you choose to do it
 - B. not list inconveniences and disadvantages
 - C. focus on the past mistakes you made
 - D. never think about the future

3. When setting goals, _____.
 - A. visualization is not good
 - B. vague and unspecific goals are good
 - C. have faith in yourself
 - D. never plan for a reward for yourself in case you do not achieve the goal

4. Planning ahead for setbacks includes _____.
 - A. what to do if the computer crashes
 - B. what to do if your pen runs out of ink in the middle of a test
 - C. whether you need a calculator for an accounting exam
 - D. all of the above

Short Answer

Write the correct answer.

5. What do the letters in S-M-A-R-T goals stand for?

S _____

M _____

A _____

R _____

T _____

6. A goal without hope is called what?

7. List two do's of the best practices for goal setting.

A. _____

B. _____

8. List two don'ts of the best practices for goal setting.

A. _____

B. _____

True/False

Circle *T* for True or *F* for False.

- T F 9. Highly effective students must be goal oriented.
- T F 10. As you establish long-range goals, you should never set short-range goals.
- T F 11. You should reward yourself when you achieve a goal.
- T F 12. Online students should be self-directed learners.

Chapter 7 Activities: Basic Research Skills

Many students dread the prospect of writing a research paper or completing any project that requires research. After all, the amount of information out there is immense and growing larger by the minute. If you can empower students to use the best resources available to them (usually those provided by the school itself) and give them the tools they need to access and search those resources, they will find the prospect of research much less daunting.

Even with our advice and your guidance, students should still be encouraged to visit their school library (if available) and get help from professionals trained in using these resources. A fieldtrip to the library is an excellent way to teach or reinforce the skills in this chapter. Following are a couple more exercises you can use.

Web Field Trip Assignment

Find each of the following types of sources on the topic of your choice. Record the title of the source, the publisher, and other important information about the source. Also describe where you found the source—which database and so on.

1. a hard copy book

2. a full text article from one of the electronic databases to which your school subscribes

3. an ebook from NetLibrary or the resource your school uses for ebooks

4. a magazine or journal from your school's library

5. a reputable website

Academic Research and Writing

Research is an integral part of most college writing assignments. Following are steps you can take to make sure you are researching the right information and making the most of what you find.

Step 1: Choose a topic. You may need to have this approved by your instructor.

Step 2: See what information is available on your topic. This may include using the

Internet; the Online Library; and other journals, papers, and books related to your topic. You will want to make sure your information is reputable. If you find that you are not finding much supporting information, you should contact your instructor and/or the librarian for suggestions.

Step 3: Begin collecting information on your topic. One way to do this is to start a file on your computer and download and save articles related to your topic.

Step 4: Save all sources. Make sure you save all of your sources so you can accurately cite where you found your supporting information.

Step 5: Link the information to your outline. After you have formulated your outline, you

can go into the articles you saved and highlight pieces of information that fit your outline. Here is a tip used by many successful students: Give each main heading in your paper a color—yellow for your first main category or point, green for your second, and so on.

Now, when you are reading your articles online or in hard-copy paper form, highlight the supporting information in the same color as the corresponding point of your outline. That way, when you are ready to write, you will be able to quickly find all of the pieces of information you highlighted in that color. This will save you an enormous amount of time when you write.

You Be the Judge

Bring in a selection of brief articles and other publications focused on a particular topic. Be sure they are selected from a wide variety of sources, including journals, magazines, newspapers, and websites. Go through each of these as a class and compare them, both in terms of the quality of information and the style of writing. Debate as a class which of the resources are most valuable. Which are easiest to read or to use? Which probably shouldn't be used in academic research? Use this to initiate a discussion on the need for scholarly research in college writing.

Chapter 7 Quiz

Multiple Choice

Circle the letter of the best answer.

1. The American Library Association lists nine information literacy standards that help students develop _____.
 - A. information literacy
 - B. independent learning
 - C. social responsibility
 - D. all of the above

2. When you conduct research, you should be able to _____.
 - A. not worry about locating valid, reliable information
 - B. know where to find the information
 - C. realize that it doesn't matter because information is information
 - D. just use your best friend's information

3. You can find the information about available resources for research in _____.
 - A. an information packet you may have received in the mail
 - B. new student orientation
 - C. freshman success class or library research class
 - D. all of the above

4. Books and journal articles you use for research _____.
 - A. should contain out-dated information; everyone knows older information is better.
 - B. should contain information that is irrelevant to your topic
 - C. should be current
 - D. can be anything because the professor won't check your resources anyway

5. When determining whether Internet resources are reliable and valid, you should ask _____.

- A. whether the information can be verified
- B. whether the sources are listed and have authority
- C. who wrote it and whether their qualifications are listed
- D. all of the above

Short Answer

Write the correct answer.

6. What are three general categories of resources?

- A. _____
- B. _____
- C. _____

7. What does the term *periodicals* mean, and what are considered to be periodicals?

8. List five characteristics of scholarly or research journals.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

9. List three questions you should ask when deciding whether information on general Web pages is valid and reliable.

- A. _____
- B. _____
- C. _____

True/False

Circle *T* for True or *F* for False.

- T F 10. Becoming information literate means that you also can use critical-thinking skills.
- T F 11. Logins and passwords are never used for electronic resources.
- T F 12. You will find information for research papers in a variety of formats.

Chapter 8 Activities: Research Papers

Not *all* students dread writing papers, but you can be sure that many do. Knowing that there is a tried-and-true process for writing research papers should ease those students' fears. If possible, show them the process at work by bringing in examples of research papers at various stages in the process. Students who see the logical movement from topic to thesis or from outline to rough draft will gain a much better understanding of how to make those transitions in their own writing process. In addition, feel free to use the exercises below.

Web Field Trip Assignment

Read the info in the following links about APA documentation:

- www.apastyle.org/electref.html
- <http://leo.stcloudstate.edu/research/apadocument.html>

If you need more information, select your favorite search engine—such as Google—and use the keywords “APA style examples.”

To practice citing with correct APA styles, write the correct citations for the following:

1. *College Success Guide* by Karine Blackett and Patricia Weiss. Publisher is JIST Publishing located in St Paul, Minnesota. Published in 2011.

2. Go to www.CNN.com, select an article, and cite it in APA style, following the recommendations for electronic citations.

3. Create a correct citation for each of the resources you found in Chapter 7, using APA format.

- a full text article from one of the electronic databases to which your school subscribes: _____

- an ebook from NetLibrary (or the resource your school uses): _____
- a magazine or journal from your school's library: _____
- a reputable website: _____

Academic Honesty

What constitutes academic honesty? In a nutshell, academic honesty or academic integrity means that you did your own work. However, it is not that simple. When you write research papers, you need to back up your ideas with facts. And you need to learn how to cite correctly. Some students think that they are safe in using exact quotes for each piece of information they put in their papers. Some even go so far as to use large block quotes that are a paragraph or more. They think, because they are citing their sources correctly, that this constitutes academic honesty. While it might be honest, it is not very academic.

So what should a student do? Take the research and put it into your own words, and then cite where you got the information. That does not mean that if you change one or two words you are now paraphrasing. Paraphrasing is where you leave the meaning the same, but you do not quote word-for-word. Furthermore, you still need to cite where you found the information, or it is plagiarism. In other words, write your ideas, back them up by paraphrasing (not quoting) research, and then add the proper citation to give credit where credit is due. If you follow those guidelines, you will be fine.

Practice paraphrasing as a class by pulling quotes that are two or three sentences long from one of your textbooks (including *College Success Guide*) and putting them entirely into your own words.

Practice Peer Review

Students often ask friends or classmates to look over papers for them, but too often this results in a cursory glance, a couple of caught errors, and a “looks good to me.” Most students have to learn how to critique a college paper, just as they have to learn to write one. For that reason, it can be helpful to have a brief session where you teach students how to review each other's work, focusing on more than just misspellings and margins.

Have students bring in papers they are working on in other classes or bring in examples yourself. Break students into pairs and have them review each other's work based on guidelines you set out. Be sure they address issues of thesis, clarity, argument, evidence, tone, audience, organization, grammar, spelling, and correct citation. When students have finished, be sure they give at least three recommendations for improving what they've read.

Guide for Citations

Guide for Citing Electronic Resources

APA Style (6th edition)

Electronic resources include aggregated databases, online journals, websites or Web pages, newsgroups, Web or e-mail–based discussion groups, and Web or e-mail–based newsletters.

Journal Articles from Databases

ProQuest:

Ferrall, B. (Fall 2002). Can Gun Control Work? *Journal of Criminal Law & Criminology* 93, (1), 304–305. Retrieved January 20, 2005, from ProQuest database.

EBSCO host:

Nichol, B. (October 16, 2004). Gun Control Works. *Spectator* 296, (9193), 38 (2). Retrieved January 20, 2005, from EBSCO host database, Masterfile Premier.

Electronic Books

NetLibrary: Electronic versions of print sources reproduce the exact same content, format, and page numbers as the print versions. For these kinds of electronic sources, you need to indicate that you read the source in the electronic version by placing [electronic version] after the title of the article, but you do NOT need to provide a retrieval date or a URL.

Kruschke, E. R. (1995). *Gun Control: A Reference Handbook* [electronic version]. Santa Barbara, California: ABC-CLIO.

Web Documents

Specific Internet Document:

Smith, G. (2000). *Gun Facts Version 2.0*. Retrieved January 20, 2005, from http://www.guncite.com/gun_control_gun_facts.pdf

MacNutt, K. L. (March 1995). *Legally Speaking Militias*. Retrieved January 20, 2005, from <http://www.guncite.com/rrmilitia.html>

See Also: APA Online Electronic References (<http://www.apastyle.org/elecref.html>)

Chapter 8 Quiz

Multiple Choice

Circle the letter of the best answer.

1. When taking notes in research, you should _____.
 - A. use index cards
 - B. color-code the information
 - C. be accurate and write down major points
 - D. all of the above

2. A thesis statement is _____.
 - A. the first sentence in a research paper
 - B. the question that you propose to answer in the research paper
 - C. the entire first paragraph of your research paper
 - D. none of the above

3. When preparing your final draft, you should _____.
 - A. type your paper on the computer
 - B. revise, make changes, and run spell check
 - C. have someone proofread your paper
 - D. all of the above

4. When you write a research paper, you should use the _____.
 - A. APA style
 - B. MLA style
 - C. ALA style
 - D. style your professor tells you to use

Short Answer

Write the correct answer.

5. List four tasks in the process of writing research papers.

A. _____

B. _____

C. _____

D. _____

6. List four key points to remember about a thesis statement.

A. _____

B. _____

C. _____

D. _____

7. What are three consequences of copying or using other people's words without citing correctly?

A. _____

B. _____

C. _____

8. What are the two rules for making sure you don't plagiarize?

A. _____

B. _____

9. What does grouping note cards into subgroups accomplish?

True/False

Circle T for True or F for False.

- T F 10. Your outline for your research paper should include an introduction, body, and conclusion.
- T F 11. Plagiarism is stealing.
- T F 12. When writing research papers, practice makes perfect.

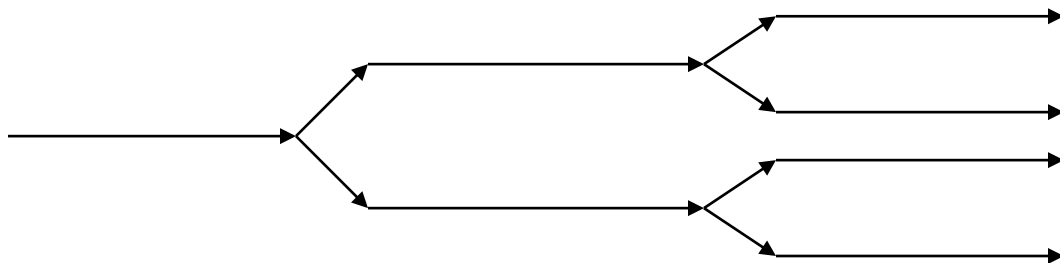
Chapter 9 Activities: Synergy

Most students are not afraid to ask for help. Even if they don't visit a professor's office hours, they will turn to each other for assistance. However, not all students recognize the value of working together.

In addition, many courses require group interaction, and those students who recognize the value of synergy and know how to make the most of it often find the most success. To help drive this point home, you might ask students how they could work together to make *your* class easier. Also feel free to use the exercise below.

You Don't Need to Do It Alone!

- Think of an area you need some help in and put that on the single line to the left.
- Start brainstorming to think of people who can help you or other ways you can get help with this subject or issue. Write those in the two lines that emerge from the line containing your need.
- Continue brainstorming to think of ways you can get help with this subject or issue. Write those in each of the two lines that emerge from the lines containing your original ideas.



- Looking at what you've written, what action will you take in the next week to get some help?

- Repeat this process for any problem you are having.

Chapter 9 Quiz

Multiple Choice

Circle the letter of the best answer.

1. If you have the Lone Ranger syndrome, you ____.

- A. always are bugging people to help you
 - B. go it alone and never ask for help
 - C. only ask for assistance from your instructor
 - D. use a cohort
2. A cohort is _____.
- A. your best friend
 - B. your instructor
 - C. your instructor, your classmates, and others who can help you
 - D. none of the above
3. The win-win of synergy can happen when _____.
- A. you are assertive
 - B. you keep an open mind and don't bail
 - C. you network and share
 - D. all of the above
4. Online students with synergy will _____.
- A. email instructors when confused or in need of help
 - B. not e-mail classmates for help
 - C. just plug along and never ask for help
 - D. drop the class because completing an online class is impossible

Short Answer

Write the correct answer.

5. Define the term *synergy*.

6. What does networking involve?

7. List four best practice do's for Chapter 9.

A. _____

B. _____

C. _____

D. _____

8. List four best practice don'ts for Chapter 9.

A. _____

B. _____

C. _____

D. _____

True/False

Circle *T* for True or *F* for False.

- T F 9. When asking for help, sometimes you end up helping others.
- T F 10. When you are having difficulties in a class, you should never speak up or ask for help.
- T F 11. Networks provide strength and resources.
- T F 12. Knowing other classmates' e-mail addresses is dangerous; they never should be shared.

Chapter 10: Activities

Motivation

The chapter stresses that motivation is generated internally rather than externally, so there is little point in spending class time on pep talks. It's better to help students understand *how* they are motivated—what drives them to succeed. While the chapter offers several general suggestions for staying motivated, students will be responsible for applying those broad suggestions to their own specific situations. The activities below can help.

Visualization Exercise

Make a copy of the worksheet on the next page and have students complete it in class or as homework.

How Do You Want Your World to Look?

1. First, think of a current problem in your personal life or a school situation and describe this problem. A definition of a problem is the discrepancy you have when the outside picture does not look like the inside ideal.

2. Remember that *College Success Guide* indicates that problems can give you motivation! They are actually good things. Richard Bach said, “You seek problems because you need their gifts.” Describe how this problem is a gift to you.

3. Examine your role in this problem. For a moment, stop thinking you are the victim. Brainstorm how you might be creating this problem or making it worse. Write at least three ways you contribute to the problem.

- a. _____
- b. _____
- c. _____

4. Describe what the problem or situation would look like if it were solved. How would you know it was solved? Write specific ways—not just feelings, but concrete evidence—that would reveal to you that the problem was transformed to something better.

Balancing Act

Use the worksheet below to help students achieve more balance in their lives.

Achieving Balance

Directions: Think about and then describe all the areas of your life in which you may want to set goals or see where you need or want more balance.

Area of My Life	Changes I Can Make
Personal	
Relationships	
Family	
Friends	
Wellness	
Job	
Education	
Religion/Spirituality	

Never a Question of “Have To”

Have students write down all the things they feel they *have* to do. Give them about 10 minutes. When they are finished, go around the room and have students read their have-to-dos. Tell them not to repeat those said by someone else. Write down what they say on the board. When you are done going around the room, ask them to restate everything on the board as want-to-dos, complete with the rewards for accomplishing the task. For example: “I have to do the dishes” could turn into “I want to do the dishes so my kitchen is clean and won’t attract roaches.”

Chapter 10 Quiz

Multiple Choice

Circle the letter of the best answer.

1. There is only one thing you *have* to do in life and that is _____.
 - A. get an education
 - B. get motivated
 - C. get a job
 - D. none of the above

2. You prime your subconscious to process your tasks as desirable and motivating by _____.
 - A. pulling yourself up by your boot straps and being self-motivated
 - B. following directions
 - C. telling yourself you “want to” do something
 - D. telling yourself you “have to” do something

3. Stumbling blocks to success include _____.
 - A. unlimited time
 - B. disorganization
 - C. over-bearing instructors
 - D. none of the above

4. Balancing your life means looking at _____.
 - A. how you are doing in school, at work, and at home
 - B. how you are doing physically
 - C. how you are doing mentally
 - D. all of the above

5. Best practices for motivation include _____.
A. visualizing your reward
B. having unrealistic expectations
C. knowing that enthusiasm is the same as motivation
D. blaming others for your lack of motivation

Short Answer

Write the correct answer.

6. The reality of motivational speakers is they rarely actually motivate people. What is the reasoning behind that statement?

7. What are some small things you can do to help motivate yourself?

True/False

Circle *T* for True or *F* for False.

- T F 8. Enthusiasm is long-term excitement.
T F 9. You should review your goals only once after you have decided what they are.
T F 10. You are born being self-motivated.
T F 11. To succeed, it helps to visualize the reward.
T F 12. Success in reaching goals is achieved through perseverance and self-motivation.

Chapter 11 Activities: Time and Energy Management

The majority of college students struggle with time management. That's why you will find them working feverishly at four in the morning finishing a project that they've known about for six weeks. Thankfully there are numerous tools, tips, and strategies for helping students manage their time better. They just need to pick those strategies that work best for them.

Feel free to use the following supplemental information and activities to help your students learn to manage their time and energy better.

Web Field Trip Assignment

- Assess your current habits using this link: www.studygs.net/schedule/.
- Use the Internet to research articles on time management, study skills, and test taking (a total of four articles).
- Look at your current reality of test taking, study skills, and time use and then decide how you want to grow and change.
- Write five goals in the form of affirmations below.

1. _____

2. _____

3. _____

4. _____

5. _____

Chunk Your Time

We all have the same 24 hours to work with each day. The difference is that successful students chunk their time into very small pieces, so that even five minutes becomes valuable time that can be used to assist them in achieving their personal and professional goals. You can also learn how to chunk your time to be a more successful student. The following are tips from successful online students on how to better manage your time:

- Turn your phone off or put it on silence for a set period of time. In other words, give yourself an hour without calls or texting. This one recommendation alone may be the difference to your overall success.
- Use playing online games, surfing the Internet, and checking your messages as a reward for actually focusing on your class for a set time.
- When you find you have only a few minutes between other commitments, see that small amount of time as time you can use to do something toward your goals. For example, jump into your online class and read some e-mails from your instructor or discussion posts. While it might not seem like it made a huge difference, it all adds up to success.

In the spaces below, write down three more ways you can make the most of your time.

Being an online student poses unique challenges to time management. You can access online tools that will help you get organized in your studying and stay on task. If your online course management system doesn't have a calendar program, consider using an e-calendar such as Google Calendar or 30 Boxes (<http://30boxes.com>). These are easy ways to keep track of your assignments, tests, and other deadlines for your online classes. For more tips on this topic, you can go to the following link: www.allonlineschools.com/online-education-resource-center/distance-learning-time-management/.

Early Birds Versus Night Owls

There really is a difference between early birds and night owls. Does the early bird get the worm? This is a subject of great debate and inquiry. Night owls are defined as those people who go to bed after 11 pm and get up after 8 am. While larks, or early birds, go to bed prior to 11 pm and wake before 8 am. One study conducted by the British Medical Journal found that while both owls and larks make money, owls have a larger mean income than larks.

Most people are larks, however. That means they prefer daytime hours to manage their energy. There is not a right or wrong way to manage energy. The key is to know your energy preference, so you can maximize it. You can choose to turn off the TV or games and study later at night. You might also organize your to-do list based around your energy during the day. If you find that you are sleepy after lunch, see if you can walk or work out over the lunch hour—or shut your door and catch a few z's during your break.

Use the following websites to learn more about larks versus owls and energy management:

- <https://www.psychologytoday.com/us/blog/sleep-newzzz/200912/the-lark-vs-the-owl-don-t-mess-mother-nature>
- <https://psychologytoday.com/articles/200911/intelligence-the-evolution-night-owls>
- <http://livescience.com/7723-night-owls-stay-alert-longer-early-birds.html>

So are you a lark or an owl? Whichever one describes you best, what can you do to take advantage of the time you *are* awake? If you are a lark, what kinds of tasks can you accomplish best while other people are still asleep? If you are an owl, what can you do at the end of the day when most of your energy is gone but you are still awake? Try to make a schedule that maximizes your time and suits your natural patterns.

Chapter 11 Quiz

Multiple Choice

Circle the letter of the best answer.

1. Keys to time management include _____.
 - A. planning ahead
 - B. avoiding procrastination
 - C. prioritizing
 - D. all of the above

2. The personal time survey is a tool that _____.
 - A. has you plot your time on a 24-hour chart to find timewasters and holes
 - B. lets you know when the next party or celebration is coming up
 - C. keeps track of your grocery list
 - D. none of the above

3. The most important tool in an online class is _____.
 - A. a computer
 - B. a pencil
 - C. a calculator
 - D. none of the above

4. Good time management includes _____.
 - A. creating a plan to allocate and balance your time
 - B. scheduling some recreation
 - C. getting some rest
 - D. all of the above

5. Some common time wasters or procrastination behaviors include
- A. getting a snack after you just ate
 - B. playing a video game
 - C. checking e-mail or calling a friend
 - D. all of the above

Short Answer

Write the correct answer.

6. Why is learning when to say “yes” and when to say “no” important?

7. List three of the 10 time-management principles for online learners.

A. _____

B. _____

C. _____

8. List three of the best practice do’s for time management.

A. _____

B. _____

C. _____

9. List two of the best practice don’ts for time management.

A. _____

B. _____

True/False

Circle *T* for True or *F* for False.

- T F 10. You are not accountable for your time.
- T F 11. Establishing a dedicated time for studying is training your brain to know it is time to focus.

T F 12. People who do not prioritize never procrastinate.

Chapter 12 Activities: Stress Management

Ask your students to raise their hands if they feel stressed. If there is any student who doesn't raise his or her hand, ask him or her what the secret is. The truth is we all need stress management in our lives. The question is: What techniques work the best for each student? To help them figure it out, you might practice a few of them in class. Easy ones to practice include breathing exercises, listening to relaxing music, and meditation. If your school has a counseling center, you might ask if someone can come speak to the class about stress management as well. You can also use the additional exercises that follow.

Web Field Trip Assignment

Most people think that stress is a bad thing. However, humans function best when we have a so-called "problem." Stress can be used to fuel us to get things done, to procrastinate, or even dilly-dally. How we respond to stress is a key to our success. For starters, take one or more stress tests:

- <http://stresstest.net/>
- www.lessons4living.com/stress_test.htm

What did you learn about yourself? Write it down here.

Go to the following websites and find new stress management tools:

- www.mindtools.com/stress/RelaxationTechniques/IntroPage.htm
- www.learningmeditation.com/

Now that you have finished the field trip, you can keep this information available by listing the top three most interesting facts you found out about the ways you handle stress.

- 1.
- 2.
- 3.

My Stress Management Plan

Stress management should *not* be stressful. In other words, you shouldn't worry about how and when you are going to relieve stress. For that reason, it can be useful to plan stress management into your schedule. Use the following worksheet to help you.

Two things I will do **at least once a *day*** to relieve stress:

1. _____
2. _____

Two things I will do **at least once a *week*** to relieve stress:

1. _____
2. _____

Two things I will do **at least once a *month*** to relieve stress:

1. _____
2. _____

Chapter 12 Quiz

Multiple Choice

Circle the letter of the best answer.

1. Positive stress or “eustress” _____.
 - A. is an adrenalin rush
 - B. can help a person attain difficult goals
 - C. can enhance performance
 - D. all of the above

2. Negative stress happens when _____.
 - A. you get an adrenalin rush
 - B. you achieve a goal
 - C. stress exceeds a certain limit
 - D. you do an exceptional job

3. You can relieve stress by engaging in _____.
 - A. healthy eating habits
 - B. positive thinking and taking time for yourself
 - C. exercise
 - D. all of the above

Short Answer

Write the correct answer.

4. Define the term *stress*.

5. List five physical ailments caused by negative stress.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

6. List five mental ailments caused by negative stress.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

7. List three examples of stress in a person's personal life.

- A. _____
- B. _____
- C. _____

8. List three examples of academic-related stress.

- A. _____
- B. _____
- C. _____

9. List three things that can alleviate stress.

- A. _____
- B. _____
- C. _____

True/False

Circle *T* for True or *F* for False.

- T F 10. Listening to the daily news can relieve stress.
- T F 11. Having a hobby can relieve stress.
- T F 12. Ninety percent of what we worry about never happens.