



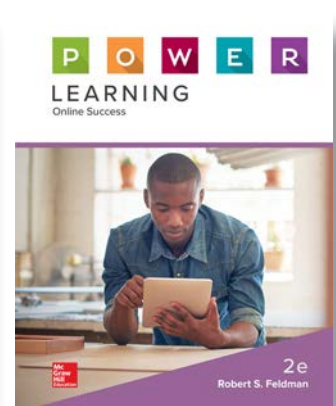
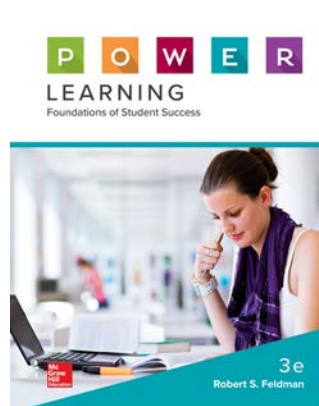
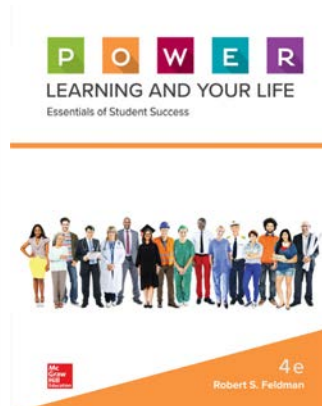
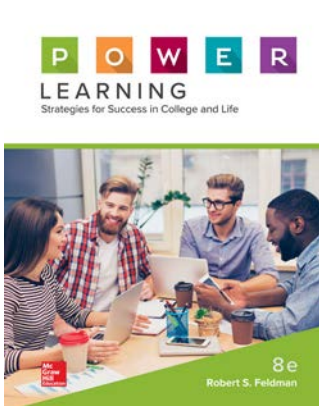
Because learning changes everything.®

P.O.W.E.R. Plan

Prepare, Organize, Work,
Evaluate, Rethink



P.O.W.E.R. Learning provides a systematic framework for organizing the strategies that lead to success. It is the only systematic, research-based Student Success product. **oin`** the one million students who have succeeded with this model in every area of their lives!



P O W E R

Message from the Author

Hello & Welcome

Hello, and welcome to this sneak peek of the P.O.W.E.R Series, by Bob Feldman.

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

Prepare, Organize, Work, Evaluate, and Rethink

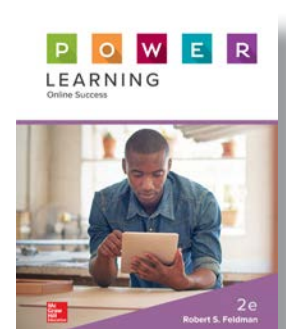
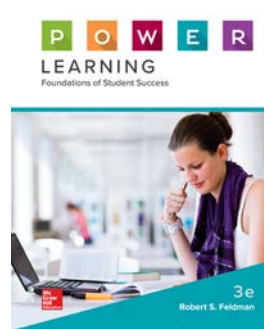
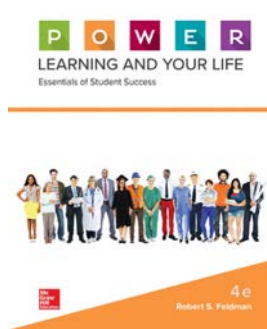
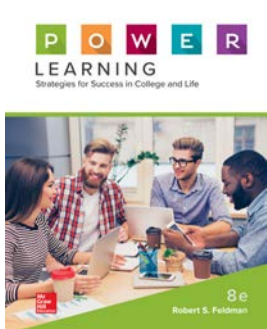
Each chapter utilizes the principles of the P.O.W.E.R system so students can clearly see how easy it is to incorporate this effective process into their everyday routine. The P.O.W.E.R plan illustration highlights the key steps for corresponding chapter material.

This consistent framework also makes it easy to track the success of your students no matter their learning style, the course delivery, or their instructor.

Click [HERE](#) to watch a video message from author Bob Feldman.

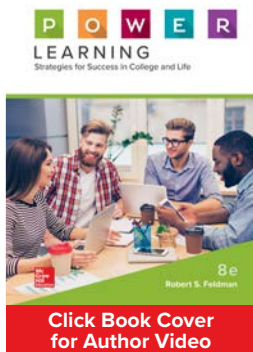


P O W E R



Learn more or contact your local McGraw-Hill Representative

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

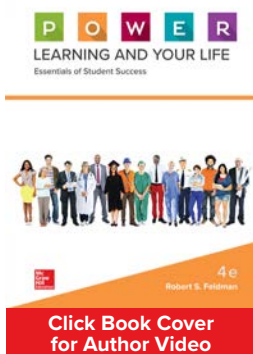


P.O.W.E.R. Learning: Strategies for Success in College and Life, 8e

Feldman

ISBN: 9781260070576

With individual chapters devoted to choosing your courses and major, writing and speaking, managing your money, and discovering your learning styles, self-concept and values, this text is ideal for students who live on campus and are learning how to live away from home for the first time.

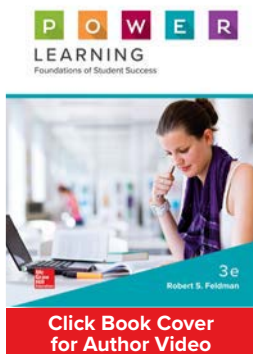


P.O.W.E.R. Learning and Your Life: Essentials of Student Success, 4e

Feldman

ISBN: 9781260063295

With its own separate chapter devoted to careers, Essentials of Student Success works well for commuter students who are managing work and school.

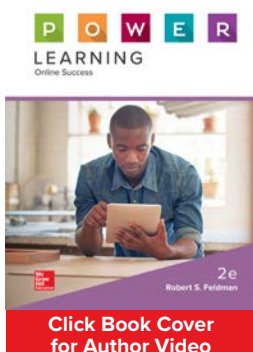


P.O.W.E.R. Learning Foundations of Student Success, 3e

Feldman

ISBN: 9781260070118

Unique chapters on how to Make the Leap from Community College to a 4-Year school, and Choosing Your Courses and Academic Program make this an ideal text for the 2-year student.



P.O.W.E.R. Learning: Online Success, 2e

Feldman

ISBN: 9781260709742

The most concise text in the P.O.W.E.R. series, this program addresses the unique needs of students enrolled in online courses while still providing the same framework and structure for your course.

P

O

W

E

R

Tale of Contents

P.O.W.E.R. Learning: Strategies for Success in College and Life, 8e

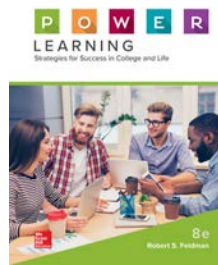
PAR Getting Started

- 1 P.O.W.E.R. Learning: Becoming a Successful Student
- 2 Making the Most of Your Time
- 3 Discovering Your Learning Styles, Self-Concept, and Values

- #### **PAR 2 sing P .O.W.E.R. for Academic Success**
- 4 Taking Notes
 - 5 Taking Tests
 - 6 Reading and Remembering
 - 7 Writing and Speaking
 - 8 Choosing Your Courses and Major
 - 9 Technology and Information Competency

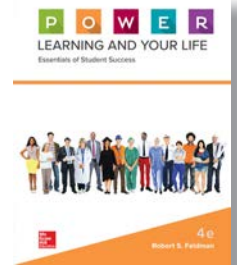
P.O.W.E.R. Learning Foundations of Student Success, 3e

- 1 P.O.W.E.R. Learning: Becoming an Expert Student
- 2 Making the Most of Your Time
- 3 Taking Notes
- 4 Taking Tests
- 5 Reading and Remembering
- 6 Choosing Your Courses and Academic Program
- 7 Technology and Information Competency
- 8 Transfer Strategies: Making the Leap from Community College to a Four-Year School
- 9 Diversity and Relationships
- 10 Money Matters
- 11 Juggling: Stress, Family, and Work
- 2 Careers



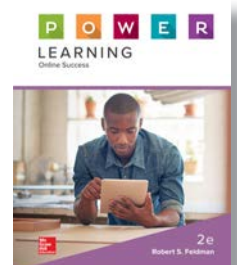
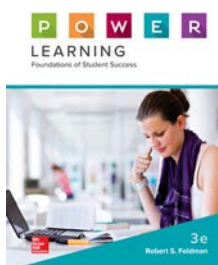
P.O.W.E.R. Learning and Your Life: Essentials of Student Success, 4e

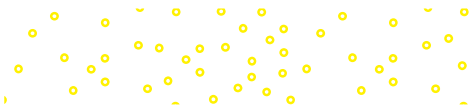
- 1 P.O.W.E.R. Learning: Becoming an Expert Student
- 2 Making the Most of Your Time
- 3 Taking Notes
- 4 Taking Tests
- 5 Reading and Remembering
- 6 Careers
- 7 Technology and Information Competency
- 8 Making Decisions and Problem Solving
- 9 Diversity and Relationships
- 10 Juggling: Stress, Money, Family, and Work



P.O.W.E.R. Learning: Online Success, 2e

- 1 P.O.W.E.R. Learning: Becoming an Expert Student
- 2 Making the Most of Your Time
- 3 Taking Notes
- 4 Taking Tests
- 5 Reading and Remembering
- 6 Careers
- 7 Technology and Information Competency
- 8 Making Decisions and Problem Solving
- 9 Diversity and Relationships
- 10 Juggling: Stress, Money, Family, and Work
- A final Word Glossary Index





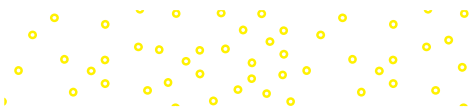
P O W E R
Learning

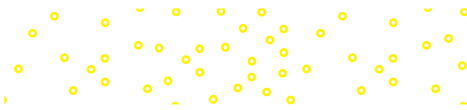
**Strategies
for Success
in College
and Life**

EIGHTH EDITION

Robert S. Feldman
University of Massachusetts Amherst

**Mc
Graw
Hill**
Education





P.O.W.E.R. LEARNING: STRATEGIES FOR SUCCESS IN COLLEGE AND LIFE, EIGHTH EDITION

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2020 by McGraw-Hill Education. All rights reserved. Printed in the United States of America. Previous editions © 2017, 2014, and 2011. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LMN 21 20 19

ISBN 978-1-260-07057-6 (student edition)
MHID 1-260-07057-3 (student edition)
ISBN 978-1-260-70971-1 (loose-leaf edition)
MHID 1-260-70971-X (loose-leaf edition)
ISBN 978-1-260-70966-7 (annotated instructor's edition)
MHID 1-260-70966-3 (annotated instructor's edition)

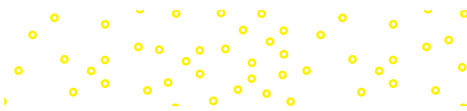
Associate Portfolio Manager: *Kevin White*
Product Developer: *David Ploskonka*
Marketing Manager: *Lisa Granger*
Content Project Managers: *Melissa M. Leick; Bruce Gin; Karen Jozefowicz*
Buyer: *Sandy Ludovissy*
Design: *Jessica Cuevas*
Content Licensing Specialist: *Carrie Burger*
Cover Image: ©*Roman Samborskyi/Shutterstock*
Compositor: *SPi Global*

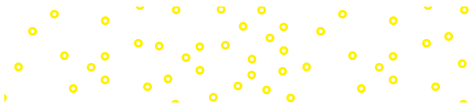
All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Names: Feldman, Robert S. (Robert Stephen), 1947-
Title: P.O.W.E.R. learning : strategies for success in college and life /
Robert S. Feldman, University of Massachusetts, Amherst.
Other titles: POWER learning
Description: Eighth edition. | New York, NY : McGraw-Hill, [2019]
Identifiers: LCCN 2018044379 | ISBN 9781260070576 (alk. paper)
Subjects: LCSH: College student orientation. | Study skills. | Life skills. | Success.
Classification: LCC LB2343.3 .F44 2019 | DDC 378.1/98—dc23
LC record available at <https://lccn.loc.gov/2018044379>

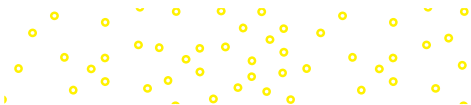
The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill, and McGraw-Hill does not guarantee the accuracy of the information presented at these sites.





Dedication

To my students, who make teaching a joy.



ROBERT S. FELDMAN



Courtesy Bo. Feldman

Bob Feldman still remembers those moments of being overwhelmed when he started college at Wesleyan University. “I wondered whether I was up to the challenges that faced me,” he recalls, “and—although I never would have admitted it at the time—I really had no idea what it took to be successful at college.”

That experience, along with his encounters with many students during his own teaching career, led to a life-long interest in helping students navigate the critical transition that they face at the start of their own college careers. Professor Feldman, who went on to receive a doctorate in psychology from the University of Wisconsin–Madison, is now Senior Advisor to the Chancellor and Professor of Psychological and Brain Sciences at the University of Massachusetts Amherst. He is founding director of *POWER Up for Student Success*, the first-year experience course that has introduced thousands of incoming students to UMass.

Professor Feldman’s proudest professional accomplishment is winning the College Outstanding Teaching Award at UMass. He also has been named a Hewlett Teaching Fellow and was Senior Online

Instruction Fellow. He has taught courses at Mount Holyoke College, Wesleyan University, and Virginia Commonwealth University.

Professor Feldman is a Fellow of the American Psychological Association, the Association for Psychological Science, and the American Association for the Advancement of Science. He is a winner of a Fulbright Senior Research Scholar and Lecturer award and has written over 200 scientific articles, book chapters, and books. His books, some of which have been translated into Spanish, French, Portuguese, Dutch, Japanese, and Chinese, include *Improving the First Year of College: Research and Practice*; *The First Year of College: Research, Theory, and Practice on Improving the Student Experience and Increasing Retention*; *Understanding Psychology*, 14/e; and *Development Across the Life Span*, 8/e. His research interests encompass the study of honesty and truthfulness in everyday life, development of nonverbal behavior in children, and the social psychology of education. His research has been supported by grants from the National Institute of Mental Health and the National Institute on Disabilities and Rehabilitation Research.

With the last of his three children completing college, Professor Feldman occupies his spare time with pretty decent cooking and earnest, but admittedly unpolished, piano playing. He also loves to travel. He lives with his wife, who is an educational psychologist, in a home overlooking the Holyoke mountain range in western Massachusetts.



PART 1 Getting Started

- 1** P.O.W.E.R. Learning: Becoming a Successful Student 1
- 2** Making the Most of Your Time 29
- 3** Discovering Your Learning Styles, Self-Concept, and Values 57

PART 2 Using P.O.W.E.R. for Academic Success

- 4** Taking Notes 92
- 5** Taking Tests 119
- 6** Reading and Remembering 148
- 7** Writing and Speaking 177
- 8** Choosing Your Courses and Major 210
- 9** Technology and Information Competency 240

PART 3 Life Beyond the Classroom

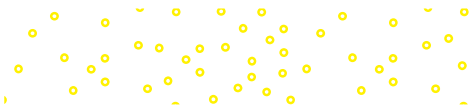
- 10** Making Good Decisions 273
- 11** Diversity and Your Relationships with Others 297
- 12** Money Matters 324
- 13** Stress, Health, and Wellness 353

A Final Word 385

Glossary 386



Endnotes 389

Index 390




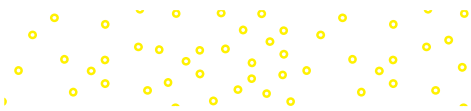
PART 1 Getting Started

1 P.O.W.E.R. Learning: Becoming a Successful Student 1

Looking Ahead	2	Evaluate	14
Why Go to College?	2	Try It! 5: Examining the Causes of Success and Failure	15
Try It! 1: Why Am I Going to College?	3	 WORKING IN A GROUP	16
Journal Reflections My School Experiences	5	Rethink	16
P.O.W.E.R. Learning: The Five Key Steps to Achieving Success	6	Are You Ready for College Success?	18
Prepare	6	Career Connections P.O.W.E.R. Learning Meets the World of Work	19
Try It! 2: What Are Your Goals?	8	Try It! 6: Creating a P.O.W.E.R. Profile	20
Organize	9	Speaking of Success <i>Lev Sviridov</i>	24
Try It! 3: Course Goals	10	<i>Looking Back</i>	25
Course Connections Looking at the Big Picture	11	<i>Key Terms and Concepts</i>	25
Work	11	<i>Resources</i>	25
Try It! 4: Who's in Charge?	13	The Case of . . . Clueless in Seattle	28
 PERSONAL STYLES			


2 Making the Most of Your Time 29

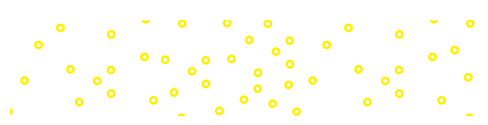
Looking Ahead	30	Prepare: Learning Where Time Is Going—and Where It Should Go	32
Time for Success	30	Try It! 2: Create a Time Log	33
Journal Reflections Where Does My Time Go?	31	Try It! 3: Identify the Black Holes of Time Management	35
Try It! 1: Find Your Time Style	32	Set Your Priorities	35
 PERSONAL STYLES			



Course Connections			
Homework and Study Time: How Much Is Enough?	38		
Organize: Mastering the Moment	38		
Try It! 4: Set Priorities	39		
Work: Controlling Time	45		
Try It! 5: Find Your Procrastination Quotient	48		
Evaluate: Checking Your Time	50		
Career Connections			
On-the-Job Time Management	51		
		Rethink: Reflecting on Your Personal Style of Time Management	51
		Speaking of Success <i>Rebecka Marie Clark</i>	53
		<i>Looking Back</i>	54
		<i>Key Terms and Concepts</i>	54
		<i>Resources</i>	54
		The Case of . . . The Time of is Life	56



3 Discovering Your Learning Styles, Self-Concept, and Values 57

Looking Ahead	58	Prepare: Identifying Your values	81
Discovering Your Learning Styles	58	Organize: Imposing Order on What Motivates You	82
Journal Reflections		Work: Creating a Personal Mission Statement	83
How I Learn	60	Evaluate: Assessing Your Personal Mission Statement	84
Try It! 1: What's Your Receptive Learning Style?	61	Career Connections Identifying Your Interests	85
 PERSONAL STYLES	61	Rethink: Reconsidering Your Options	85
Try It! 2: Your Sense of Intelligence	65	Try It! 5: Write a Mission Statement	86
Try It! 3: Instructor Styles	72	Speaking of Success <i>Colin Powell</i>	88
 WORKING IN A GROUP	72	<i>Looking Back</i>	89
Course Connections		<i>Key Terms and Concepts</i>	89
How Your Instructor's Teaching Style Can Guide Your Studying Strategies	73	<i>Resources</i>	90
Self-Concept and Self-Esteem	73	The Case of . . . The Instructor Who Spoke Too Much	91
Try It! 4: Measuring Your Self-Esteem	78		
Preparing a Personal Mission Statement	81		





4 Taking Notes

92

Looking Ahead	93	Evaluate: Thinking Critically about Your Notes	107
Taking Notes in Class	93	Try It! 4: Evaluate Your Class Notes	108
Prepare: Considering Your Goals	93	Rethink: Activating Your Memory	109
Journal Reflections		Taking Notes as You Study	110
How Do I Take Notes?	95	Try It! 5: Practice Your Notetaking Skills	112
Organize: Getting the Tools of Notetaking Together	95	Career Connections	
Work: Processing—Not Copying—Information	98	Taking Notes on the Job: Meetings of the Minds	113
Try It! 1: Determine Your Listening Style	99	Speaking of Success	
 PERSONAL STYLES	99	<i>Luciano Virgilio</i>	115
Try It! 2: Outline a Lecture	102	<i>Looking Back</i>	116
 WORKING IN A GROUP	102	<i>Key Terms and Concepts</i>	116
Try It! 3: Take Notes during Discussions	104	<i>Resources</i>	116
Course Connections		The Case of . . .	
Asking Questions in Class	105	The Human Dictation Machine	118
Strategies for Using Your Notes	105		

5 Taking Tests

119

Looking Ahead	120	Try It! 3: Form a Study Group	130
Getting Ready	120	 WORKING IN A GROUP	130
Journal Reflections		Organize: Facing the Day of the Test	131
How I Feel about Tests	121	Taking the Test	132
Prepare: Readying Your Test-Taking Strategies	122	Work: Tackling the Test	132
Try It! 1: Measure Your Test-Taking Style	125	Try It! 4: Understand Action Verbs in Essay Questions	136
 PERSONAL STYLES	125	Evaluate: Taking Your Own Final Examination	138
Studying for the Test	126	Career Connections	
Course Connections		Tests for a Lifetime	139
Special Techniques for Dealing with Math Anxiety	127	Rethink: The Real Test of Learning	140
Try It! 2: Complete a Test Preparation Checklist	129	Try It! 5: Take a Test-Taking Test	141

Speaking of Success	
<i>Camerron Dangerfield</i>	14 3
<i>Looking Back</i>	14 4
<i>Key Terms and Concepts</i>	14 4

<i>Resources</i>	14 5
Answers to Test Items in Try It 5	14 6
The Case of . . .	
Too Many Questions, Too Little Time	14 7

6 Reading and Remembering 14 8

Looking Ahead	14 9
----------------------	------

Sharpen Your Reading and Memory Skills	14 9
---	------

Journal Reflections	
My Reading Preferences	15 0

Try It! 1: Discover Your Reading Style	15 1
 PERSONAL STYLES	

Prepare: Approaching the Written Word	15 2
--	------

Try It! 2: Create an Advance Organizer	15 4
---	------

Organize: Gathering the Tools of the Trade	15 5
---	------

Try It! 3: Discover Your Attention Span	15 6
 PERSONAL STYLES	

Work: Getting the Most Out of Your Reading and Using Proven Strategies to Memorize New Material	15 7
--	------

Course Connections	
Using Specialized Reading Strategies for Special Subjects	16 1

Try It! 4: Do-It-Yourself Acronyms and Acrostics	16 4
 WORKING IN A GROUP	

Evaluate: What Does It Mean What Do I Know?	16 6
--	------

Try It! 5: Determine Your Memory Style	16 7
 PERSONAL STYLES	

Course Connections	
Special Memorization Strategies for Special Courses	16 9

Rethink: Getting It the Second Time	17 0
--	------

Career Connections	
Reading and Memory on the Job	17 1

Speaking of Success	17 3
<i>Judy Jiang</i>	

<i>Looking Back</i>	17 4
---------------------	------

<i>Key Terms and Concepts</i>	17 4
-------------------------------	------

<i>Resources</i>	17 4
------------------	------

The Case of . . .	
Remember the Alamo	17 6

7 Writing and Speaking 17 7


Looking Ahead	17 8
----------------------	------

The Writing Process	17 8
----------------------------	------

Journal Reflections	
How I Feel about Writing	17 9

Prepare: Confronting the Blank Page	17 9
--	------

Try It! 1: Set Yourself Free: Freewriting	18 2
--	------

Try It! 2: Get Your Brain Storming: Using Brainstorming to Generate Ideas	18 3
 WORKING IN A GROUP	

Organize: Constructing a Scaffold	18 6
--	------

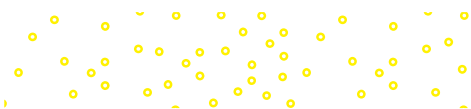
Try It! 3: Make Your Point: Write a Thesis Statement	18 8
---	------

Work: Writing the Work	18 9
-------------------------------	------

Course Connections	
Writing in Class: Strategies for Getting It Right	19 3



Evaluate: Acting as Your Own Best Critic	19 4
---	------

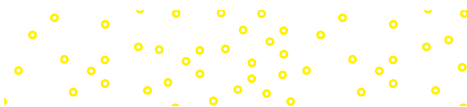
Rethink: Reflecting on Your Accomplishment	19 4
---	------




Career Connections			
Write Away	19	5	
Acknowledging Others' Ideas: Academic Honesty and Plagiarism	19	6	
Speaking Your Mind	19	8	
Try It! 4: Summarize, don't Plagiarize	19	9	
Try It! 5: Determine Your Level of Self-Consciousness			
 PERSONAL STYLES	200		
Try It! 6: Let's Talk			201
Try It! 7: Put Yourself on the Spot			205
 WORKING IN A GROUP			
Speaking of Success			
Tom Hanks			206
Looking Back			207
Key Terms and Concepts			207
Resources			207
The Case of . . .			
The Reluctant Speaker			209

8 Choosing Your Courses and Major 210

Looking Ahead	211		
Making Academic Choices	211		
Prepare: Becoming Familiar with Your Options and Requirements	212		
Try It! 1: Get to Know Your College Advisor	215		
Organize: Examining What You Have Done and What You Need to Do	215		
Try It! 2: Create a List of Required Courses	216		
Work: Choosing the Next Term's Courses	217		
Course Connections			
What Are Courses <i>Really</i> Like			
The Covert College Catalog	219		
Evaluate: Deciding Whether You Are in the Classes You Need	219		
Try It! 3: Choose Your Courses	220		
Rethink: Learning What You Love and Loving What You Learn	223		
Try It! 4: Reflect on Your College Experience			
 WORKING IN A GROUP	224		
Service Learning: Helping Yourself by Helping Others	225		
Choosing Your Major	226		
Try It! 5: Explore Service Learning Opportunities	227		
Journal Reflections			
Focusing on Your Interests	230		
Try It! 6: Identify Major Attractions			
 PERSONAL STYLES	231		
Career Connections			
Choosing a Path That's Right for You	233		
Speaking of Success			
Brittany Harder	236		
Looking Back	237		
Key Terms and Concepts	237		
Resources	237		
The Case of . . .			
Major Problems	239		




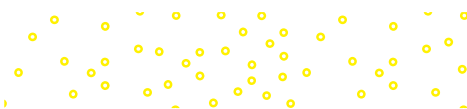
Looking Ahead	241	Work: Participating in a Distance Learning Class	257
You and Technology	241	Evaluate: Considering Your “Classroom” Performance	258
Journal Reflections		Rethink: Reflecting on What and How You Have Learned	258
Could I Live Without Technology	242		
Course Connections			
Getting the Most Out of Instructors PowerPoint Presentations	244		
Using the Web	245	Finding Facts: Developing Information Competency	259
Try It! 1: Using E-Mail Netiquette	250	Try It! 4: Work the Web: Information, Please!	264
Distance Learning: Classes Without Walls	253	Career Connections	
Try It! 2: Assess Your Course-Taking Style	254	Exploring Careers on the Web	267
 PERSONAL STYLES		Speaking of Success	
Prepare: Identifying Distance Learning Course Possibilities	256	<i>Joseph Kerlin-Smith</i>	269
Organize: Obtaining Access to Technology	256	<i>Looking Back</i>	270
Try It! 3: Get Some Distance on the Problem	257	<i>Key Terms and Concepts</i>	270
 WORKING IN A GROUP		<i>Resources</i>	271
		The Case of . . .	
		The Missing File	272


PART 3

Life Beyond the Classroom

10 Making Good Decisions

Looking Ahead	274	Journal Reflections	
Making Good Decisions: A Framework	274	My Decision Crossroads	280
Prepare: Identifying Your Goals	275	Evaluate: Considering the Outcomes	281
Organize: Considering and Assessing the Alternatives	275	Rethink: Reconsidering Your Goals and Options	281
Try It! 1: Use Freewriting	277	Problem Solving: Applying Critical Thinking to Find Solutions	282
Work: Making and Carrying Out the Decision	278	Try It! 2: Exercise Your Problem-Solving Skills	285
Career Connections		 WORKING IN A GROUP	
Weighing Career Possibilities	279	Course Connections	
		Using Critical Thinking in Your Classes	286



Try It! 3: Find Your Problem-Solving Style
 PERSONAL STYLES 287

Don't Fool Yourself: Avoiding Everyday Problems in Critical Thinking 288

Try It! 4: Distinguish Fact from Opinion 290

Try It! 5: What's the Real Explanation? 291

Speaking of Success
Dr. Alexa Irene Canady 293

Looking Back 294

Key Terms and Concepts 294

Resources 294

Answers to Test Items in Try It 2 295

The Case of . . .
Left Holding the Lease 296

11 Diversity and Your Relationships with Others 297

Looking Ahead 298

Living in a World of Diversity 298

Try It! 1: Determine the Diversity of Your College Community 300

Journal Reflections
Thinking about Race, Ethnicity, Gender, and Culture 301

Building Cultural Competence 302

Prepare: Accepting Diversity as a Valued Part of Your Life 302

Organize: Exploring Your Own Prejudices and Stereotypes 303

Career Connections
Diversity in the Workplace 304

Work: Developing Cultural Competence 304

Try It! 2: Check Your Stereotype Quotient 305

Try It! 3: Contemplate a Questionnaire 307

Evaluate: Checking Your Progress in Attaining Cultural Competence 307

Rethink: Understanding How Your Own Racial, Ethnic, and Cultural Background Affects Others 308

Building Lasting Relationships 308

Course Connections
Diversity in the Classroom 309

Try It! 4: Understand Your Relationship Style
 PERSONAL STYLES 312

Communicating in Relationships 313

Try It! 5: Switch "You to I"
 WORKING IN A GROUP 316

Speaking of Success
Dr. Nicole Edwards Evans 320

Looking Back 321

Key Terms and Concepts 321

Resources 321

The Case of . . .
Answering for All 323

12 Money Matters 324

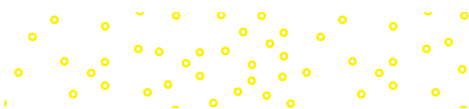
Looking Ahead 325



Building a Financial Philosophy 325

Journal Reflections
My Sense of Cents 326

Try It! 1: Discover Your Personal Financial Philosophy 327

Career Connections
Budgeting on the Job 329



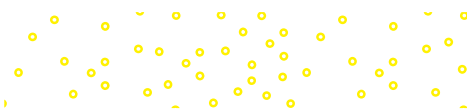
Managing Your Money	329	Try It! 5: Learn What Your Credit History Shows	341
Prepare: Identifying Your Financial Goals	330		
Organize: Determining Your Expenditures and Income	330		
Try It! 2: Identify Your Financial Goals	331		
 WORKING IN A GROUP			
Work: Making a Budget That Adds Up	334		
Try It! 3: Determine Your Saving Style	336		
 PERSONAL STYLES			
Evaluate: Reviewing Your Budget	337		
Rethink: Reconsidering Your Financial Options	337		
Credit Cards	339		
Try It! 4: Maintain Your Interest	340		
		Paying for College	342
		Course Connections	
		Getting the Most Out of Your Classes:	
		How Cutting Classes Costs	343
		Speaking of Success	
		Sonia Sotomayor	349
		<i>Looking Back</i>	350
		<i>Key Terms and Concepts</i>	350
		<i>Resources</i>	350
		The Case of . . .	
		Overdrawn, Overwrought, and Overextended	352

13 Stress, Health, and Wellness 353

Looking Ahead	354	Keeping Well	363
Living with Stress	354	Course Connections	
Try It! 1: Assess Your Susceptibility to Stress-Related Illness	356	Staying Alert in Class	366
Prepare: Ready Yourself Physically	357	Making Safer Choices	368
Organize: Identifying What Is Causing You Stress	358	Journal Reflections	
Work: Developing Effective Coping Strategies	358	College Linking Experiences	371
Try It! 2: Look for the Silver Lining	360	Try It! 4: Consider Your Drinking Style	372
Evaluate: Asking If Your Strategies for Dealing with Stress Are Effective	361	 PERSONAL STYLES	
Try It! 3: Try Progressive Relaxation	362	Try It! 5: Tap into Campus Resources	376
Rethink: Placing Stress in Perspective	362	Speaking of Success	
Career Connections		Mandi Barringer	380
Anticipating Stress	363	<i>Looking Back</i>	381
		<i>Key Terms and Concepts</i>	381
		<i>Resources</i>	382
		The Case of . . .	
		The Opposing Perspectives	384
		A Final Word	385

Glossary	386	Endnotes	389	Index	390
----------	-----	----------	-----	-------	-----

Design Elements: People/Silhouette: ©Ingram Publishing; Colorful Notebooks: ©Dragan Nikolic/Alamy; Group/Occupations: ©Rawpixel.com/Shutterstock; Woman/Laptop: ©JGI/Jamie Grill/Getty Images; Man/Laptop: ©Westend61/Getty Images; Squared Studios/Photodisc/Getty Images; Group/Laptop: ©Jacob Lund/Shutterstock; Apples: ©I. Rozenbaum/PhotoAlto; People/Silhouette: ©Ingram Publishing; Colorful Notebooks: ©Dragan Nikolic/Alamy; Group/Occupations: ©Rawpixel.com/Shutterstock; Woman/Laptop: ©JGI/Jamie Grill/Getty Images; Man/Laptop: ©Westend61/Getty Images.



Preface

In the first edition of *P.O.W.E.R. Learning*, I wrote about Mark Johnson, a student whom I encountered early in my teaching career. Smart, articulate, and likable, he certainly wanted to succeed in college, and he seemed every bit as capable as those students who were doing quite well. Yet Mark was a marginal student, someone who allowed multiple opportunities to succeed to pass him by. Although he clearly had the talent necessary to be successful in college—and ultimately in life—he lacked the skills to make use of his talents.

Over the years, I encountered other students like Mark. I began to wonder: Was there a way to teach *every* student how to succeed, both academically and beyond the classroom? *P.O.W.E.R. Learning* embodies the answer to this question.

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

This text is designed to be used by students in first-year experience courses. For many students, the first-year experience course is a literal lifeline. It provides the means to learn what it takes to achieve academic success and to make a positive social adjustment to the campus community. If students learn how to do well in their first term of college, they are building a foundation that will last a lifetime.

I wrote *P.O.W.E.R. Learning* because no existing text provided a systematic framework that could be applied in a variety of topical areas and that would help students to develop learning and problem-solving strategies that would work effectively both in and out of the classroom. The book is an outgrowth of my experience as a college instructor, most of it involving first-year students, combined with my research on the factors that influence learning.

Judging from the response to the prior editions—now in use at hundreds of colleges and universities around the world, and translated into Chinese, Spanish, and other languages—the approach embodied in the book resonates with the philosophy and experience of many educators. Specifically, *P.O.W.E.R. Learning* provides a framework that students can begin to use immediately to become more effective students. That framework is designed to be

- ▶ Clear, easy to grasp, logical, and compelling, so that students can readily see its merits.
- ▶ Effective for a variety of student learning styles—as well as a variety of teaching styles.
- ▶ Workable within a variety of course formats and for supplemental instruction.
- ▶ Valuable for use in learning communities.
- ▶ Transferable to settings ranging from the classroom to the dorm room to the board room.
- ▶ Effective in addressing both the mind *and* the spirit, presenting cognitive strategies and skills, while engaging the natural enthusiasm, motivation, and inclination to succeed that students carry within them.

Based on comprehensive, detailed feedback obtained from both instructors and students, *P.O.W.E.R. Learning* meets these aims. The book will help students confront and master the numerous challenges of the college experience through use of the P.O.W.E.R. Learning approach, embodied in the five steps of the acronym *P.O.W.E.R.* (Prepare, Organize, Work, Evaluate, and Rethink). Using simple—yet effective—principles, *P.O.W.E.R. Learning* teaches the skills needed to succeed in college and careers beyond.

The Goals of *P.O.W.E.R. Learning*, 8/e

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

- ▶ **To provide a systematic framework for organizing the strategies that lead to success:** First and foremost, the book provides a systematic, balanced presentation of the skills required to achieve student success. Using the *P.O.W.E.R.* framework and relying on proven strategies, *P.O.W.E.R. Learning* provides specific, hands-on techniques for achieving success as a student.
- ▶ **To offer a wide range of skill-building opportunities:** *P.O.W.E.R. Learning* provides a wealth of specific exercises, diagnostic questionnaires, case studies, and journal writing activities to help students to develop and master the skills and techniques they need to become effective learners and problem solvers. *Readers learn by doing.*
- ▶ **To demonstrate the connection between academic success and success beyond the classroom:** Stressing the importance of *self-reliance* and *self-accountability*, the book demonstrates that the skills required to be a successful student are tied to career and personal success as well.
- ▶ **To develop critical thinking skills:** Whether to evaluate the quality of information found on the Internet or in other types of media, or to judge the merits of a position taken by a friend, colleague, or politician, the ability to think critically is more important than ever in this age of information. Through frequent questionnaires, exercises, journal activities, and guided group work, *P.O.W.E.R. Learning* helps students to develop their capacity to think critically.
- ▶ **To provide an engaging, accessible, and meaningful presentation:** The fifth goal of this book underlies the first four: to write a student-friendly book that is relevant to the needs and interests of its readers and that will promote enthusiasm and interest in the process of becoming a successful student. Learning the strategies needed to become a more effective student should be a stimulating and fulfilling experience. Realizing that these strategies are valuable outside the classroom as well will provide students with an added incentive to master them.

In short, *P.O.W.E.R. Learning: Strategies for Success in College and Life* is designed to give students a sense of mastery and success as they read the book and work through its exercises. It is meant to engage and nurture students' minds and spirits, stimulating their intellectual curiosity about the world and planting a seed that will grow throughout their lifetime.

Changes That Make a Difference: New to the Eighth Edition

The valuable input we have received from **P.O.W.E.R. Learning**'s reviewers, along with the feedback from the tens of thousands of students, the hundreds of instructors who used the prior editions, and classroom testing, have resulted in the addition of new and updated information, reflecting advances in our understanding of what makes students successful and changes in college instruction. The following sample of new and revised topics provides a good indication of the book's currency:

CHAPTER 1—P.O.W.E.R. LEARNING: BECOMING A SUCCESSFUL STUDENT

- ▶ Refined description of economic value of college
- ▶ New statistics on lifetime monetary value of a college education
- ▶ New statistics on annual gap between high-school and college-educated earners
- ▶ Rephrased how service learning is defined
- ▶ Brain wave passwords
- ▶ Self-driving cars
- ▶ Refined definition of service learning
- ▶ Defined acronym
- ▶ Internet access as part of preparation
- ▶ Redefined growth mindset
- ▶ Introduced concept of grit
- ▶ Introduced definition of fixed mindset
- ▶ Cultivating grit
- ▶ Clarified importance of reading material assigned, but not discussed, by instructors

CHAPTER 2—MAKING THE MOST OF YOUR TIME

- ▶ Clarified the goals of time management
- ▶ Clarified directions for completing time log
- ▶ Added strategies for scheduling homework and study time
- ▶ Changed section on “study time” to “homework and study time”
- ▶ Monitor children's screen time
- ▶ Clarified the value of doing less
- ▶ Revised description of to-do list
- ▶ Smartphone apps to time study sessions
- ▶ Revised *Resources* section
- ▶ New Animations In Connect

CHAPTER 3—DISCOVERING YOUR LEARNING STYLES, SELF-CONCEPT, AND VALUES

- ▶ Rephrased definition of receptive learning style
- ▶ Clarified separate intelligences in multiple intelligences theory
- ▶ Refined definition of spatial intelligence
- ▶ Clarified Myers-Briggs four-dimension approach
- ▶ Refined explanation of intuitors versus sensors in Myers-Briggs approach
- ▶ Clarified left versus right brain processing
- ▶ Relationship of learning styles to success
- ▶ Clarified definition of learning theories
- ▶ Refined explanation of reinforcer
- ▶ Refined description of consequences of exposure to negative messages
- ▶ Expanded explanation of values
- ▶ Clarified need to revise personal mission statements

CHAPTER 4—TAKING NOTES

- ▶ Refined explanation of why less can be more in taking notes
- ▶ Refined section on instructor limitations
- ▶ Research on off-task laptop use during class
- ▶ Clarified significance of instructor nonverbal cues
- ▶ Revised concept map key term
- ▶ Clarified taking study notes on material that can't be written on or annotated
- ▶ Use of note-taking apps to take notes in class
- ▶ Importance of using critical thinking skills to evaluate information
- ▶ Fake news and social media
- ▶ Revised *Resources* section
- ▶ New Animations in Connect on Note Taking

CHAPTER 5—TAKING TESTS

- ▶ Refined explanation on importance of learning about tests before taking them
- ▶ Clarified different types of test questions
- ▶ Clarified description of essay questions
- ▶ Refined description of short-answer and fill-in questions
- ▶ Provide examples of apps for taking study notes (Evernote and OneNote)
- ▶ Refined description of value of test anxiety
- ▶ Cultivation of growth mindset to deal with math anxiety
- ▶ Added more strategies to deal with math anxiety and testing
- ▶ Use of scanners to grade tests
- ▶ Importance of bringing photo ID to tests
- ▶ Identification verification at testing centers
- ▶ Taking tests at testing centers
- ▶ Self-talk prior to starting tests
- ▶ Visualization of success before starting tests

- ▶ Clarified strategies for starting essay exams
- ▶ Clarified short answer and fill-in questions
- ▶ Refined description of absolute words in testing items
- ▶ Clarified educated guessing strategy
- ▶ Refined discussion of end-of-test strategies
- ▶ Politely consulting with instructor after poor test performance

CAPTER 6 READING AND REMEMBERING

- ▶ Clarified concept of advance organizers
- ▶ Clarified creation of advance organizers
- ▶ Refined description of identifying length of chapters before starting to study
- ▶ Clarified rationale for purchasing new vs. used textbooks
- ▶ Clarified use of online dictionaries
- ▶ Clarified SQ4R study system
- ▶ Refined memorization technique availability
- ▶ Clarified discussion of multiple memory strategies
- ▶ Clarified ways of rehearsing material
- ▶ Refined description of acrostics
- ▶ Clarified how retention can be hindered by mnemonics that don't focus on meaning
- ▶ Clarified example of overlearning
- ▶ Explanation of memory consolidation process
- ▶ Refined importance of rethinking for comprehension

CHAPTER 7 WRITING AND SPEAKING

- ▶ Clarified explanation of writing as a process
- ▶ Refined description of liberating value of starting a blank page
- ▶ Refined description of goal of writing assignments
- ▶ Clarified rationale for brainstorming
- ▶ Clarified the value of virtual or hard-copy information folders
- ▶ Updated citation examples
- ▶ Refined description of common knowledge
- ▶ Clarified the use of scaffolding
- ▶ Added argument as a key term
- ▶ Added background as a key term
- ▶ Refined description of writing in short chunks
- ▶ Clarified value of putting aside first drafts for a time
- ▶ Clarified need for multiple drafts
- ▶ Clarified need to cut extraneous information
- ▶ Refined the description of the process of rethinking
- ▶ Importance of noting source material
- ▶ Reiterated importance of the first few minutes of a talk
- ▶ Clarified importance of notes
- ▶ Described importance of using reliable sources and avoiding fake news

CHAPTER 8—CHOOSING OUR COURSES AND MAJORS

- ▶ Clarified requirements for majors and other academic unit requirements
- ▶ Redefined articulation agreement
- ▶ Clarified definition of registrar
- ▶ Refined description of personal schedule choices
- ▶ Refined definition of registering
- ▶ Strengthened description of importance of meeting with an advisor
- ▶ Verification of enrollment in courses
- ▶ Importance of taking stock of your choices
- ▶ Refined description of education as a lifelong activity
- ▶ Statistics on what graduates with particular majors earn over a lifetime
- ▶ Highlighted the shortsightedness of choosing a major based on primarily on salary

CHAPTER 9—TECHNOLOGY AND INFORMATION COMPETENCY

- ▶ Clarified concept of digital divide
- ▶ Role of course websites
- ▶ Removed reference to wikis
- ▶ Clarified and updated individual response technology
- ▶ Clarified importance of keeping e-mails short
- ▶ Avoiding use of postscripts in e-mail
- ▶ Expanded online netiquette
- ▶ Avoiding use of sarcasm
- ▶ Expanded phishing material
- ▶ Safety issues on social media
- ▶ Revised statistics on Facebook and Twitter use
- ▶ New character limit on tweets
- ▶ Free online courses such as edX and Coursera
- ▶ Necessity of good Internet service for distance learning courses
- ▶ Asking for help in online courses
- ▶ Making the most of online feedback
- ▶ Redefined online database
- ▶ Expanded explanation of encyclopedias to include handbooks
- ▶ Clarified reserve collections
- ▶ Clarified online catalog content
- ▶ Clarified description of interlibrary loan
- ▶ Avoiding fake news websites
- ▶ Updated web search statistics
- ▶ Refined description of use of search engine results

CHAPTER 10—MAKING GOOD DECISIONS

- ▶ Criteria for making optimal decisions based on critical thinking
- ▶ Clarified assessing the alternatives

- ▶ Clarified working through the steps of assessing alternatives
- ▶ Refined description of tossing a coin
- ▶ Clarified going with a gut feeling
- ▶ Clarified the necessity of generating appropriate solutions in problem solving
- ▶ Refined description of importance of defining problems to be solved
- ▶ Clarified need to use different strategies to solve life's more complex problems
- ▶ Rephrased strategy of temporary stopping efforts at problem solving
- ▶ Clarified need for clear and unbiased critical thinking
- ▶ Clarified how naming something is not explaining it
- ▶ Refined description of how generalities can be made to seem definitive
- ▶ Clarified fallacy of common sense
- ▶ New principle of conflict resolution
- ▶ Strategy of blocking a person from social media after the end of a relationship

CHAPTER 11—DIVERSITY AND OUR RELATIONSHIPS WITH OTHERS

- ▶ Added gender diversity to learning objective
- ▶ Intersectionality and diversity
- ▶ Race as a social construction
- ▶ Increase in foreign students and implications for diversity
- ▶ Controversies regarding appropriate labels for members of racial and ethnic groups
- ▶ Redefined prejudice
- ▶ Refined description of considering people as individuals rather than in the aggregate
- ▶ Clarified how the groups to which we belong affects how others view us
- ▶ Gender identity
- ▶ Transgender identity
- ▶ Sexual orientation

CHAPTER 12—MONEY MATTERS

- ▶ Refined description of importance of budgeting
- ▶ Clarified necessity for identifying short- and long-term goals
- ▶ Refined ways of keeping track of past expenditures
- ▶ Updated examples of daily expenditures
- ▶ Refined necessity of taking action if there's a lack of funds
- ▶ Redefined variable interest rate
- ▶ Added credit score definition
- ▶ Clarified description of establishing a credit history
- ▶ Clarified how lenders make profit from the interest they charge
- ▶ Clarified how interest rate, principal, and term of the loan work together to determine repayment amount
- ▶ PLUS loan payback period of 10 to 25 years
- ▶ Revised amount of student indebtedness statistics

- ▶ Added maximum amounts for Pell Grants and FSEOG grants
- ▶ Eliminated HOPE credit
- ▶ Added American Opportunity Tax Credit
- ▶ Clarified use of FAFSA and CSS Profile
- ▶ Advisability of writing a letter of explanation of special circumstances with financial aid applications
- ▶ New Animation in Connect on Budgeting

CHAPTER 13—STRESS, HEALTH, AND WELLNESS

- ▶ Clarified the physiological responses to stress
- ▶ Clarified the negative consequences of long-term physiological responses to stress
- ▶ HHS federal helpline website
- ▶ Clarified relaxation techniques to reduce stress
- ▶ Refined importance of keeping commitments
- ▶ National suicide telephone number
- ▶ Online chat and texting for suicide help
- ▶ Clarified importance of seeking help for suicide problems
- ▶ E-cigarettes increase likelihood of using traditional tobacco products
- ▶ Opioid addiction epidemic
- ▶ Refined description of difficulty of overcoming addiction without professional help
- ▶ Updated material on STIs, including addition of human papilloma virus (HPV)



connect®

Students—study more efficiently, retain more and achieve better outcomes. Instructors—focus on what you love—teaching.

SUCCESSFUL SEMESTERS INCLUDE CONNECT

For Instructors

You're in the driver's seat.

Want to build your own course? No problem. Prefer to use our turnkey, prebuilt course? Easy. Want to make changes throughout the semester? Sure. And you'll save time with Connect's auto-grading, too.

65%

Less Time Grading



They'll thank you for it.

Adaptive study resources like SmartBook help your students get better prepared in less time. You can transform your class time from dull definitions to dynamic debates. Hear from your peers about the benefits of Connect at www.mheducation.com/higheredconnect.

Make it simple, make it affordable.

Connect makes it easy with seamless integration with any of the major Learning Management Systems Blackboard, Canvas, and 2L, among others to let you organize your course in one convenient location. Give your students access to digital materials at a discount with our inclusive access program. Ask your McGraw-Hill representative for more information.



©Hill Street Studios/Tobin Rogers/Blend Images LLC



Solutions for your challenges.

A product isn't a solution. Real solutions are affordable, reliable, and come with training and ongoing support when you need it and how you want it. Our Customer Experience group can also help you troubleshoot tech problems—although Connect's 99.9% uptime means you might not need to call them. See for yourself at status.mheducation.com

For Students

Effective, efficient studying.

Connect helps you be more productive with your study time and get better grades using tools like SmartBook, which highlights key concepts and creates a personalized study plan. Connect sets you up for success, so you walk into class with confidence and walk out with better grades.



©Shutterstock/wavebreakmedia

“I really liked this app—it made it easy to study when you don't have your textbook in front of you.”

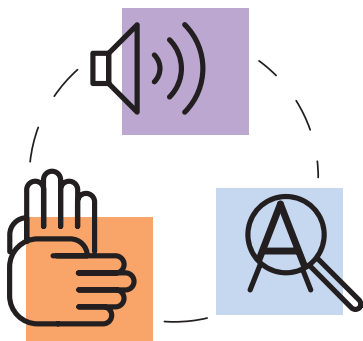
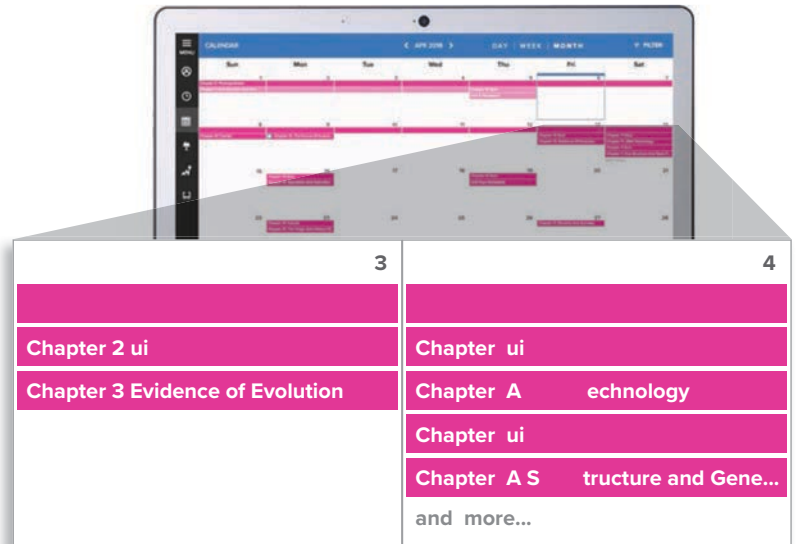
- Jordan Cunningham,
Eastern Washington University

Study anytime, anywhere.

Download the free ReadAnywhere app and access your online eBook when it's convenient, even if you're offline. And since the app automatically syncs with your eBook in Connect, all of your notes are available every time you open it. Find out more at www.mheducation.com/readanywhere

No surprises.

The Connect Calendar and Reports tools keep you on track with the work you need to get done and your assignment scores. Life gets busy. Connect tools help you keep learning through it all.

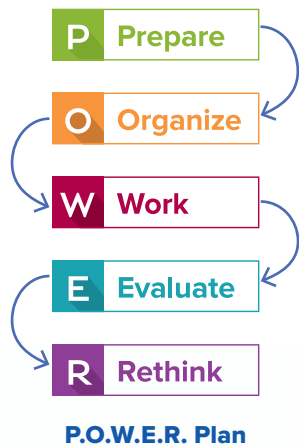


Learning for everyone.

Mcraw-Hill works directly with Accessibility Services departments and faculty to meet the learning needs of all students. Please contact your Accessibility Services office and ask them to e-mail accessibility@mheducation.com, or visit www.mheducation.com/accessibility for more information.

Text Features: Achieving the Goals of Learning

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



Each chapter utilizes the principles of the **P.O.W.E.R. system (Prepare, Organize, Work, Evaluate, and Rethink)**, so students can clearly see how easy it is to incorporate this effective process into their everyday routine. The P.O.W.E.R. plan illustration highlights the key steps for the corresponding chapter material.

The goals of *P.O.W.E.R. Learning: Strategies for Success in College and Life* are achieved through a consistent, carefully devised set of features common to every chapter. Students and faculty endorsed each of these elements.

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

Research paper	A paper requiring abstract, critical thinking supported through the collection of existing information. Often requires analysis and synthesis of the material to develop a conclusion.
Essay	A paper written from an author's personal point of view and arguing a particular point. It may take the form of a review, criticism, or personal recollection, or it may argue a political viewpoint.
Critical review	Criticism of an argument, article, musical piece, or other work.
Journal	Personal reflections on class readings or assignments.

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

Every chapter offers numerous updated **Try It!** activities for gaining hands-on experience with the material covered in the chapter. These include questionnaires, self-assessments, and group exercises to do with classmates. The **Try It!** activities, along with other assessment opportunities, are also available on the POWER Learning Connect Library.

1

Try It!

P

O

W

E

R

Get to Know Your College Advisor

It is helpful to get a feel for who your advisor is, so schedule a 15- to 30-minute appointment with him or her. Before you meet with your advisor, do some background research looking at your college requirements. You can also usually find information on the background of faculty and staff, listing their titles, where they went to college and graduate school, what departments they teach in, and what their areas of academic interest are. In addition, many instructors have their own home pages that describe their background.

To learn more about your advisor, cover some of these topics when you meet:

- Philosophy of college advising
- Words of advice
- Things to try at the college
- Things to avoid at the college

After you have met with your advisor, answer the following questions:

1. How would you describe your advisor as a person?
2. What things did you learn that can help you?
3. How can you use your advisor's responses to take better advantage of what your college has to offer?

Every chapter includes an updated list of the three types of **resources** that are useful in finding and utilizing information relevant to the chapter: a list of on-campus resources, books, and websites. This material helps students study and retain important concepts presented in the chapter, as well as guide their future inquiry.

[RESOURCES]

ON CAMPUS

If you are interested in learning more about your pattern of learning styles, visit your campus counseling center or career center, where you may be able to take special assessment tests that can pinpoint your learning preferences and offer study strategies based on those preferences.

When dealing with the uncertainties of life and establishing your own sense of direction, it may help to speak to someone who has perspective and experience with college students. Here, too, a good place to start on campus is either a general counseling center or one that is designed to help students choose career paths. Mental health offices can also be helpful in putting you in touch with a therapist with whom you can explore issues revolving around your self-concept and self-esteem. Don't hesitate to get help. You are doing it for yourself.

IN PRINT

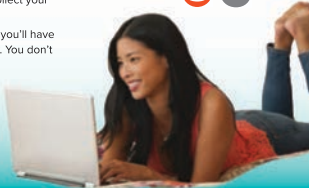
Thomas Armstrong and Sue Teele's *Rainbows of Intelligence: Exploring How Students Learn* (2015) provides an introduction to learning styles, offering tips and suggestions for making use of the ways that people learn.

Writing in Class: Strategies for Getting It Right

Your instructor pauses halfway through her lecture and says that for the next 5 minutes you are to complete a short written assignment. Whether she calls it an in-class essay, a reaction paper, or a pop paper, it calls for somewhat different strategies than an out-of-class writing assignment. Unlike traditional paper assignments in which you have the luxury of time an in-class writing assignment requires that you react immediately.

Here are some tips for completing in-class writing assignments:

- **Be prepared.** You should always come to class with pen and pencil, as well as knowing your student number at least in big classes. Just as important, make sure you're up to date in the reading assignments.
- **Think first.** Before you start writing, spend a minute thinking about the assignment. What is its goal? How can you best approach it? What is it that you want to get across?
- **Make a quick outline.** Creating an outline, even a short one, will help you collect your thoughts and prepare for what you're going to say.
- **Timing is everything.** Assuming your instructor lets you know how much time you'll have and ask how much, if he or she doesn't mention it, plan ahead appropriately. You don't want to run out of time before completing your assignment.
- **Be sure to answer every part of the question.** If your instructor asks for your opinion, be sure to give it, but if he or she also wants to know why you feel the way you do, don't forget that part.
- **Neatness counts.** Be sure your answer is legible. If your handwriting is terrible, then print. The most brilliant of responses does you no good if your instructor can't read it.



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

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

The Career Connections feature links the material in the chapter to the world of work, demonstrating how the strategies discussed in the chapter are related to career choices and success in the workplace.

Write Away



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

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

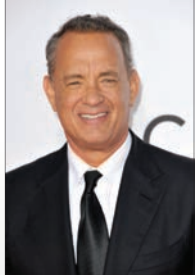
- **Brief is better.** Employers are likely to get many letters, and long ones are least likely to be read.
- **State what you can do for the employer, not what the employer can do for you.** Don't tell a potential employer you really, really need a job to pay off your credit card bills. Instead, explain how your skills can help further the organization's goals.
- **Summarize your qualifications.** Respond specifically to the skills required for the job. List specific experiences you've had that are relevant to what the employer is looking for.
- **Enclose a resumé.** Your resumé should contain a detailed summary of your educational background and work experience, as well as other relevant qualifications.
- **As for an interview.** Close your letter with a request to meet and discuss the job. Provide your telephone number and e-mail address.
- **Proofread!** You must have zero tolerance for errors. Any mistake is likely to put you at the bottom of the pile of applications.

used to create the paper. Using your critical thinking skills, reflect on each of these parts of the rethinking process:

- ▶ **Rethink the message.** Be sure that the overall message your paper conveys is appropriate. A paper can be like an advertisement. In most papers, you are



Speaking of Success



NAME: Tom Hanks
EDUCATION: Chabot College, Hayward, California

Tom Hanks is considered one of the biggest and most successful figures to ever come out of Hollywood. To what does he attribute his success? You might be surprised to learn that much of what makes Tom Hanks so successful was the education he received at Chabot College in Hayward, California.

Self-admittedly not the best student out of high school, Hanks noted that Chabot offered exactly what he needed.

"I graduated from high school as an underachieving student with lousy SAT scores, and knowing I couldn't afford tuition for college anyway, I sent my final set of stats to Chabot because it accepted everyone and was free," he said.

The classes Hanks took at Chabot are reflected in his professional successes. For example, he produced an HBO mini-series on John Adams with material he learned from his history class, and he learned about performing Shakespeare from a class on the playwright. Even his speaking abilities were honed by a public-speaking class he took at Chabot.

As a result of his own personal experience, Hanks feels that his choice was an excellent path to not only getting an education, but pursuing a profession.

"That place made me what I am today," he said.

[RETHINK]

- What do you think Hanks means when he says, "That place made me what I am today"?
- Which of the courses in which you are enrolled might lead to a future profession? How?

Many new **Speaking of Success** articles have been added that profile real-life success stories. Some of these people are well-known individuals, whereas others are current students or recent graduates who have overcome academic difficulties to achieve success. In addition, **critical thinking questions** end each **Speaking of Success** profile.

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

Chapter 1 features a **P.O.W.E.R. Profile Assessment** tool that gives students a sense of where they stand—both numerically and graphically—in relation to the key topics addressed in the book. The “P.O.W.E.R. Profile” helps students identify their strengths and weaknesses and determine how they want to improve. Students can return to the P.O.W.E.R. Profile at the end of the course to assess and chart their progress.

6 CREATING A P.O.W.E.R. PROFILE Try It!

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

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

The P.O.W.E.R. Profile outlines key aspects of who you are. The Profile is just one of many possible profiles that could be drawn to describe you. For instance, you have a personality profile, a buying profile, a dating profile, a technology profile, and a variety of others. There is no “ideal” P.O.W.E.R. Profile; there are no right or wrong answers involved in creating one. Instead, as shown in the example in **Figure 1.2**, the P.O.W.E.R. Profile is a look at someone in relation to the 14 dimensions involved with student success.

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

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

- 1 = seen 1 describe me at all
- 2 = occurs me only slightly
- 3 = occurs me fairly well
- 4 = occurs me very well

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

Place your response on the line next to each of the questions. Take your time, answer the questions thoughtfully, and answer all questions. There are no right or wrong answers. Remember that the profile is not a test; it is for your own enlightenment only.

Dimension 1: College Motivation	College Rationale	total
a. I understand why attending college is important to me.		
b. I have clear short-term and long-term goals.		
c. My course selections are related to my goals.		
d. I know how to organize myself and get my work done.		
e. I accept that success or failure is in my own hands.		
Dimension 2: Time Use		
a. I know how to manage my time effectively.		
b. I understand how to set priorities for my time.		
c. I know how to say no to time wasters.		
d. I understand how to avoid procrastination.		
e. I consider myself to be a good time manager.		
Dimension 3: Learning Style		
a. I understand how to learn most effectively.		
b. I know how learning styles can affect academic success.		
c. I have a clear self-concept and understand who I am.		
d. I have a good sense of self-esteem.		
e. I know how to use a personal mission statement to guide important decisions.		
Dimension 4: Note-taking		
a. I take good notes during class lectures and discussions.		
b. My notes capture the speaker's main points.		
c. I know how to use active listening to focus in class.		
d. I can take good notes on what I read for my courses.		
e. I know my notes soon after I have written them.		
Dimension 5: Test-taking		
a. I generally go to tests well prepared and reasonably calm.		
b. I understand how to tackle different kinds of test questions.		
c. I know how to control anxiety before and during testing.		
d. I usually leave time at the end of a test to check my work.		
e. I know how to use test results to improve my future test taking.		
Dimension 6: Reading		
a. I know my personal reading style and understand how it affects my reading.		
b. I understand how to use advance organizers in my reading.		
c. I know my attention span and understand how to stay focused.		
d. I know how to check for understanding while I read.		
e. I understand the importance of rereading and rereading.		
Dimension 7: Writing		
a. I know how to make the writing process to start and maintain the flow of my writing.		
b. I understand the importance of considering my audience in writing.		
c. I know how to outline, write a first draft, and revise my writing.		
d. I have strategies to overcome my fear of speaking in public.		
e. I have a good system for impromptu, unprepared oral presentations.		

Journal Reflections

My School Experiences

Throughout this text, you will be given opportunities to write down your thoughts. These opportunities called **Journal Reflections** offer a chance to think critically about the chapter topics and record your personal reactions to them. As you create your reflections, be honest with yourself and with your instructor.

Completing these Journal Reflections provides a variety of benefits. Not only will you be able to mull over your past and present academic experiences, you'll begin to see patterns in the kinds of difficulties and successes you encounter. You'll be able to apply solutions that worked in one situation to others. And one added benefit: You'll get practice in writing.

If you save these entries and return to them later, you may be surprised at the changes they record over the course of the term. You can either write them out and keep an actual journal, or create your journal electronically.

1. Think of one of the successful experiences you've had during your previous years in school. What was it?
2. What made the experience successful? What did you learn from your success?
3. Think of an experience you had in school that did not go as you had hoped, and briefly describe it. Why did it occur?
4. What could you have done differently to make it successful? What did you learn from it?
5. Based on these experiences of academic success and failure, what general lessons did you learn that could help you be a more successful student in the future?

The **Journal Reflections** feature provides students with the opportunity to keep an ongoing journal, making entries relevant to the chapter content. Students are asked to reflect and think critically about related prior experiences. These conclude with questions designed to elicit critical thinking and exploration.

The Case of . . .

Clueless in Seattle

It was during the second week of classes that the questioning started. Until then, Roger hadn't thought much about his decision to attend a large state college in a Seattle suburb. It had seemed like a good idea, and he was excited when he was accepted, but he couldn't really pinpoint why he was there.

And that was becoming a problem. As he was walking to class, he began to think about all that had happened to him in the last few weeks. First-year orientation . . . meeting his roommate, and trying to deal with his odd neatness . . . enrolling for classes . . . finding his way around campus . . . meeting an overwhelming number of new people, and trying to figure out where he fit in. Everyone else seemed to know what they were doing. Why didn't he?

It was overwhelming. He wanted to call his parents and tell them to come pick him up. He needed to sit on the porch where it was familiar and comfortable and not overstimulated and try to figure out what he should do. Nothing seemed to make sense. He began to question his decision to attend college. What was he going to do with his life? The question made him feel even more overwhelmed. Did he really need a college degree? With his computer skills, he could probably get a job right away. Hadn't his father's friend told him that he had a job waiting for him whenever he wanted it? At least then he'd be making money.

"Why bother," he thought to himself. "What an expense, and what a hassle. For what?" He realized, to his surprise, he had no real clue as to why he was in college.

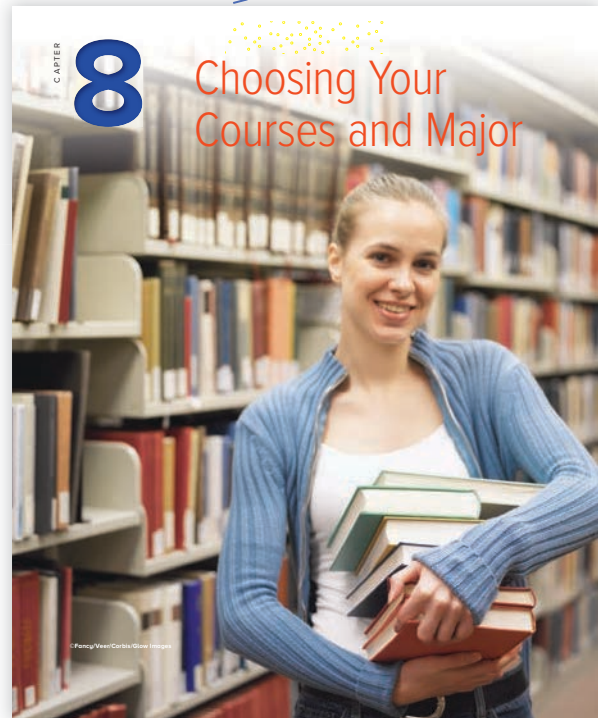
1. What arguments could you provide Roger as to the value of a college education?
2. Do you think that Roger's doubts are common? Do people often attend college without thinking about it very much?
3. What might you suggest that Roger do to help deal with his doubts about the value of college?
4. Why might a student's doubts about the value of college be especially strong during the beginning weeks of college?
5. Do you share any of Roger's concerns about the value of a college education? Do you have additional ones? Did you think carefully about the reasons for attending college before you enrolled?

Each chapter ends with a **case study (The Case of . . .)** to which the principles described in the chapter can be applied. Case studies are based on situations that students might themselves encounter. Each case provides a series of questions that encourage students to consider what they've learned and to use critical thinking skills in responding to these questions.

P.O.W.E.R. Learning provides an engaging, accessible, and meaningful presentation

An appealing design and visual presentation highlight large, clear photos carefully selected to show the diversity of students as well as the latest in technological aids and devices.

Chapter-opening scenarios describe an individual grappling with a situation that is relevant to the subject matter of the chapter. Readers will be able to relate to these vignettes, which feature students running behind schedule, figuring out a way to keep up with reading assignments, or facing a long list of vocabulary words to memorize.



Learning Outcomes
By the time you finish this chapter you will be able to

- » **LO 8-1** Create a plan to prepare for the academic choices that college demands.
- » **LO 8-2** Outline a strategy for choosing courses that ensures you are getting the most out of your studies.
- » **LO 8-3** Explain the criteria for choosing a major.

PO.W.E.R. Up: Using the online course catalog, ask students to identify a major that they did not know existed. Then ask them to write a short persuasive paragraph of why that major is or is not a good match for them.

Looking Ahead Our academic and professional careers are propelled by many forces, not the least of which is chance. Gwen Izell, like many other students, found a new direction while leafing through her course list. Although she never would have predicted at the start of college that she would end up taking a variety of science courses and teaching physics, her willingness to take a chance in selecting a course led to a new passion and to a career opportunity. In this chapter we focus on choosing an academic course of study, one of the central challenges of college life. Not only do the choices we make color our entire college experience, but they also may determine the path we follow once we graduate. This chapter begins by considering the many choices that you'll have to make as a routine part of attending college, including the choice of courses, instructors, and especially majors—each of which has long-term implications. You'll learn ways to select courses each term that meet your personal needs and maximize your chances of getting the courses you want. Ultimately, the degree to which your college education benefits you is in your hands. By learning various strategies, you can act decisively to get the most out of your college experience.

» **LO 8-1 Making Academic Choices**
It's a moment filled with promise. A list of courses for the upcoming term pops up on the computer screen in front of you. Many of the courses sound interesting. Each offers the possibilities of new knowledge and therefore has the potential to change your life in significant ways. As you scroll through the listing of courses and begin to make your decisions, you may be feeling a range of emotions: anticipation over what you'll learn; hope that the course can bring you closer to your dreams; fear that you won't be able to do well; and excitement that you're proceeding with your college career, taking another of the many small steps that will eventually add up to a complete journey through college.

"Physics for Poets." The course title jumped out at Gwen Izell. She had never liked science much, but she was intrigued by this title. Here was a class that seemed designed with her in mind. "Physics for Poets," the description began, "is designed for nonscience majors. It presents the links between physics and the arts." Gwen decided to take a chance and enroll in the class. It turned out to be one of the best decisions she ever made. She loved the course. The instructor was terrific, making physics fascinating. Not only did she begin to like the subject matter, but she was also good at it. Gwen was hooked. She took several other science courses over the next semesters. And during her senior year she found herself in an interview with a middle school principal, telling him—a bit to her surprise—that she'd be glad to teach seventh-grade physical science.

Key terms appear in boldface in the text and are linked to a glossary definition. In addition, they are listed alphabetically in a **Key Terms and Concepts** section at the end of the chapter, which is also linked to the glossary definition.

KEY TERMS AND CONCEPTS		
College advisor p. 213)	Major p. 212)	Service learning p. 225)
Distance learning p. 223)	Minor p. 230)	Transcript p. 217)
Double major p. 229)	Prerequisites p. 213)	Unique major p. 230)
Electives p. 218)	Registrar p. 218)	
Grade point average PA p. 212)	Registrar p. 217)	

All of these reviewed and tested features are designed not only to help students understand, practice, and master the core concepts presented in this text, but also to collectively support the main goals and vision of this text, as demonstrated here.

The P.O.W.E.R. Resources

The same philosophy and goals that guided the writing of *P.O.W.E.R. Learning: Strategies for Success in College and Life* led to the development of a comprehensive teaching package. Through a series of focus groups, questionnaires, and surveys, we asked instructors what they needed to optimize their courses. We also analyzed what other publishers provided to make sure that the ancillary materials accompanying *P.O.W.E.R. Learning* would surpass the level of support to which instructors are accustomed. As a result of the extensive research that went into devising the teaching resources, we are confident that whether you are an instructor with years of experience or are teaching the course for the first time, this book's instructional package will enhance classroom instruction and provide guidance as you prepare for and teach the course.

Print Resources

ANNOTATED INSTRUCTOR'S EDITION

The Annotated Instructor's Edition (AIE), prepared by Joni Webb Petschauer and Cindy Wallace of Appalachian State University, contains the full text of the student edition of the book with the addition of notes that provide a rich variety of teaching strategies, discussion prompts, and helpful cross-references to the Instructor's Resource Manual. The AIE has been completely redesigned in an effort to provide more frontline teaching assistance.

INSTRUCTOR'S RESOURCE MANUAL

Written by Joni Webb Petschauer and Cindy Wallace of Appalachian State University with additional contributions from experienced instructors across the country, this manual provides specific suggestions for teaching each topic, tips on implementing a first-year experience program, handouts to generate creative classroom activities, audiovisual resources, sample syllabi, and tips on incorporating the Internet into the course.

CUSTOMIZE YOUR TEXT

P.O.W.E.R. Learning can be customized to suit your needs. The text can be abbreviated for shorter courses and can be expanded to include semester schedules, campus maps, additional essays, activities, or exercises, along with other materials specific to your curriculum or situation. Chapters designed for student athletes, career preparation, and transferring students are also available.

Human Resources

WORKSHOPS WITH AUTHOR AND AUTHOR TEAM

Are you faced with the challenge of launching a first-year experience course on your campus? Would you like to invigorate your college success program, incorporating the most recent pedagogical and technological innovations? Is faculty recruitment an obstacle to the success of your program? Are you interested in learning more about the P.O.W.E.R. system?

Workshops are available on these and many other subjects for anyone conducting or even just considering a first-year experience program. Led by author Robert Feldman, *P.O.W.E.R. Learning* Instructor's Resource Manual authors Joni Webb Petschauer and Cindy Wallace, or one of the McGraw-Hill *P.O.W.E.R. Learning*

consultants, each workshop is tailored to the needs of individual campuses or programs. For more information, contact your local representative, or e-mail us at student.success@mheducation.com.

Digital Resources

LASSI: LEARNING AND STUDY STRATEGIES INVENTORY

The LASSI is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies related to skill, will, and self-regulation components of strategic learning. The focus is on both covert and overt thoughts, behaviors, attitudes, and beliefs that relate to successful learning and that can be altered through educational interventions. Research has repeatedly demonstrated that these factors contribute significantly to success in college and that they can be learned or enhanced through educational interventions such as learning and study skills courses.

The LASSI provides standardized scores and national norms for 10 different scales. The LASSI is both diagnostic and prescriptive. It provides students with a diagnosis of their strengths and weaknesses compared to other college students in the areas covered by the 10 scales, and it is prescriptive in that it provides feedback about areas where students may be weak and need to improve their knowledge, attitudes, beliefs, and skills.

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

IMPLEMENTING A STUDENT SUCCESS COURSE

This innovative web content assists you in developing and sustaining your Student Success course. Features include a “how to” guide for designing and proposing a new course, with easy-to-use templates for determining budget needs and resources. Examples of model programs are provided from two-year, four-year, and career schools. The site explores course goals, such as orientation and retention, and provides research data to support your proposal. Also included are materials to help sustain your course, such as faculty development programs and online resources.

MCGRAW-HILL CONNECT[®]

Connect[®] is proven to deliver better results for students and instructors. Proven content integrates seamlessly with enhanced digital tools to create a personalized learning experience that provides students with precisely what they need, when they need it. With Connect, the educational possibilities are limitless.

LEARNSMART

LearnSmart is an adaptive study tool proven to strengthen memory recall, increase class retention, and boost grades. Students are able to study more efficiently because they are made aware of what they know and don't know. Real-time reports quickly identify the concepts that require more attention from individual students—or the entire class.

SMARTBOOK

SmartBook is the first and only adaptive reading experience designed to change the way students read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. As a student engages with SmartBook, the reading experience continuously

adapts by highlighting content based on what the student knows and doesn't know. This ensures that the focus is on the content he or she needs to learn, while simultaneously promoting long-term retention of material. Use SmartBook's real-time reports to quickly identify the concepts that require more attention from individual students—or the entire class. The end result? Students are more engaged with course content, can better prioritize their time, and come to class ready to participate.

MCGRAW-HILL CAMPUS™

McGraw-Hill Campus™ is a new one-stop teaching and learning experience available to users of any learning management system. This institutional service allows faculty and students to enjoy single-sign-on (SSO) access to all McGraw-Hill Higher Education materials, including the award-winning McGraw-Hill *Connect* platform, from directly within the institution's website. McGraw-Hill Campus provides faculty with instant access to teaching materials (e.g., eTextbooks, test banks, PowerPoint slides, animations, and learning objectives), allowing them to browse, search, and use any ancillary content in our vast library. Students enjoy SSO access to a variety of free products (e.g., quizzes, flash cards, narrated presentations) and subscription-based products (e.g., McGraw-Hill *Connect*). With McGraw-Hill Campus, faculty and students will never need to create another account to access McGraw-Hill products.

The POWER to Succeed!

The Power of Support!

Let the McGraw-Hill Student Success Team support your course with our workshop program.

- ▶ Planning to develop a first-year experience course from scratch?
- ▶ Reenergizing your first-year experience course?
- ▶ Trying to integrate technology in your class?
- ▶ Exploring the concept of learning communities?

We offer a range of author- and consultant-led workshops that can be tailored to meet the needs of your institution.

Our team of experts, led by *P.O.W.E.R. Learning* author Robert Feldman, can address issues of course management, assessment, organization, and implementation. How do you get students to commit to your program? How do you achieve support from your institution? How can you evaluate and demonstrate the effectiveness of your First-Year Experience course? These are questions that every program faces. Let us help you to find an answer that works for you.

Other workshop topics may include

- ▶ Classroom Strategies for Enhancing Cultural Competence: The P.O.W.E.R. of Diversity
- ▶ Using Learning Styles in the Classroom
- ▶ Creating Student Success Courses Online
- ▶ Motivating Your Students

To schedule a workshop, please contact your local McGraw-Hill representative. Alternately, contact us directly at student.success@mheducation.com to begin the process of bringing a P.O.W.E.R. Learning workshop to you.

The POWER to Create Your Own Text!

Do you want to

- ▶ Only cover select chapters?
- ▶ Personalize your book with campus information (maps, schedules, registration materials, etc.)?
- ▶ Add your own materials, including exercises or assignments?
- ▶ Address specific student populations, such as student athletes and transferring students?

P.O.W.E.R. Learning can be customized to suit your needs.

WHY CUSTOMIZE?

Perhaps your course focuses on study skills and you prefer that your text not cover life issues such as money matters, health and wellness, or information on choosing a major. Whatever the reason, we can make it happen, easily. McGraw-Hill Custom Publishing can deliver a book that perfectly meets your needs.

WHAT WILL MY CUSTOM BOOK LOOK LIKE?

Any chapters from the *P.O.W.E.R. Learning* book that you include will be in full color. Additional materials can be added between chapters or at the beginning or end of the book in black and white. Binding (paperback, three-hole punch, you name it) is up to you. You can even add your own custom cover to reflect your school image.

WHAT CAN I ADD?

Anything! Here are some ideas to get you started:

- ▶ **Campus map** or anything specific to your school: academic regulations or requirements, syllabi, important phone numbers or dates, library hours.
- ▶ **Calendars** for the school year, for local theater groups, for a concert series.
- ▶ **Interviews** with local businesspeople or your school's graduates in which they describe their own challenges and successes.
- ▶ **Your course syllabus or homework assignments** so your students have everything they need for your course under one cover and you don't have to make copies to hand out.

SPECIAL CHAPTERS DESIGNED FOR THE UNIQUE NEEDS OF YOUR STUDENTS!

Three additional chapters are available for your customized text and have been designed to address the needs of specific student populations.

- ▶ *Strategies for Success for Student Athletes.* This chapter discusses the unique challenges of student athletes, such as managing school and team pressures, using resources and understanding eligibility, and knowing when and how to ask for help. It also addresses special concerns such as burnout, dealing with injury, and hazing.
- ▶ *Taking Charge of Your Career.* This chapter helps students determine the best career choices that fit personal goals. It provides important tips on how to develop a career portfolio, prepare a résumé and cover letters, and have a successful interview, including follow-up strategies.
- ▶ *Transfer Strategies: Making the Leap from Community College to a Four-Year School.* Designed for the potential transfer student, this chapter looks at the pros and cons of moving beyond a two-year degree and what personal decisions to make. It guides students through the transfer process, including applications, credit transfer, financial assistance, and transfer shock.

HOW DO I CREATE A CUSTOM BOOK?

The secret to custom publishing is this: *Custom Publishing Is Simple!*

Here are the basic steps:

- ▶ You select the chapters you would like to use from *P.O.W.E.R. Learning* with your McGraw-Hill sales representative.
- ▶ Together, we discuss your preferences for the binding, the cover, etc., and provide you with information on costs.
- ▶ We assign your customized text an ISBN and your project goes into production. A custom text will typically publish within 6–8 weeks of the order.

- ▶ Your book is manufactured and it is put into inventory in the McGraw-Hill distribution center.
- ▶ You are sent a free desk copy of your custom publication.
- ▶ Your bookstore calls McGraw-Hill's customer service department and orders the text.

You select what you want—we handle the details!

Contact us:

Canada: 1-905-430-5034

United States: 1-800-446-8979

E-mail: student.success@mheducation.com

I am indebted to the many reviewers of *P.O.W.E.R. Learning* who provided input at every step of development of the book and the ancillary package. These dedicated instructors and administrators provided thoughtful, detailed advice, and I am very grateful for their help and insight. They include the following:

Judith Lynch, Kansas State University; Dr. G. Warlock Vance, Randolph Community College; Leah Graham, Broward College; Sara Henson, Central Oregon Community College; Jamie Jensen, Boise State University; Barbara West, Central Georgia Technical College; Pauline Nugent, Missouri State University; Rob Bertram, Bradley University; Anne Knop, Manor College; Ashley Stark, Dickinson State University; Christie Carr, Austin Community College; Andrea Smith, Florida Gateway College; Dale S. Haralson, Hinds Community College; Donna Burton, NC State University; Norman Smith, Eckerd College; Sam Mulberry, Bethel University; Diane Fox, Saint Mary's College; Amy Hassenpflug, Liberty University; Mary Beth Willett, University of Maine; Jennifer Clevenger, Virginia Tech; Heidi Zenie, Three Rivers Community College; Jeffrey Hall, Ashford University; Jennifer Scalzi-Pesola, American River College, Sierra; Jarlene DeCay, Cedar Valley College; Beverly Dile, Elizabethtown Community and Technical College; Linda Girouard, Brescia University; Malinda Mansfield, Ivy Tech Community College; Karline Prophete, Palm Beach State College; Kelley Butler Heartfield, Ivy Tech Community College; Stephen Coates-White, South Seattle College; Erin Wood, Catawba College; Cari Kenner, St. Cloud State University; Amanda Bond, Georgia Military College-Columbus; Alex E. Collins, Miami Dade College; Erik Christensen, South Florida State College; J. Andrew Monahan, Suffolk County Community College; Chad Brooks, Austin Peay State University; Cindy Stewart, Blue Ridge CTC; Sherri Stepp, Marshall University; Amy Colon, SUNY Sullivan; Darla Rocha, San Jacinto College; Suzanne F. Pearl, Miami Dade College, Wolfson Campus; Kalpana Swamy, Santa Fe College; Rebecca Samberg, Housatonic Community College; Jeannette McClendon, Napa Valley College; Jeri O'Bryan-Losee, Morrisville State College; Donna Ragauckas, Santa Fe College; Professor Terry Rae Gamble, Palm Beach State College; Barbara Putman, Southwestern Community College; Nikita Anderson, University of Baltimore; Maria Christian, Oklahoma State University Institute of Technology; Alexandra Lis, Miami Dade College, Kendall Campus; Kim Cobb, West Virginia State University; Kim Thomas, Polk State College; Michael Turner, Northern Virginia Community College; Candace Weddle, The South Carolina School of the Arts at Anderson University; Elizabeth Kennedy, Florida Atlantic University; Ronda Jacobs, College of Southern Maryland; Kim Crockett, West Georgia Technical College; Melissa Woods, Hinds Community College; Joe French, Columbia Southern University and Waldorf College; Faye Hamrac, Reid State Technical College; Jyrece McClendon, Palm Beach State College; Aubrey Moncrieffe, Jr., Housatonic Community College; Karen Jones, Zane State College; Peggy Whaley, Murray State University; Marilyn Olson, Chicago State U; Joyce McMahan, Kansas City, Kansas Community College; Kaye Young, Jamestown Community College; Diana Ivankovic, Anderson University; Joseph, Ivy Tech Community College; Matt Kelly, Murray State University; Ronda Dively, Southern Illinois University-Carbondale; Dr. Julia Cote,

Houston Community College; Beverly Russell, College of Southern Maryland; Donna Hanley, Kentucky Wesleyan College; Shane Williamson, Lindenwood University; Cheyanne Lewis, Blue Ridge Community and Technical College; Linda Randall, Georgia Southwestern State University; Linda Gannon, College of Southern Nevada (CSN); Ronnie Peacock, Edgecombe Community College; Deborah Vance, Ivy Tech Community College; Melinda Berry, Trinity Valley Community College; Sandy Lory-Snyder, Farmingdale State College; Melody Hays, South College-Asheville; Dwedor Ford, Central State University; Kim Smokowski, Bergen Community College; Dr. Brenda Tuberville, Rogers State University; Professor Jeannie Gonzalez, Miami Dade College, Kendall Campus; Joyce Kevetos, Palm Beach State College; Kelly S. Moor, Idaho State University; Brad Broschinsky, Idaho State University; Debbie Gilmore, Temple College; Miriam Chiza, North Hennepin Community College; Paul Hibbitts, Jr., Central Georgia Technical College; Mark Hendrix, Palm Beach State College; Laurie Sherman, Community College of Rhode Island; Pamela Moss, Midwestern State University; Alison Collman, Palm Beach State College; Julie Hernandez, Rock Valley College; Nina M. Scaringello, Suffolk County Community College-Grant Campus; Dr. J. Brown, Temple College, Temple, Texas; Stephen Phelps, Temple College; Yvonne Mitkos, Southern Illinois University Edwardsville; Annette Fields, University of Arkansas at Pine Bluff; Christopher L. Lau, Hutchinson Community College; Mary Davis, Angelina College; Pat Wall, Isothermal Community College; Winifred Ferguson Adams, Angelina College; Barbara A. Sherry, Northeastern Illinois University; Jose L. Saldivar, The University of Texas-Pan American; Dr. Michael J. Alicea, Miami Dade College; Karen Nelson, Craven Community College; Jennifer Boyle, Davidson County Community College; Dianna Stankiewicz, Anderson University; Brent Via, Virginia Western Community College; Brent Jackson, Central Carolina Technical College; Professor Lottie T. McMillan, Miami Dade College, North Campus; John Pigg, Tennessee Technical University; Andrea Serna, National American University; Mirjana M. Brockett, Georgia Institute of Technology; Linda McCuen, Anderson University; Charlene Latimer, Daytona State College; Eleanor Paterson, Erie Community College; Keri Keckley, Crowder College; June DeBoer, Calvin College; Chareane Wimbley-Gouveia, Linn-Benton Community College; Ross Bandics, Northampton Community College; Gloria Alexander, Bowie State University; Bickerstaff, Holmes; Scott H. O'Daniel, Ivy Tech Community College; Lourdes Delgado, Miami Dade College; Julie Bennett, Central Methodist University; Miriam McMullen-Pastrick, Penn State Erie; Kay Flowers, Idaho State University; Joseph Kornoski, Montgomery County Community College; Jacqui Slinger, Bluffton University; Mark A. Dowell, Randolph Community College; Eva Menefee, Lansing Community College; Shari Waldrop, Navarro College; Liese A. Hull, University of Michigan; Jenny Beaver, Rowan-Cabarrus Community College; Kenneth Christensen, University of Southern Mississippi; Susan Bossa, Quincy College; Daniel Thompson, CSU Long Beach; Betty Stack, Rowan Cabarrus Community College; Kristin Asinger, University of Pittsburgh-Bradford; Carmalita M. Kemayo, EdD, University of Illinois Springfield; MaryJo Slater, Community College of Beaver County; Jeannette Sullivan, Palm Beach State College; Michael Corrison, Southeast Kentucky Community and Technical College.

The students in my own First-Year Experience courses (some of whom are shown in the photo) provided thoughtful and wise advice. I thank them for their enthusiasm and eager willingness to provide constructive feedback.

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

Edward Murphy, Ed.D., an educational testing expert, helped develop the exercises in the book, and I'm grateful for his excellent work.

John Graiff was a great help on every level in putting this book together, and I thank him for his willingness to go the extra mile.

I am proud to be part of an extraordinary McGraw-Hill editorial, marketing, and sales team. My portfolio manager, Brian Sylvester, has brought enthusiasm, savvy, and intelligence to the project, and I welcome his good work, support, and friendship. I am also extremely grateful to David Ploskonka, senior product developer who does much of the heavy lifting on the project. David has a keen editorial eye, creativity, and wealth of good ideas that have improved this title significantly. Many thanks also go to Douglas Ruby, director of digital content. He continues to offer suggestions on navigating the publishing world, and the esteem he holds for authors is remarkable. I would also like to thank team members Melissa Leick and Karen Jozefowicz, senior content project managers; and Jessica Cuevas, designer who helped modify and create the P.O.W.E.R. series digital content. Finally, thanks go to Deepa Chungi, who brought intelligence and thoughtfulness to all the P.O.W.E.R. titles.

There are several folks who, while no longer officially working on the project, still patiently answer my queries and offer their advice, for which I am extremely grateful. Andy Watts made superb contributions in extending the reach of *P.O.W.E.R. Learning*, and I'm very grateful for his work and even more for his friendship. Phil Butcher, Thalia Dorwick, David Patterson, Allison McNamara, and Alexis Walker were part of the team that developed the book, and I'm ever thankful for their efforts. Above all, I'm grateful to Rhona Robbin, the first development editor on the project, and sponsoring editor Sarah Touborg, who provided the impetus for the book. Certainly, the pages of *P.O.W.E.R. Learning* continue to reflect their many contributions.

Without a doubt, there is no better publishing group in the business than the one that worked on *P.O.W.E.R. Learning*. I count myself extremely lucky not only to have found myself a part of this world-class team, but to count each of them as friends.

In the end, I am eternally indebted to my family, both extended and immediate. Sarah, Jeff, and Lilia; Josh, Julie, and Naomi; Jon, Leigh, Alex, and Miles; and of course Kathy, thank you for everything.



Courtesy Bob Feldman

P.O.W.E.R. Learning author Bob Feldman and some of his First-Year Experience program participants.

Robert S. Feldman

Dear Student

Congratulations! You are at the beginning of an academic journey that will impact your future in ways you can only imagine. This text and this course are designed to help make that journey as meaningful and enriching as possible. As you begin this chapter of your life, remember that you are not alone.

Every first-year student (as well as many returning students) encounters challenges. Whether it be juggling family, work, and school or preparing for a test, the challenges you face are daunting.

This is where *P.O.W.E.R. Learning: Strategies for Success in College and Life* comes in. It is designed to help you to master the challenges you'll face in school as well as in life after graduation. The P.O.W.E.R. Learning system—which is based on five key steps embodied in the word P.O.W.E.R. (Prepare, Organize, Work, Evaluate, and Rethink)—teaches strategies that will help you become a more successful student and that will give you an edge in attaining what you want to accomplish in life.

But it's up to you to make use of the book. Familiarize yourself with the features of the book (described above) and use the built-in learning aids within the book, on the accompanying website, and in Connect. By doing so, you'll maximize the book's usefulness and get the most out of it.

Finally, I welcome your comments and suggestions about *P.O.W.E.R. Learning: Strategies for Success in College and Life*, as well as the website that accompanies the book. You can write me at the Chancellor's Office at the University of Massachusetts, Amherst, Massachusetts 01003. Even easier, send me an e-mail message at feldman@chancellor.umass.edu. I will write back!

P.O.W.E.R. Learning: Strategies for Success in College and Life presents the tools that can maximize your chances for academic and life success. But remember that they're only tools, and their effectiveness depends on the way in which they are used. Ultimately, you are the one who is in charge of your future. Make the journey a rewarding, exciting, and enlightening one!

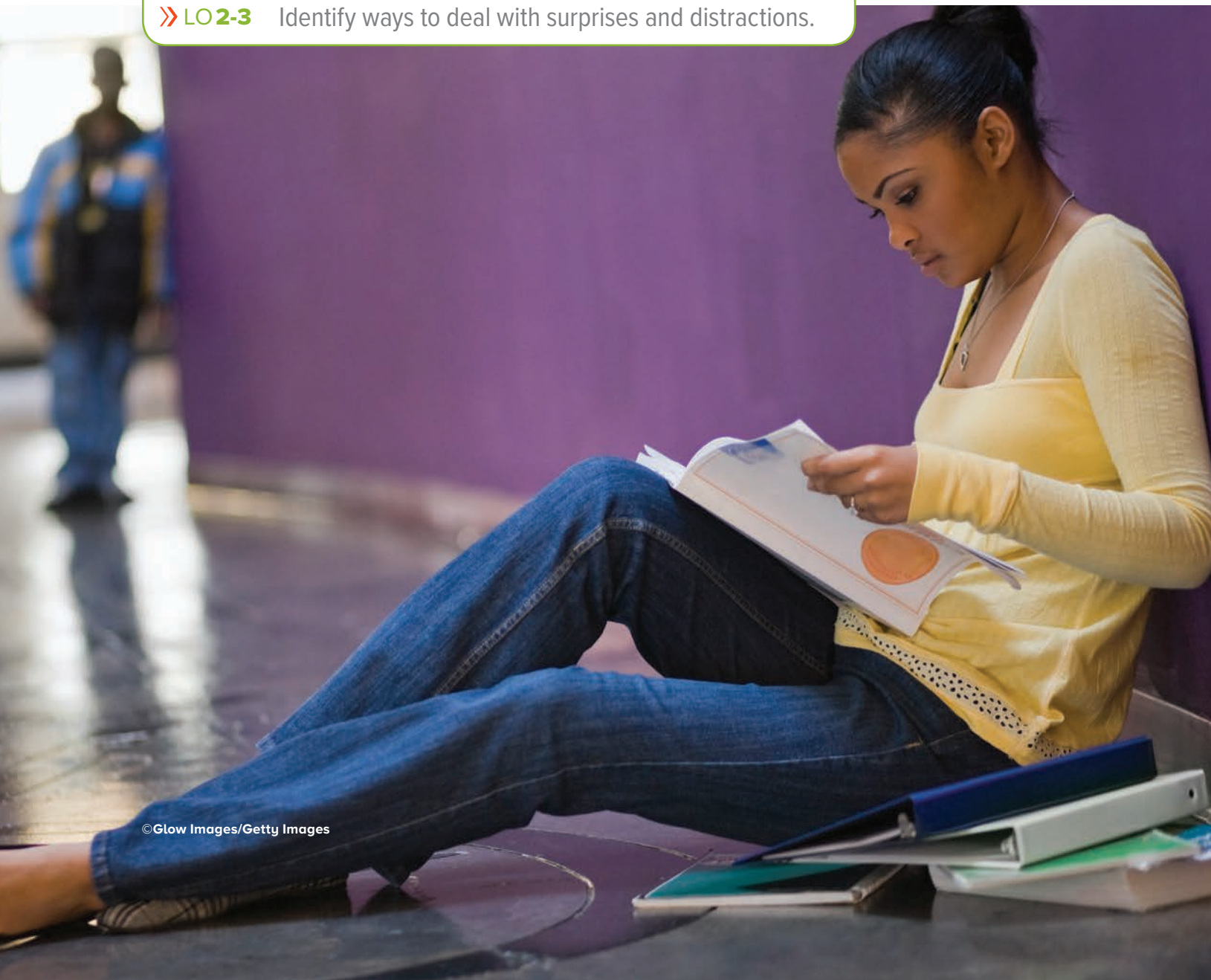
Robert S. Feldman

Making the Most of Your Time

Learning Outcomes

By the time you finish this chapter you will be able to

- » **LO2-1** Discuss strategies to manage your time effectively.
- » **LO2-2** Explain ways to balance competing priorities.
- » **LO2-3** Identify ways to deal with surprises and distractions.



As Meadow Baresi stands in the long line at the cafeteria, she mentally goes over the things she needs to get done during the day: *Review notes for the 8:30 a.m. management quiz . . . work on philosophy paper . . . computer sci class at 11:15 a.m . . . pick up ticket receipts from last night's game . . . work at Student Affairs office from 1:00 to 4:00 . . . go to library to research philosophy paper.* She has the nagging feeling that there's something else she needs to do, but she can't put her finger on it.

She finally gets to the head of the line to pay for her bagel, which she's already half devoured. Glancing

at a clock as she leaves the Commons, she gives up the thought of getting in some last-minute studying for her management quiz. It will be a minor miracle if she even makes it to class on time.

She's been up less than an hour, and already Meadow is running behind schedule.



©Doreen Kennedy/Alamy

P.O.W.E.R. Up: Ask students to bring all class syllabi and a scheduling tool with them to class. Have them predict their busiest weeks in their first semester on campus using these tools. How can they use this knowledge?

Looking Ahead

Are your days like Meadow's? Are you constantly trying to cram more activities into less time? Do you feel as if you never have enough time?

You're not alone: Most of us wish we had more time to accomplish the things we need to do. However, some people are a lot better at juggling their time than

others. What's their secret?

There is no secret. No one has more than 24 hours a day and 168 hours a week. The key to success lies in figuring out our priorities and better using the time we do have.

Time management is like juggling a bunch of tennis balls: For most of us, juggling doesn't come naturally, but it is a skill that can be learned. Not all of us will end up perfect jugglers (whether we are juggling tennis balls or time), but with practice, we can become a lot better at it.

This chapter will give you strategies for improving your time management skills. After first helping you learn to account for the ways you currently use—and misuse—time, it gives you strategies for planning your time, including some ways to deal with the inevitable interruptions and counterproductive personal habits that can sabotage your best intentions. It will provide you with skills that are important not only for success in college but for your future life as well.

We also consider techniques for dealing with competing goals. There are special challenges involved in juggling the priorities of college work with other aspects of life, such as child rearing or holding a job.

» LO2-1 Time for Success

Without looking up from the screen or page, answer this question: What time is it?

Most people are pretty accurate in their answer. And if you don't know for sure, it's very likely that you can find out. Your cellphone may display the time; there may be a clock on the wall, desk, or computer screen; or maybe you're riding in a car that shows the time in the instrument panel.

Even if you don't have a clock of some sort nearby, your body keeps its own beat. Humans have an internal clock that regulates the beating of our heart, the pace of our breathing, the discharge of chemicals within our bloodstream, and myriad other bodily functions.

Journal Reflections



Where Does My Time Go?

1. On the typical weekday, what time do you wake up? When would you prefer to wake up if you did not have the obligations and responsibilities you currently have?
2. When do you typically go to bed on a typical weekday night? When would you prefer to go to bed if you did not have the obligations and responsibilities you currently have?
3. Would you characterize yourself as a morning person, who accomplishes the most in the early morning, or more as a night person, who is most comfortable doing work in the evenings? What implications does this have for your scheduling of classes and when you do the most work?
4. If a day suddenly contained more than 24 hours, how would it change your life? What would you do with the extra time? Do you think you would accomplish more?
5. Generally speaking, how would you characterize your time management skills? What would be the benefit to you personally if you could manage time more effectively? What goals might you accomplish if you had more time at your disposal?

Time is something from which we can't escape. Even if we ignore it, it's still going by, ticking away, second by second, minute by minute, hour by hour. So the main issue in using your time well is, "Who's in charge?" We can allow time to slip by and let it be our enemy. Or we can take control of it and make it our ally.

By taking control of how you spend your time, you'll increase your chances of becoming a more successful student. Perhaps more important, the better you are at managing the time you devote to your studies, the more time you will have to spend on your outside interests. (You can get a sense of your own personal time style by completing **Try It! 1**.)

The goal of time management is *not* to schedule every moment so we become pawns of a timetable that governs our lives. Instead, the goal of time management is to permit us to make informed choices as to how we use our time.

Consequently, instead of letting the day slip by, largely without our awareness, the time management procedures we'll be discussing can make us better able to harness time for our own ends. In short, time management doesn't confine us. On the contrary, it frees us to do the things we want and need to do.

P Prepare

Learn where time is going

O Organize

Use a master calendar, weekly timetable, and daily to-do list

W Work

Follow the schedules you've put together

E Evaluate

Keep track of your short-term and long-term accomplishments

R Rethink

Reflect on your personal style of time management

P.O.W.E.R. Plan

Find Your Time Style

Rate how well each of the statements below describes you. Use this rating scale:

- 1 = doesn't describe me at all
- 2 = describes me only slightly
- 3 = describes me fairly well
- 4 = describes me very well

	1	2	3	4
1. I often wake up later than I should.				
2. I am usually late for classes and appointments.				
3. I am always in a rush getting places.				
4. I put off big tasks and assignments until the last minute.				
5. My friends often comment on my lateness.				
6. I am easily interrupted, putting aside what I'm doing for something new.				
7. When I look at a clock, I'm often surprised at how late it is.				
8. I often forget appointments and have to reschedule them.				
9. When faced with a big task, I feel overwhelmed and turn my mind away from it until later.				
10. At the end of the day, I have no idea where the time went.				

Rate yourself by adding up the points you assigned. Use this scale to assess your time style:

- 1015 = very efficient time user
- 1620 = Efficient time user
- 2130 = Time use needs work
- 3140 = victim of time

P Prepare

Learning Where Time Is Going—and Where It Should Go

Before you get somewhere, you need to know where you're starting from and where you want to go. So the first step in improving your time management skills is figuring out how you're managing your time now.

Create a Time Log

"Where did the day go?" If you've ever said this to yourself, one way of figuring out where you've spent your time is to create a time log. A time log is the most essential tool for improving your use of time.

Create a Time Log

Keep track of the way you spend your time across seven days on time logs. Insert the amount of time you spend on each activity during each one-hour period for a single day, or the same thing for every day of the week on separate time logs. **Be sure to make copies of this log before you fill it in for the first day.**

Analyze your log. After you complete your log for a week, analyze how you spend your time according to the major categories on the log. Add up the amount of time you spend on each category. You can also create other broad categories that eat up significant amounts of time.

Now consider the following:

1. What do you spend most of your time on?
2. Are you satisfied with the way that you are using your time? Are there any areas that seem to use up excessive amounts of time?
3. Do you see some simple fixes that will allow you to use time more effectively?



WORKING IN A GROUP

Compare your use of time during an average week with that of your classmates. What are the major differences and similarities in the use of time?

(continued)

A **time log** is simply a record of how you actually have spent your time—including interruptions. It doesn't have to be a second-by-second record of every waking moment. But it should account for blocks of time in increments as short as 15 minutes.

Complete the blank time log in **Try It! 2**. As you fill out the time log, try to be as specific as you can. Indicate not only what you were doing at a given time (for example, “read history assignment”) but also the interruptions or off-task behavior that occurred (such as “answered three texts” or “surfed web for 10 minutes”).

By examining how much time you spend doing various activities, you now know where your time goes. How does it match with your perceptions of how you spend your time? Be prepared to be surprised, because most people find that they're spending time on a lot of activities that just don't matter very much.

time log

A record of how one spends one's time.

Student Alert: The issue of “balance” is introduced here. Many students will challenge you to tell them “one right way” to manage time and then come up with lots of reasons why that particular way will not work for them. Emphasize that effective time management is based on identifying priorities, making appropriate choices, and understanding one's own learning style preferences.

Weely imetale

Wee of: _____ Wee _____

	Mon	Tues	Wed	hurs	Fri	Sat	Sun
~ a.m.							
~ a.m.							
8-9 a.m.							
9-10 a.m.							
10-11 a.m.							
11-12 noon							
12 noon - 1 p.m.							
1-2 p.m.							
2-3 p.m.							
3-4 p.m.							
p .m.							
5-6 p.m.							
~ p .m.							
~ p .m.							
8-9 p.m.							
9-10 p.m.							
10-11 p.m.							
11 p.m.-12 midnight							
12 midnight - 1 a.m.							
1-2 a.m.							
2-3 a.m.							
3-4 a.m.							
a.m.							
5-6 a.m.							

Discussion Prompt: Ask students to share the phrases that they associate with the use of time (i.e., “24-7”; “time flies when you are having fun”) and discuss how these words shape our understanding of time.

Student Alert: Ask students to identify and track the time they spend daily using social media.

Identify the “Black Holes” That Eat Up Your Time

Do you feel like your time often is sucked into a black hole, disappearing without a trace?

We all waste time, spending it on unimportant activities that keep us from doing the things that we should be doing or really want to do. For example, suppose when

Identify the Black Holes of Time Management

The first 20 items on this list are common problems that prevent us from getting things done. Check off the ones that are problems for you, and indicate whether you have control over them (controllable problems) or they are out of your control (uncontrollable problems).

	Big Problem for Me	Often a Problem	Seldom a Problem	Controllable (C) or Uncontrollable (U)?
1. Phone interruptions				
2. Drop-in visitors				
3. Texting				
4. Facebook and other social networking sites				
5. E-mail				
6. Inability to say no				
7. Socializing				
8. Snacking				
9. Errands and shopping				
10. Meals				
11. Children's interruptions				
12. Perfectionism				
13. Family appointments				

(continued)

you're studying, your cell phone rings, and you end up speaking with a friend for a half hour. You could have (a) let the phone ring and not answered it; (b) answered, but told your friend you were studying and promised to call him or her back; or (c) spoken to him or her, but only for a short while. If you had done any of these things, you would have taken control of the interruption, and kept time from sinking into a black hole.

To get a sense of how your time is sucked into black holes, complete **Try It! 3**.

» LO2-2 Set Your Priorities

By this point you should have a good idea of what's taking up your time. But you may not know what you should be doing instead.

To figure out the best use of your time, you need to determine your priorities. **Priorities** are the tasks and activities you need and want to do, rank-ordered from

priorities

The tasks and activities that one needs and wants to do, rank-ordered from most important to least important.

	Big Problem for Me	Often a Problem	Seldom a Problem	Controllable (C) or Uncontrollable (U)?
14. Looking for lost items				
15. Redoing mistakes				
16. Jumping from task to task				
17. Surfing the web				
18. Reading newspapers, magazines, recreational books				
19. Car trouble				
20. Waiting for public transportation				
21. Other				
22. Other				
23. Other				
24. Other				
25. Other				



WORKING IN A GROUP

Examine the problems that affect each group member and then discuss these questions: Do time management problems fall into any patterns? Are there problems that at first seem uncontrollable that can actually be controlled? What strategies for dealing with such problems have you used in the past?

most important to least important. There are no right or wrong priorities; you have to decide for yourself what you wish to accomplish. Maybe spending time on your studies is most important to you, or maybe your top priority is spending time with your family. Only you can decide. Furthermore, what's important to you at this moment may be less of a priority to you next month, next year, or five years from now.

For the purpose of effective time management in college, the best procedure is to start off by identifying priorities for an entire term. What do you need to accomplish? Don't just choose obvious, general goals, such as "passing all my classes." Instead, think about your priorities in terms of specific, measurable activities, such as "studying six hours before each chemistry exam"—*not* "studying harder," which is too vague. (Look at the example of a priority list in **Figure 2.1** and also at the **Course Connections** feature.)

	Priority	Ranking
	Study for each class at least 30 minutes/day	1
	Start each major paper 2 weeks in advance of due date	2
○	Hand in each paper on time	1
	Review for test starting a week before test date	2
	Be on time for job	1
	Check in with Mom once a week	3
	Work out 3x/week	3

figure 2.1
Sample List of Priorities

Write your priorities on the chart in **Try It! 4**. After you've filled out the chart, organize it by giving each priority a ranking from 1 to 3. A "1" represents a priority that absolutely must be done; without it you'll suffer a major setback. For instance, a paper with a fixed due date should receive a "1" for a priority ranking; carving out time to take those guitar lessons you always wanted to take might be ranked a "3" in terms of priority. The important point is to rank-order your priorities to reveal what is and is not important to accomplish during the term.

Setting priorities will help you to determine how to make best use of your time. No one has enough time to complete everything; prioritizing will help you make informed decisions about what you can do to maximize your success.

Identify Your Prime Time

Take a look inward. Do you enthusiastically bound out of bed in the morning, ready to start the day and take on the world? Or is the alarm clock a hated and unwelcome sound that jars you out of pleasant slumber? Are you the kind of person who is zombie-like by 10:00 at night, or a person who is just beginning to rev up at midnight?

Each of us has our own style based on some inborn body clock. Some of us are at our best in the morning, while others do considerably better at night. Being aware of the time or times of day when you can accomplish your best work will help you plan and schedule your time most effectively. If you're at your worst in the morning, try to schedule easier, less-involving activities for those earlier hours. On the other hand, if morning is the best time for you, schedule activities that require the greatest concentration at that time.



Each of us has an internal body clock that helps govern when we feel most alert. Becoming aware of your own body clock can help you schedule study sessions at times when you're able to work at peak efficiency.

©Kristy-Anne Glush/Design Pics

Homework and Study Time: How Much Is Enough?

What would you guess is the average number of hours instructors think you should be doing homework and studying outside of class each week? In the view of instructors queried in surveys, students should spend, on average, 6 hours per week preparing for *each* class in which they're enrolled. And if they're taking courses in the sciences and engineering, instructors expect their students to put in even more hours.

Keep in mind that study time does not include actual class time. If you add that in, someone taking four classes would need 24 hours of outside class preparation and would be in class for 16 hours for a total of 40 hours, or the equivalent of full-time employment.

How can you manage out-of-class study and homework time? One strategy is to schedule it as a repeating appointment in your calendar. By scheduling a time period each day that you devote to reading, homework, and studying, you're more likely to find the time to get your homework and studying done.

If you've underestimated the amount of time instructors believe is necessary to devote to class preparation, you may need to rethink the amount of time you'll need to allocate to studying. You might also speak to your individual instructors to see what they believe is an appropriate amount of preparation. Although they may not be able to give exact figures, their estimates will help you to prioritize what you need to do to be a successful student.

“Time moves slowly, but passes quickly.”

Alice Walker. (1982). *The Color Purple: A Novel*.
New York: Harcourt Brace Jovanovich.

But don't be a slave to your internal time clock. Even night people can function effectively in the morning, just as morning people can accomplish quite a bit in the evening. On the other hand, listen hard to your internal time clock if you're tired much of the time. If you frequently feel sleepy, your body is giving you a simple, yet important, message: Get more sleep.

Organize

Mastering the Moment

Because you now know where you've lost time in the past and your priority list is telling you where you need to head in the future, you now can organize yourself to take control of your time. Here's what you'll need:

Master Calendars

master calendar

A schedule showing the weeks of a longer time period, such as a college term, with all assignments and important activities noted on it.

Your first requirement is a **master calendar** that shows all the weeks of the term on one page. You don't need to buy one; you can make it easily enough yourself. It need not be great art; a rough version will do. The important point is that it must include every week of the term and seven days per week. (See the example of a master calendar in **Figure 2.2**.)

weekly timetable

A schedule showing all regular, prescheduled activities due to occur in the week, together with one-time events and commitments.

Weekly Timetables

The **weekly timetable** is a master grid with the days of the week across the top and the hours, from 6:00 a.m. to midnight, along the side. This will permit you to write in all your regularly scheduled activities, as well as one-time appointments when they arise. (A blank weekly timetable is provided in **Figure 2.3**.)

Final List of Priorities**Priority**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Now consider the following:

- What does this list tell you about your greatest priorities? Are they centered around school, friends and family, jobs, or some other aspect of your life?
- Do you have so many top priorities that they will be difficult or impossible to accomplish successfully? How could you go back to your list and trim it down even more?
- What does this listing of priorities suggest about how successful you will be during the upcoming term?

The basic organizational task you face is filling in these three schedules. You'll need at least an hour to do this, so set the time aside. In addition, there will be some repetition across the three schedules, and the task may seem a bit tedious. *But every minute you invest now in organizing your time will pay off in hours that you will save in the future.*

Follow these steps in completing your schedule:

- ▶ **Start with the master calendar, which shows all the weeks of the term on one page.** In most classes, you'll receive a syllabus, a course outline that explains what the course is all about. Traditionally, a syllabus includes course assignments and their due dates and the schedule for tests that will be given during the term. Write on the master calendar every assignment you have, noting it on the date that it is due. If the instructor hasn't included due dates, ask; he or she probably

Student Alert: Students need assistance moving between daily calendars and a semester plan. There are more ways than ever to distract us from doing what we planned. Help them make the connection between small steps and major accomplishments.

figure 2.2
Master Calendar Sample

	M	T	W	TH	F	SA	S
Sept.	7	8	9	10	11	12	13
			Classes Start			Camping →	
	14	Add/drop ends	15	16	17	18	19
				English short paper due			20
	21	22	23	24	25	26	27
				English short paper due	Russian quiz		
	28	29	30	1	2	3	4
			Psych exam	OCT Music quiz English short paper due	1st Psych paper due		
	5	6	7	8	9	10	11
		Music paper due		English short paper due	Russian quiz		
	12	13	14	15	16	17	18
				Music quiz English short paper due			
First-yr seminar journal due	19	20	21	22	23	24	25
			Psych exam	English short paper due Dad's bd-call	Theater Midterm	Bar tending job	
Russian midterm exam	26	27	28	29	30	31	NOV 1
		English midterm exam		Eng-short paper due Music quiz			
	2	3	4	5	6	7	8
				English short paper due	Russian short paper due		Darcy's Wedding!
	9	10	11	12	13	14	15
			Holiday-Veteran's Day	Eng-short paper due Music quiz	Russian quiz Psych exam		
First-yr seminar group project due	16	17	18	19	20	21	22
			Preregistration for next semester	English short paper due			
	23	24	25	26	27	28	29
				Thanksgiving	No Classes!		
	30	DEC 1	2	3	4	5	6
		Music paper due		English short paper due	Russian quiz		
First-yr seminar final journal due	7	8	9	10	11	12	13
				Music quiz	Theater project due Psych exam		
English final exam	14	15	16	17	18	19	20
		Theater final exam Russian final exam		Psych final exam	Music exam MY birthday!		
	21	22	23	24	25	26	27
					Xmas		

already knows, or at least has a general idea, of the week that various assignments will be due. Pencil in tentative assignments on the appropriate date.

Don't put only assignments on the master calendar. Also include important activities from your personal life, drawn from your list of priorities. For instance, if you're involved in a club that is bringing a guest speaker to campus, mark down the date of the event.

Finally, schedule some free time—time when you promise yourself you will do something that is just plain fun. Consider these days to be written in stone, and promise yourself that you won't use them for anything other than something enjoyable. Just knowing that you have some downtime planned will help you to throw yourself into more demanding tasks. In addition, getting into the

Student Alert: This chapter is so full of charts and attention to the details of planning that your students might reject the work and call it tedious. Assure them that an understanding of the process will provide them with choices in planning their personal and academic lives.

figure 2.3
Weekly Timetable

Weely imetale							
Wee of: _____	Mon	Tues	Wed	hurs	Fri	Sat	Sun
~ a.m.							
.~ a.m.							
8-9 a.m.							
9-10 a.m.							
10-11 a.m.							
11-12 noon							
12 noon - 1 p.m.							
1-2 p.m.							
2-3 p.m.							
3-4 p.m.							
p .m.							
5-6 p.m.							
~ p .m.							
.~ p .m.							
8-9 p.m.							
9-10 p.m.							
10-11 p.m.							
11 p.m.-12 midnight							
12 midnight - 1 a.m.							
1-2 a.m.							
2-3 a.m.							
3-4 a.m.							
a.m.							
5-6 a.m.							

habit of allowing yourself time to relax and reflect on your life is as important as any other time management skill you may learn.

You now have a good idea of what the term has in store for you. In most cases, the first few weeks have few assignments or tests. But as the term rolls on—particularly around the middle and end of the term—things will get more demanding. The message you should take from this: *Use the off-peak periods to get a head start on future assignments.*

Completing a master schedule also may help you head off disaster before it occurs. Suppose, for instance, you find that six weeks in the future you have two papers due and three tests—all in the same week!

After cursing your bad luck, it's time to take action. Begin to think of strategies for managing the situation, such as working on the papers or studying in advance. You might also try to change some due dates. Instructors are far more

receptive to requests for extensions on papers if the requests are made well in advance. Similarly, it might be possible to take a test later—or earlier—if you make prior arrangements.

- ▶ **Now move to the weekly timetable provided in Figure 2.3.** Fill in the times of all your fixed, prescheduled activities—the times that your classes meet, when you have to be at work, the times you have to pick up your child at day care, and any other recurring appointments.

Once you've filled in the weekly timetable, as in the one on this page, you get a bare-bones picture of the average week. You will still need to take into account the specific activities that are required to complete the assignments on the master calendar.

To move from your “average” week to specific weeks, make photocopies of the weekly timetable that now contains your fixed appointments. Make enough copies for every week of the term. On each copy, write the week number of the term and the specific dates it covers.

Using your master calendar, add assignment due dates, tests, and any other activities on the appropriate days of the week. Then pencil in blocks of time necessary to prepare for those events. (See a sample in **Figure 2.4.**)

How much time should you allocate for schoolwork? One very rough rule of thumb holds that every one hour that you spend in class requires, on average, two hours of study outside of class to earn a B and three hours of study outside of class to earn an A. Do the arithmetic: If you are taking 15 credits (with each credit equivalent to an hour of class per week), you'll need to plan for 30 hours of studying each week to earn a B average—an intimidating amount of time. Of course, the amount of time you must allocate to a specific class will vary from week to week, depending on what is happening in the class.

For example, if you estimate that you'll need five hours of study for a midterm exam in a certain class, pencil in those hours. Don't set up a single block of five hours. People learn and remember best when their studying is spread out over shorter periods, rather than in one long block of time. (There are some smartphone apps, like *PomoDone*, that will help you space out studying.)

Similarly, if you need to write a paper that's due on a certain date, you can block out the different stages of the writing process, such as deciding on a topic, developing an outline, writing a rough draft, and so on. You'll need to estimate how much time each stage will take, but you probably have a pretty good idea from previous papers you've written.

Some classes may need only a few hours of study in a given week. With good luck, heavy weeks in one class will be compensated for by lighter weeks in others.

Keep in mind that estimates are just that: estimates. Don't think of them as set in stone. Mark them on your weekly calendar in pencil, not pen, so you can adjust them if necessary.

But remember: It's also crucial not to overschedule yourself. You'll still need time to eat, to talk with your friends, to spend time with your family, and to enjoy yourself in general. If you find that your life is completely filled with things that you feel you must do in order to survive and that there is no room for fun, then take a step back and cut out something to make some time for yourself in your daily schedule. Finding time for yourself is as important as carving out time for what others want you to do. Besides, if you are overworked, you're likely to “find” the time by guiltily goofing off without really setting aside the time and enjoying it.

Discussion Prompt: After completing this exercise, have your students exchange charts and look at life from someone else's perspective.

To-o List for _____ date		
tem Item	Priority	✓ Completed
Call Chris to get English notes	1	✓
Meet with Prof. Hernandez	1	✓
Review Russian	1	✓
Work on outline for psych paper	2	✓
Return books to library	2	
Call Nettie	2	✓
Set up meeting with music group	2	
Meet Deena	2	
Do laundry	3	

figure 2.5
Sample Daily To-Do List

Don't schedule every single minute of the day. That would be counterproductive, and you'd end up feeling like you'd failed if you deviated from your schedule. Instead, think of your daily to-do list as a path through a forest. If you were hiking, you would allow yourself to deviate from the path, occasionally venturing onto side tracks when they looked interesting. But you'd also be keeping tabs on your direction so you ended up where you needed to be at the end and not miles away from your car or home.

As in the sample daily to-do list in **Figure 2.5**, include a column to check or cross off after you've completed an activity. There's something very satisfying in acknowledging what you have accomplished.

Teaching Tip: Encourage your students to mark or check items off their lists. This is a visual reminder of getting things done and can create a sense of accomplishment when the list seems overwhelming.

LO2-3

W Work

Controlling Time

You're in luck: There is no work to time management—or at least not much more than you've already done. The work of time management is to follow the schedules that you've prepared and organized. But that doesn't mean it will be easy. Our lives are filled with surprises: Things take longer than we've planned. A friend we haven't spoken to in a while calls to chat, and it seems rude to say that we don't have time to talk. A crisis occurs; buses are late; computers break down; kids get sick.

The difference between effective time management and time management that doesn't work lies in how well you deal with the inevitable surprises.

There are several ways to take control of your days and permit yourself to follow your intended schedule:

- ▶ **Just say no.** You don't have to agree to every request and every favor that others ask of you. You're not a bad person if you refuse to do something that will eat up your time and prevent you from accomplishing your goals.

Suppose, for example, a friend sees you in the library and asks to borrow the notes from a class that she missed yesterday and that you attended. It's not an unreasonable request. Here's the problem, though: You don't have your notebook with you, and you'd have to stop by your house to pick it up.

Discussion Prompt: Saying "no" is a perfect example of being able to accept personal responsibility for one's actions. Choices and consequences are a theme you should discuss throughout this course.

Think through what the request entails. *It may be only 10 minutes to your house, but it's another 10 minutes back. That's 20 minutes. And then there's the time that you'll spend meeting her to give her the notes. And then the time it takes to meet her again, once she's copied the notes. Or suppose you decide to wait while she copies them. Overall, you may end up losing an hour.*

The solution? You should probably say no to the immediate request. It's not unreasonable to tell your friend that you don't have the time today to get your notebook. You don't have to refuse her completely. She could stop by your house in the evening to pick up the notes, or you could bring them with you the next day. In short, there are ways to accomplish the goal of helping out your friend without wasting time and sabotaging your schedule.

- ▶ **Get away from it all.** Go to the library. Lock yourself into your bedroom. Find an out-of-the-way, unused classroom.

Any of these places can serve to isolate you from everyday distractions and thereby permit you to work on the tasks that you wish to complete. Try to adopt a particular spot as your own, such as a corner desk in a secluded nook in the library. If you use it enough, your body and mind will automatically get into study mode as soon as you seat yourself at it.

- ▶ **Enjoy the sounds of silence.** Although many students insist they accomplish most while a television, radio, or CD is playing, scientific studies suggest otherwise: We are able to concentrate most when our environment is silent. So even if you're sure you work best with a soundtrack playing, experiment and work in silence for a few days. You may find that you get more done in less time than you would in a more distracting environment.
- ▶ **Take an e-break.** Text messages, phone calls, Facebook status updates, instant messages, e-mail. Who doesn't love to hear from others?

We may not control when communications arrive, but we can make the message wait until we are ready to receive it. Take an e-break and shut down your communication sources for a period of time. Phone calls will be stored in voicemail, and text messages, Facebook updates, and e-mail will be saved on your phone. They'll wait.

- ▶ **Use technology to save time.** Many things—from shopping for clothing to ordering groceries—can be accomplished quickly via the web or phone rather than in person.
- ▶ **Expect the unexpected.** Interruptions and crises, minor and major, can't be eliminated. However, they can be prepared for.

How is it possible to plan for surprises? Although it may still be too early in the term to get a clear picture of what sorts of unanticipated events you'll encounter, you should keep an eye out for patterns. Perhaps one instructor routinely makes surprise assignments that aren't listed on the syllabus. Maybe you're asked to work extra hours on the weekends because someone doesn't show up and you have to work overtime.

You'll never be able to escape from unexpected interruptions and surprises that require your attention. But by trying to anticipate them in advance, and thinking about how you'll react to them, you'll be positioning yourself to react more effectively when they do occur.

Student Alert: Sometimes students (and teachers) are so busy handling the urgent priorities that making time for important priorities is difficult.

Teaching Tip: Students will admit that procrastination is a problem. Ask them about their use of electronic devices for entertainment and constant contact with others. Discuss the magic of an "e-break."

Procrastination

procrastination

The habit of putting off and delaying tasks that need to be accomplished.

Procrastination, the habit of putting off and delaying tasks that need to be accomplished, is like a microscopic parasite. It is invisible to the naked eye, but it eats up your time nonetheless.

It's 10:30 a.m. You've just come out of your Spanish class. You know that there's going to be a test next week, and you've planned to go over the flash cards you made up last night. It's right there in your schedule: "10:30 a.m.—study Spanish vocabulary." But you're thirsty after sitting in class, so you decide to go and buy yourself something to drink.

As you head into the snack bar, you pass by the campus store, and you think about how you need to buy a couple of pens. After finding the kind of pen you like, you go to the checkout line. You pass by a rack of magazines, and, after leafing through a few, decide to purchase one. You can read it while you have your drink. You make your way to the snack bar, buy your soda, and sip it as you read the magazine.

Suddenly, a half hour has gone by. Because so much time has passed, you decide that it won't be worth it to start studying your Spanish vocabulary. So you spend a little more time reading the magazine and then head off to your next class, which is at 11:00 a.m.

You can't control interruptions and crises that are imposed upon you by others. But even when no one else is throwing interruptions at us, we make up our own. Procrastination is a problem that almost all of us face. To identify whether you are a procrastinator, find your "Procrastination Quotient" (see **Try It! 5**).

If you find yourself procrastinating, several steps can help you:

- ▶ *Break large tasks into small ones.* People often procrastinate because a task they're seeking to accomplish appears overwhelming. If writing a 15-page paper seems nearly impossible, think about writing a series of five 3-page papers. If reading a 600-page book seems impossible, think of it as reading three 200-page books.
- ▶ *Start with the easiest and simplest part of a task, and then do the harder parts.* Succeeding initially on the easy parts can make the harder parts of a task less daunting—and make you less apt to procrastinate in completing the task.
- ▶ *Get the hard parts of a task out of the way first.* In contrast to the previous strategy for avoiding procrastination, it sometimes helps to tackle the hardest part of a task first. Getting the hard parts out of the way will make it a lot easier to complete the remaining parts of what you are trying to accomplish.
- ▶ *Substitute something easier for a more difficult task.* If you have to write a letter, can you write a postcard instead? Sometimes it's possible to figure out an easier way to accomplish a task that works just as well.
- ▶ *Just begin!* Sometimes the hardest part of an activity is simply getting started. So take the leap and begin the task, and the rest may follow more easily.
- ▶ *Work with others.* Just being in the same physical location with others can motivate you sufficiently to accomplish tasks that you consider unpleasant and on which you might be tempted to procrastinate. For instance, studying vocabulary words can be made easier if you plan a study session with several of your classmates. Beware, though—if you spend too much time socializing, you lower the likelihood of success.
- ▶ *Understand that false starts are part of the learning process.* Accept that sometimes you will go in the wrong direction when working on a project. Don't let the fear of making mistakes hold you back. Such false starts are part of how we learn.



One antidote to procrastination is working in a study group. You'll be motivated by the presence of others who face the same challenges and assignments that you do.

©Andersen Ross/Getty Images

Find Your Procrastination Quotient

Do you procrastinate? To find out, circle the number that best applies for each question using the following scale:

Strongly agree	4	3	2	1	Strongly disagree
1. I invent reasons and look for excuses for not acting on a problem.					
Strongly agree	4	3	2	1	Strongly disagree
2. It takes pressure to get me to work on difficult assignments.					
Strongly agree	4	3	2	1	Strongly disagree
3. I take half measures that will avoid or delay unpleasant or difficult tasks.					
Strongly agree	4	3	2	1	Strongly disagree
4. I face too many interruptions and crises that interfere with accomplishing my major goals.					
Strongly agree	4	3	2	1	Strongly disagree
5. I sometimes neglect to carry out important tasks.					
Strongly agree	4	3	2	1	Strongly disagree
6. I schedule big assignments too late to get them done as well as I know I could.					
Strongly agree	4	3	2	1	Strongly disagree
7. I'm sometimes too tired to do the work I need to do.					
Strongly agree	4	3	2	1	Strongly disagree
8. I start new tasks before I finish old ones.					
Strongly agree	4	3	2	1	Strongly disagree
9. When I work in groups, I try to get other people to finish what I don't.					
Strongly agree	4	3	2	1	Strongly disagree
10. I put off tasks that I really don't want to do but know that I must do.					
Strongly agree	4	3	2	1	Strongly disagree

Scoring: Total the numbers you have circled. If the score is below 15, you are not a chronic procrastinator and you probably have only an occasional problem. If your score is 16-25, you have a minor problem with procrastination. If your score is above 25, you procrastinate quite often and should work on breaking the habit.

Now, consider the following:

- If you do procrastinate often, why do you think you do it?
- Are there particular subjects or classes or kinds of assignments that you are more likely to procrastinate on?
- Is there something that you are putting off doing right now? How might you get started on it?

Source: Adapted from . . . Ferner, *Successful Time Management* New York: Wiley, 1980, p 33.



WORKING IN A GROUP

Think about the last time you procrastinated. Describe it as completely as you can. What was the task? What did you do rather than doing what needed to be done? What could you have done to avoid procrastinating in this situation? Ask others what strategy they might suggest for avoiding procrastinating.

- ▶ *Keep the costs of procrastination in mind.* Procrastination doesn't just result in delay; it may also make the task harder than it would have been if you hadn't procrastinated. Not only will you ultimately have less time to complete the task, but you may have to do it so quickly that its quality may be diminished. In the worst scenario, you won't even be able to finish it at all.

Balancing College and Life

Time management is especially challenging if you have caregiver responsibilities for children or other family members such as aging parents. Not only does your family demand—and deserve—substantial amounts of time, but juggling college and family (and often work) obligations is often more than a full-time job. However, there are some specific strategies that can help.

Teaching Tip: Have students generate a list of ways they allow others to misuse their time and then brainstorm solutions to the problem.

Dealing with Childcare Demands

- ▶ *Provide activities for your children.* Kids enjoy doing things on their own for part of the day. Plan activities that will keep them happily occupied while you're doing schoolwork.
- ▶ *Make spending time with your children a priority.* Carve out “free play” time for your kids. Even 20 minutes of good time devoted to your children will give all of you—you and them—a lift. No matter how busy you are, you owe it to your children—and yourself—to spend time as a family.
- ▶ *Enlist your child's help.* Children love to play adult and, if they're old enough, help you study. Maybe they can help you clear a space to study. Perhaps you can give them “assignments” that they can work on while you're working on your assignments.
- ▶ *Encourage your child to invite friends over to play.* Some children can remain occupied for hours if they have a playmate.
- ▶ *Use screen time appropriately.* Age-appropriate shows like Sesame Street, Netflix downloads, and even video games can be not only engaging, but educational. The trick is to monitor what your children watch.
- ▶ *Find the best childcare providers that are available.* The better the care your children are getting, the better you'll be able to concentrate on your schoolwork. You may still feel guilty that you're not with your children as much as you'd like, but accept that guilt. Remember, your attendance in college builds a better future for your children.
- ▶ *Use your children's “downtime” effectively.* If your children are young, use their nap time as a chance to catch up on schoolwork. Or consider getting up early, before your children wake up, for a period in which you will have fewer interruptions than later in the day.
- ▶ *Accept that studying will be harder with kids around.* It may take you longer to study, and your concentration may suffer from the noise that kids make. But remind yourself what that noise represents: the growth and development of someone that you love. One day your children will be grown, and without a doubt there will be times that you'll miss their high level of energy and activity.

“I had a friend who was concentrating in pre-med. He put off studying for his chem midterm until 10 p.m. the night before, spending his time instead at the movies and the campus hangout. After bombing the exam, he told us he did not have enough time to study. Basically, he gave himself an excuse to fail.”

Gottesman, G. (1994). *College Survival*. NY: Macmillan. P. 70.

Dealing with Eldercare Demands

- ▶ *Encourage as much independence as possible on the part of older adults for whom you are responsible.* Not only will it take some of the pressure off you, but it will be helpful to adults.
- ▶ *Ask for support from your siblings and other family members.* Caring for an ill or aging parent should be a family affair, not a burden that falls on any one individual.
- ▶ *Determine what community resources are available.* Local centers for aging may provide assistance not only to the elderly but also to their caregivers.
- ▶ *Respect your own needs.* Remember that your own priorities are important. Elders for whom you are responsible will understand that you will sometimes need to put yourself first.

Balancing College and Work Demands

Discussion Prompt: Ask your students how many have jobs outside of class. You might be surprised at how many hours they are working and how little time they believe they have free for studying.

Juggling college and a job can be exhausting. Not only must you manage your time to complete your schoolwork, but in many cases you'll also face time management demands while you are on the job. Here are some tips to help you keep everything in balance:

- ▶ *Make to-do lists for work, just as you would for your schoolwork.* In fact, all the time management strategies that we've discussed can be applied to on-the-job tasks.
- ▶ *If you have slack time on the job, get some studying done.* Try to keep at least some of your textbooks, class notes, or notecards always with you so you can refer to them. Of course, you should never do schoolwork without your employer's prior agreement. If you don't get permission, you may jeopardize your job.
- ▶ *Use your lunch or dinner hour effectively.* Although it's important to eat a nutritious lunch and not to wolf your food down, you may be able to use some of the time allotted to you for lunch to fit in some studying.
- ▶ *Ask your employer about flextime.* If your job allows it, you may be able to set your own hours, within reason, as long as the work gets done. If this is an option for you, use it. Although it may create more time management challenges for you than would a job with set hours, it also provides you with more flexibility.
- ▶ *Always keep in mind why you're working.* If you're working because it's your sole means of support, you're in a very different position from someone who is working to earn a bit of extra money for luxuries. Remember what your priorities are. In some cases, school should always come first; in others, your job may have to come first, at least some of the time. Whatever you decide, make sure it's a thoughtful decision, based on consideration of your long-term priorities.

E Evaluate

Checking Your Time

Evaluating how you use your time is pretty straightforward: Either you accomplished what you intended to do in a given period, or you didn't. Did you check off all the items on your daily to-do list? If you go over your list at the end of every day, not only will you know how successful your time management efforts have been, but you will be able to incorporate any activities you missed into the next day's to-do list.

The check-off is important because it provides an objective record of what you have accomplished on a given day. Just as important, it provides you with concrete

On-the-Job Time Management

Think you're busy now just wait: Once you are building your career and working at a full-time job, you may look back on your college years as a period of relative leisure.

For employees with a demanding boss who may, without warning, give them an urgent assignment due the next morning, time is always at a premium. This means that time management is an essential survival skill when developing your career. In fact, time management may be a talent that you'll need in the working world even more than you did while you were getting your college education.

When you are in school, most assignments are scheduled far in advance—usually at the start of the term. Most often, requirements are set forth plainly on a syllabus, and typically there are no new assignments added as the term moves forward. That means you can carefully map out your use of time over the term.

In the business world, things are often different. Crises occur, perhaps due to manufacturing problems or client demands, that require sudden flurries of work. In some jobs, you may be forced to drop everything you normally work on and pitch in on a sudden new task. As a result, your plans to complete your everyday work may be disrupted completely.

You'll also need to learn new time-management strategies on the job. For instance, if you supervise other employees, it may be possible to delegate some work to them, allowing them to help you complete assignments. Or sometimes it may be possible to deflect assignments right to you by a boss to some other unit or department.

In short, time management is a skill that will help you build a successful career. Learning the basic principles of time management now will help you well beyond your years in college.



reinforcement for completing the task. As we have noted, there are few things more satisfying than gazing at a to-do list with a significant number of check marks.

Of course, you won't always accomplish every item on your to-do list. That's not surprising, nor even particularly bad, especially if you've included some second- and third-level priorities that you don't absolutely have to accomplish and that you may not really have expected you'd have time for anyway.

Give yourself a virtual pat on the back for completing the things that you've accomplished. Successful time management is not easy, and if you've improved at all, you deserve to feel some personal satisfaction.

R Rethink Reflecting on Your Personal Style of Time Management

Teaching Tip: Connect the skill of time management to the individual student's life.

At the end of the day, after you've evaluated how well you've followed your time management plan and how much you've accomplished, it's time to rethink where you are. Maybe you've accomplished everything you set out to do, and every task for the day is completed, and every item on your to-do list has a check mark next to it.

Or maybe you have the opposite result. Your day has been a shambles, and you feel as if nothing has been accomplished. Because of a constant series of interruptions and chance events, you've been unable to make headway on your list.

Or—most likely—you find yourself somewhere in between these two extremes. Some tasks got done, while others are still hanging over you. Now is the time to rethink in a broad sense how you manage your time by doing the following:

- ▶ **Reassess Your Priorities.** Are you expecting too much of yourself, given the constraints in your life? Sometimes it makes sense to reassess your priorities to be sure you're attempting to do what is most important to you. You need



Managing your time effectively will allow you to make the most of every moment, helping you accomplish the things that are most important to you.

©JGI/JamieGill/Getty Images

Teaching Tip: Refer back to the activities done to assess whether there is time to “do more.” Just as important, discuss the difference between engagement and simply scheduling activities. The energy needed for success is entirely different.

“Our costliest expenditure is time.”

Theophrastus, quoted in *Diogenes Laertius’s Lives and Opinions of Eminent Philosophers*, tr. R.D. Hicks, (1925). Loeb Classical Library.

to take into account your strengths, weaknesses, and values. You also need to try to answer the question “Who am I?” in order to ensure that your priorities are optimal for *you*.

- ▶ **Reconsider Your Personal Style of Time Management.** We’ve outlined one method of time management. Although it works well for most people, it isn’t for everyone. Some people just can’t bring themselves to be so structured and scheduled. They feel hemmed in by to-do lists.

If you’re one of those people, fine. You don’t need to follow the suggestions presented in this chapter exactly. In fact, there are lots of other aids to manage your time. Software companies produce time management apps, and you can keep your calendar in Microsoft’s *Outlook* or Apple’s *Calendar*. In addition, publishing companies produce elaborate hard-copy planners, such as Day-Timers.

However you choose to manage your time, the important thing is to do so consistently. And remember that whatever approach to time management you take, it will work best if it is compatible with your own personal values and strengths. Keep experimenting until you find an approach that works for you.

- ▶ **Consider Doing Less.** If you keep falling behind, do less. There are only 24 hours in the day, and we need to sleep for about one-third of the time. In the remaining hours, it simply may be impossible to carry a full load of classes and work full-time and care for a child and still have some time left to have a normal life.

Consequently, if you consistently fall behind in your work, it may be that you are doing too much. Reassess your goals and your priorities, and make choices. Determine what is most important to you. It’s better to accomplish less, if it is accomplished well, than to accomplish more, but poorly.

- ▶ **Do More.** Although it is a problem that many of us would envy, some people have too much time on their hands. Their classes may not be too demanding, or work demands may suddenly slacken off. If this happens to you, take advantage of your time. For example, you might use the extra time to simply relax and enjoy your more unhurried existence. There

is a good bit to be said for having time to let your thoughts wander. We need to take time out to enjoy our friends, admire the flowers in the park, exercise, consider the spiritual side of our lives, and the like.

On the other hand, if you consistently have more time than you know what to do with, reflect on what you want to accomplish and add some activities that help you reach your goals. For example, consider becoming involved in a service-learning activity. Volunteer your time to the community. Talk to your academic advisor about taking an extra course during the next term.

But whatever you decide to do, make a real decision. Don’t let the time slip away. Once it’s gone, it’s gone forever.

Speaking of Success



Source: Courtesy of Rebecka Clark

NAME: Rebecka Marie Clark

SCHOOL: Pima Medical Institute

When Rebecka Marie Clark entered college, she found quickly that different students learn in different ways. “Academics have never been my strong suit as I am a very strong kinesthetic learner,” she says. “You can have me read all day and test me, but it’s not until I apply and practice [what I’ve heard] do I understand concepts.”

Because of this, a hands-on program like dental assisting seemed to be a perfect fit for Clark. She worked hard to get into a dental assisting program, taking and retaking courses to bring up her GPA, and after completing the program, eventually she landed an assistant job. But after a period of time, she decided that she wanted to further her education, and Rebecka began a dental hygiene program.

Though she was pleased to be in the program, balancing school, work, and life was difficult. “I was a single mom,” she recalls. “I moved back in with my mom when I got into hygiene school to help with my daughter and alleviate debt accumulation. However, this also meant

spending 4-6 hours in the car or bus every day.” Trying to take advantage of a difficult situation, Clark learned to use her downtime on her commute to study, listen to lectures, work on homework and memorize notecards.

She also learned to study better. “I was that student that used to write down everything and anything,” she says. “I didn’t know what I needed to know so I tried to memorize the whole book.” As she learned better study habits, she realized how to prioritize the important concepts and to take better notes. “I learned to get into a rhythm and apply what I read to real world situations,” she recalls.

Clark encourages new students to eliminate “hard” from their vocabulary. “Nothing is ever hard, but it can be challenging,” she says. “Looking at things as a challenge gives me reason and motivation to overcome that challenge.” She hopes that when others look at situations as challenging instead of hard, they, too, can be motivated to succeed.

[RETHINK]

- What do you think Clark means when she says students should eliminate “hard” from their vocabulary?
- As a single mother, how can technology make her academic pursuits easier?

Looking Back

LO 2-1 Discuss strategies to manage your time effectively.

- ▶ Decide to take control of your time.
- ▶ Become aware of the way you use your time now.
- ▶ Find your time style and create a time log.

LO 2-2 Explain ways to balance competing priorities.

- ▶ Set clear priorities.
- ▶ Consider how your competing priorities relate to one another.
- ▶ Identify your prime time for working, and estimate needed study time.
- ▶ Use time management tools such as a master calendar, a weekly timetable, and a daily to-do list.

LO 2-3 Identify ways to deal with surprises and distractions.

- ▶ Deal with surprises by saying no, getting away from it all, working in silence, taking control of communications, using the phone to conduct transactions, and leaving slack in your schedule to accommodate the unexpected.
- ▶ Avoid procrastination by breaking large tasks into smaller ones; starting with the easiest parts of a task first; working with other people; and calculating the true costs of procrastination.
- ▶ Learn strategies for balancing school and other life responsibilities.
- ▶ Manage work time carefully, use slack time on the job to perform school assignments, use flextime, accept new responsibilities thoughtfully, and assign the proper priority to work.

Teaching Tip: At midterm, ask students questions keyed to the Learning Objectives.

[KEY TERMS AND CONCEPTS]

Daily to-do list p. 39)

Master calendar (p. 38)

Priorities p. 35)

Procrastination p. 46)

Time log p. 33)

Weekly timetable p. 38)

[RESOURCES]

ON CAMPUS

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

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

IN PRINT

Stephen Covey's *The Seven Habits of Highly Successful People* (Simon & Schuster, 2013, plus a 2017 infographics edition), David Allen's *Getting Things Done: The Art of Stress-Free Productivity* (Penguin Books, 2015), and Laura Vandererg's *I Know How She Does It: How Successful Women Make the Most of Their Time* (Portfolio, 2017) offer practical, hands-on guides to time management.

Microsoft Outlook 2016 Step by Step (Microsoft Press), by Joan Lambert, provides a quick, hands-on introduction to Microsoft's Outlook software, a popular time management program that is part of the Microsoft Office Suite.

Finally, Andrew Smart's *Autopilot: The Art and Science of Doing Nothing* (Fingerprint Publishing, 2017) is an antidote to the impulse to schedule every minute of our days. The book celebrates taking time out and devoting it to oneself, using scientific findings to explain the importance of doing nothing.

ON THE WEB

The *P.O.W.E.R. Learning* Connect Library provides online versions of all the time management forms presented in this chapter. You can complete the forms online or download them and print out as many copies as you need.

- ▶ Penn State University offers helpful advice on time management at <http://pennstatelearning.psu.edu/time-management>.
- ▶ Useful tips for managing your time and prioritizing tasks can be found at the University of Nebraska website at <https://ianrhr.unl.edu/time-management>.

The Case of . . .

The Time of His Life

Will Linz couldn't believe it. On the same day he had completed his term paper and handed it in, his instructor announced a test for the following week. When the class protested that the test hadn't been listed in the syllabus, the instructor murmured that she'd made a mistake and was sorry about the short notice.

Will panicked when he remembered that next week he also had to complete two lab reports he had put off because he had been working on his term paper. Even worse, next weekend was lost. He had promised—promised!—his

girlfriend, who wasn't in college and worked full-time, that he would go with her to her annual company picnic. Although he dreaded the thought of being with a bunch of people he barely knew, he'd finally agreed to go just last week.

As he was driving home thinking about all this, his car started to sputter and then stalled. He was unable to get it started. That was it. He sat there on the side of the road, feeling like his life had completely fallen apart and wondering how he'd ever get it back together again.

1. What might you tell Will that could help solve his predicament?
2. Is there anything Will could have done to prevent the situation he now faces from occurring in the first place?
3. What specific time management techniques might Will have employed in the past to avoid these problems?
4. What strategies might Will use now to take control over his limited time during the coming week?
5. What advice could you give Will to try to prevent problems in time management for his next term?