

- **How can I use this feature?** Case studies are excellent discussion generators. Generally, students are interested in other students. Ask your students to come to class ready to discuss Gloria or Derek or Anthony by jotting down answers to the “What Do *YOU* Think?” questions immediately after the case, or put students in pairs or groups to discuss these questions. At the end of each chapter, students are asked to revisit the case, based on what they have learned by working through the chapter, by responding to a section called “*NOW* What Do You Think?” Their opinions may have changed, based on new information they have learned. Something that seemed like a simple fix may be seen more realistically now, and students will have an opportunity to apply what they have just learned, which provides reinforcement.



Entrance and Exit Interviews

- **Why should I use this feature?** Many institutions (perhaps even yours) spend thousands of dollars each year on commercial instruments to collect data about their students. Other institutions cannot afford such expenditures, have never found an instrument that suits their needs, or have never initiated this practice. For these reasons, *FOCUS* comes with its own built-in pre- and post-instruments to measure students’ *expectations* of college at the outset, and their *experience* of college at the end of the course. The instruments appear in the text in the front and back matter for pencil and paper administration, on the text’s CourseMate web site for online administration, and via clicker technology with JoinIn on TurningPoint. Some of the questions are general in nature (How many hours per week do you expect to study for your classes?) and some are specific to *FOCUS* content, asking students which chapter topics they’re most interested in and which they expect to be most difficult to apply. Not only will you learn about your students and their individual and collective characteristics, but you will be alerted to students who may need additional support or intervention. Students will learn about themselves, and your institution may wish to collect these data broadly about the entering class each year.
- **How can I use this feature?** Ask your students to fill out the Entrance Interview at the beginning of the course, either via technology or on paper. Alternatively, send it out before the course begins, along with summer reading materials or a welcome letter from your institution. Or if your first-year seminar program uses peer mentors, ask them to conduct actual one-on-one interviews, using the instrument and write down interviewees’ responses. Do the same thing with the Exit Interview at the end of the course. The annotated versions of the Entrance and Exit Interviews in the Annotated Instructors’ Edition give the rationale for each question and comparison guidelines for the two instruments so that you can note changes in individual students over the term.



“Inside the *FOCUS* Studio” and *FOCUS* TV

- **Why should I use this feature?** According to Nielsen Media Research, the average college student watches 3 hours and 41 minutes of television per day. The VARK Learning Style Questionnaire categorizes television as kinesthetic, the preferred learning style of many of today’s college students. *FOCUS* has devised an alternative way to deliver content by creating short, mock television shows, based on Bravo’s 13 time Emmy-Award nominated program, “Inside the Actors Studio.”
[See http://www.bravotv.com/Inside_the_Actors_Studio/] James Lipton’s (Dean Emeritus of Actors Studio’s MFA drama program) insightful interviews of actors from stage to screen are “replicated” with Constance Staley as host and *FOCUS* cast members as guests. Episodes appear, along with discussion questions, in “YouTube” style on the text’s CourseMate Website for Chapter 1 (Gloria Gonzales, “Building Dreams, Setting Goals”), Chapter 7 (Darnell Williams, “Developing Your Memory”), Chapter 10 (Kia Washington, “Building Relationships, Valuing Diversity”), Chapter 11 (Ethan Cole, “Choosing a College Major and Career”), and Scripts were written by New York comedy writer Matthew McClain, and a short comedy segment appears as part of each episode amidst content coverage for these chapters. The episodes were co-produced by Matthew McClain and Constance Staley in the television studios at the University of Colorado, Colorado Springs.
- **How can I use this feature?** The television shows are excellent ways to introduce the chapters or to review them, since each episode generally covers the “You’re About to Discover” bullets at the start of that chapter. You may show episodes in class, or ask students to view them at home and answer the questions on their own to discuss later in class.



MP3 Format iAudio Chapter Summaries

- **Why should I use this feature?** Today’s students are wired for sound. Whenever you see them walking across campus, they’re either on their cell phones or have their earplugs inserted. Some of their instructors podcast lectures as a way of re-viewing or pre-viewing (or in this case, listening rather than viewing) course content. Again, written by Matthew McClain, these three to four-minute summaries reinforce *FOCUS* content. Students can download these segments from the text’s CourseMate and use them to get each chapter’s “big ideas” while pumping gas or waiting for their laundry to dry, for example.
- **How can I use this feature?** You may use this feature however you wish: by asking students to listen to the podcasts immediately after class, for example, while ideas are fresh, as they prepare for quizzes, or before reading the chapter so they know what to watch for. The options are limitless. While aural learners may be most benefited by this feature, all students can use them to reinforce their learning since they are chapter summaries.



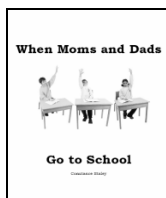
Challenge Yourself Online Quizzes

- **Why should I use this feature?** Simply put, preparing for quizzes enhances learning and helps assure that students are doing assigned reading. However, Challenge Yourself Quizzes are different from most. Within each chapter quiz, questions are graduated according to cognitive complexity, generally following Bloom's Taxonomy.
- **How can I use this feature?** You may use this feature as you see fit, depending on the academic skills of your students. Indicate that the point of Challenge Yourself Quizzes is just that—to challenge yourself. Eventually, they should move beyond their comfort zones and try more challenging questions. Quizzes can easily be incorporated into online or classroom-based courses and the CourseMate allows students to automatically submit their scores to you or your peer mentor.



Team Career Exercises

- **Why should I use this feature?** Employers are unanimous about the fact that many of today's students graduate with technical expertise in their disciplines, but they are less skilled at using "soft skills," like communication, collaboration, and teamwork. Available on the CourseMate, *FOCUS* Team Career Exercises are creative applications of chapter material that are to be done in small groups or pairs, typically outside of class. The side benefit of the actual content learned about the workplace and careers, of course, is that students will need to work together to accomplish them. In each chapter, Team Career Exercises are referenced immediately after the "How Would YOU Like It?" career box in each chapter.
- **How can I use this feature?** Assign these activities as homework and debrief in class or have students choose, for example, three Team Career Exercises to do with an ongoing group over the term and keep a learning log about their experiences.



When Moms and Dads Go to School (book for non-traditional students' children)

- **Why should I use this feature?** As a woman who went back to school for both a master's degree and Ph.D. with two young children at home, I am particularly sensitive to the needs of non-traditional students. The challenges of raising a family while juggling academic courses

and a job are overwhelming at times. *When Moms and Dads Go to School* is a picture book for children that explains the ups and downs of life as an adult student and parent. I have tested it with five-year olds, and they grasped the concepts very well.

- **How can I use this feature?** Students who are interested may download the book from the *FOCUS* CourseMate or read it to their children on screen.



Orientation Materials

- **Why should I use this feature?** Many institutions struggle with organizing orientation programs for incoming first-year students and their families. How do we make sure our institution is well represented? How can we make certain students are engaged? Is too much information being presented, or too little, or the *right* information? What should be done about overly assertive parents? One suggestion is to conduct student and parent orientation sessions by grouping them by particular topic choices and using color PDFs of *FOCUS* Challenge Cases to generate discussion (students and goals, Chapter 1; students and careers, Chapter 11, etc.).
- **How can I use this feature?** When families sign up for orientation dates, ask them to register for particular mini-courses of interest (based on *FOCUS* chapters). You may wish to divide student and parent groups so that discussions can be directed more easily and train faculty and staff to facilitate these discussions.



Common Reading Accompaniment or Chapter 1 of *FOCUS* as Stand-Alone Summer Reading

- **Why should I use this feature?** Many schools send a book or reader to incoming first-year students over the summer to serve as an initial common academic exercise. If a book is selected, sometimes the author of the book is invited to speak at an opening convocation ceremony. Although there are many ways to conduct a summer reading program, and even if your institution doesn't have one, consider sending a color PDF of the first chapter of *FOCUS* to each incoming student, along with a welcome letter or book before school starts. (Contact your Wadsworth Sales representative for details.) Many institutions report that students read this initial assignment with vigor and arrive at school ready to go.
- **How can I use this feature?** Encourage students to mark up the chapter, fill in the exercises and activities on the color PDF, and come to class prepared to discuss Gloria Gonzales and the chapter's content. Doing so is an excellent way to launch the *FOCUS* experience and assure that students are engaged from day one.

DESIGNING A SYLLABUS WITH *FOCUS*

By Constance Staley

“The syllabus—what students eagerly await on the first day; a record of the class; one of the only artifacts to remain after the students move on. Your syllabus represents both an end and a beginning—a final product of your course planning and a valuable way to introduce yourself and the course to your students... Research indicates that outstanding instruction and a detailed syllabus are directly related.”⁹

What should a syllabus include?

Here’s a checklist to consider:

Basic Information

- ☐ course title/number/section, days and times taught, location of class
- ☐ semester and year course is being taught
- ☐ your name and office number, office location, e-mail, phone number
- ☐ office hours
- ☐ web site address or group e-mail addresses

Course or Section Description

- ☐ goals/objectives/value of the course

Course or Section Texts/Materials

- ☐ text: title, author, edition
- ☐ where texts can be bought
- ☐ other necessary equipment or materials (e.g., sticky notes or dots)

Course Schedule/Weekly Calendar

- ☐ dates of all assignments and exams
- ☐ dates when readings are due
- ☐ holidays and special events (e.g., field trips, guest speakers)

Course or Section Policies

- ☐ attendance/tardiness
- ☐ class participation (if you choose to assign points)
- ☐ late/missing assignments
- ☐ academic dishonesty
- ☐ explicit grading criteria
- ☐ expectations/grading standards
- ☐ accommodation for missed quizzes, etc.

⁹ [Sinor and Kaplan, Center for Research on Learning and Teaching. Available at http://www.crlt.umich.edu/gsis/P2_1.html]

Other Handouts or Information Relevant to Your First-Year Seminar Course

- ___ availability of outside help (e.g., tutoring services, language labs, Writing Center)
- ___ unique class policies
- ___ a short bio about you
- ___ a written introduction or worksheet for the icebreaker
- ___ questions to answer so that you can announce the class profile the following week: “In this section, we have three athletes, one biology major, four musicians...”
- ___ color, art, symbols, a syllabus cut up as a puzzle—be creative!
- ___ Entrance Interview from *FOCUS* for students to return to you

Credit Hour Variations and *FOCUS*

Obviously, if your first-year seminar course is a three-hour course, you can capitalize on many of the *FOCUS* features. Because each chapter is rich, decide what has the most value for your students, and you’ll be able to maximize all *FOCUS* has to offer. If your course is a one or two-hour course, consider these options:

- Use the concise edition or a custom edition of the book, eliminating chapters you have not traditionally included in the course, such as “Speaking and Writing” or “Wellness.”
- Use the entire book, but selectively, in this manner: determine eight essential chapters, and then allow your students to vote on two more chapters to cover as course material. Giving students a voice can be important. Students who wish to read more may elect to. (For example, when I have tried this in a one-credit course, some students have said things like this: “I’d like to read the relationships chapter on my own, even though the class has not selected it, because I’m having trouble with a relationship right now. Is that OK?”)
- Divide the class up into five groups based on *FOCUS* features, for example:
 - a). Challenge→Reaction boxes
 - b). Insight→Action boxes
 - c). C Factor: Curiosity
 - d). C Factor: Career Outlook
 - e). C Factor: ControlMake these “permanent” groups throughout the course, if you wish, with several groups reporting each week on these features.
- Divide the class by VARK learning style preference groups, and since the largest proportion of students, statistically, is likely to be multimodal, group them by their highest VARK score, even if it is only slightly higher. Get students involved in “VARKing” the course by presenting material in their group’s learning modality.
- Omit several chapters, but ask student groups to present chapter highlights in class. For example, if you omit chapters 3, 6, 7, and 11, divide the class into four groups, and have a week devoted to group presentations on these chapters. You may be amazed by what students come up with!

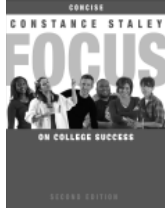
- Bypass a few features, based on the characteristics of your group and your own preferences. For example, if you have used the MBTI in the past and consider yourself well versed in it, have your students do the SuccessTypes Learning Style Type Indicator (or the full MBTI, if a unit on campus offers it), and as a trade-off, elect not to cover something else. Few faculty cover every single option exactly as presented in every single textbook they use. Instead they tailor course materials to their own strengths and interests.

A sample syllabus for a 16 week semester follows. For a trimester or quarter-based course, consider the suggestions above.

Sample Syllabus (16 week semester)

Course: College Success 101

TEXT:



CHAPTER

ASSIGNMENT



1

Read: Chapter 1: Building Dreams, Setting Goals

Watch: “Inside the *FOCUS* Studio” episode on dreams and goals

Homework: Complete Exercise 1.3 (The Ideal Student) and bring your results to class.



2

Read: Chapter 2: Learning about Learning

Homework: Complete Exercise 2.3 (VARK Learning Styles Assessment) and bring your results to class.



3

Read: Chapter 3: Managing Your Time and Energy

Watch: “Focus TV” episodes on Time Management and Procrastination

Homework: Complete Exercise 3.3 (Term on a Page) and bring your results to class.



4

Read: Chapter 4: Thinking Critically and Creatively

Watch: “FOCUS TV” episode on critical thinking

Homework: Complete Exercise 4.2 (Rocky Mountain State University Case Study and Simulation) and bring your responses to class.



5

Read: Chapter 5: Developing Information Literacy, Writing, and Speaking Skills

Homework: Complete Exercise 5.1 (How Tech Savvy Are You?) and bring your results to class.



- 6 **Read:** Chapter 6: Engaging, Listening and Note-Taking in Class
Homework: Complete Exercise 6.2 (How Well Do You Take Notes?) and bring your results to class.

MIDTERM QUIZ - Use your iAudio chapter summaries to study!



- 7 **Read:** Chapter 7: Developing Your Memory
Watch: Inside the *FOCUS* Studio episode on memory
Homework: Complete Exercises 7.1 (Subjective Memory Test) and 7.2 (Test Your Memory) and bring your results to class.

CLASS FIELD TRIP? GUEST SPEAKERS?



- 8 **Read:** Chapter 8: Reading and Studying
Watch: “FOCUS TV” episode on reading
Homework: Complete Exercise 8.3 (You Are What You Read!) and e-mail your PowerPoint file to your instructor before coming to class.



- 9 **Read:** Chapter 9: Taking Tests
Watch: “FOCUS TV” episode on test taking
Homework: Complete Exercise 9.1 (Do You Suffer from Test Anxiety?) and bring your results to class.



- 10 **Read:** Chapter 10: Building Relationships, Valuing Diversity
Watch: “Inside the *FOCUS* Studio” episode on emotional intelligence
Homework: Complete Exercise 10.1 (How Would You Respond?) and bring your results to class.



- 11 **Read:** Chapter 11: Choosing a College Major and Career
Watch: “Inside the *FOCUS* Studio” episode on choosing a major
Homework: Complete Exercise 11.1 (How Do You Look?) and bring your results to class.

**SERVICE-LEARNING (OR RESEARCH, ETC.) STUDENT PRESENTATIONS,
COURSE CRITIQUES, PIZZA, AND GOODBYES**

***FOCUS* ON COLLEGE SUCCESS
CONCISE EDITION**

TEST BANK

BY JOHN COWLES & RIC UNDERHILE

CHAPTER 1: BUILDING DREAMS, SETTING GOALS

Challenge Yourself Quiz

1. Transformative learning is the process of
 - A. memorizing facts, figures, and quotes.
 - B. being aware of your learning style.
 - C. taking on challenges.
 - D. a process of examining, questioning, validating, and revising personal perceptions.
2. *FOCUS* describes four C-factors of intrinsic motivation. They are
 - A. curiosity, control, caring, challenge.
 - B. curiosity, control, career outlook, caring.
 - C. curiosity, control, career outlook, challenge.
 - D. curiosity, character, career outlook, challenge.
3. Doing your academic work because you want to earn good grades and accumulate credits are examples of
 - A. extrinsic motivation.
 - B. intrinsic motivation.
 - C. performance-based thinking.
 - D. learner-based thinking.
4. Participating in a First-Year Experience course:
 - A. has statistically moderate and slight, neutral effects on transition to college.
 - B. has statistically significant and substantial, positive effects on transition to college.
 - C. has statistically inconclusive and neutral effects on transition to college.
 - D. has little research indicating any effect on transition to college.
5. Multitasking
 - A. challenges your mind to learn how to do more things at one time.
 - B. is a sign of someone who seeks challenges, values efforts, and perseveres even when things become difficult.
 - C. is an example of substantially changing your intelligence.
 - D. disrupts your productivity, ability to focus, and learning.
6. Luis is a new first-year student. His belief is that “Individuals have a certain amount of intelligence, and can’t really do much to change it.” According to chapter one of *FOCUS*, Luis is a _____.
 - A. performer.
 - B. learner.
 - C. poor student.
 - D. good student.

7. Hannah is a single parent who works two jobs for a total of 50 hours per week. According to *FOCUS*,
 - A. there is no way she can succeed in college.
 - B. if she doesn't buckle down, she will fail.
 - C. knowing the statistics about obstacles to college success could discourage her and cause her to fail.
 - D. this fact about her won't determine her college success, but it is an example of a the kinds of problems that can interfere.

8. Challenge→ Reaction→ Insight→ Action are the steps described in chapter one of *FOCUS* as
 - A. "the system" used in the book.
 - B. the only way to learn.
 - C. major divisions in the chapter.
 - D. a fool-proof learning process.

9. Gaining greater understanding of who encourages you in college, who asks how you are doing, and which of your friends value academic success are all examples of
 - A. your ability to adapt.
 - B. cultivating a positive attitude.
 - C. taking steps to get involved in co-curricular activities.
 - D. developing a personal support system.

10. *FOCUS* advises that _____ can lead to sacrificing the self-discipline required for in-depth study.
 - A. trying to balance work and school
 - B. making money
 - C. multitasking
 - D. being extrinsically motivated

11. Monique's mother has suggested that Monique earn a degree in business. Although Monique is interested in business, she really wants to become an actress. Which of the following is the best plan of action for Monique?
 - A. Waiting until the end of her first semester before deciding on a major.
 - B. Giving in to her mother's pressure because she is paying Monique's tuition.
 - C. Taking business, theater, and general education classes her first year so that she can see where her strengths and interests really lie.
 - D. Insisting that she knows what's best for her despite her mother's suggestion.

12. Characteristics of an effective college success plan should include
- A. self-exploration and knowledge of why you chose to attend or return to college; a specific career goal or willingness to explore possibilities; a desire to improve the quality of your life; motivation to fulfill a commitment.
 - B. self-exploration; a desire to please others; a dream of making a high salary; becoming the person your family wants you to be.
 - C. knowledge of why you chose to attend or return to college; having a specific career goal; wanting to improve your quality of life; dreaming of getting the highest paying job possible.
 - D. adapting to challenges; developing a positive attitude; attending classes; taking complete notes and getting mostly A's; making friends.
13. According to chapter one of *FOCUS*:
- A. effort is more important than ability.
 - B. ability is more important than effort.
 - C. both ability and effort are important.
 - D. ability and effort are both things that are entirely within your control.
14. Crystal is immobilized by fear of making mistakes in her math class. What's the best course of action for her?
- A. She should do the work, regardless.
 - B. She should drop her math class.
 - C. She should realize that increasing her effort can help her succeed and devote more time to her math class.
 - D. She should get the answers to the math problems in her textbook from the web and just get through the course.
15. According to Rick Snyder's research, students who scored higher on a measure of _____ got higher grades.
- A. curiosity
 - B. hope
 - C. challenge
 - D. career outlook

Chapter 1

Answer Key

1. D
2. C
3. A
4. B
5. D
6. A
7. D
8. A
9. D
10. C
11. C
12. A
13. C
14. C
15. B