

P O W E R

Learning

**Strategies for
Success in Higher
Education and Life**

Second Canadian Edition



Robert S. Feldman

University of
Massachusetts—Amherst

Sheila Chick

Fanshawe College



**McGraw-Hill
Ryerson**

Toronto Montréal Boston Burr Ridge, IL Dubuque, IA Madison, WI New York
San Francisco St. Louis Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid
Mexico City Milan New Delhi Santiago Seoul Singapore Sydney Taipei



P.O.W.E.R. Learning
Second Canadian Edition

Copyright © 2005, 2003, by McGraw-Hill Ryerson Limited, a Subsidiary of The McGraw-Hill Companies. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of McGraw-Hill Ryerson Limited, or in the case of photocopying or other reprographic copying, a license from The Canadian Copyright Licensing Agency (Access Copyright). For an Access Copyright licence, visit www.accesscopyright.ca or call toll free to 1-800-893-5777.

ISBN: 0-07-091977-1

1 2 3 4 5 6 7 8 9 10 QD 0 9 8 7 6

Printed and bound in the United States of America

Statistics Canada information is used with the permission of the Minister of Industry, as Minister responsible for Statistics Canada. Information on the availability of the wide range of data from Statistics Canada can be obtained from Statistics Canada's Regional Offices, its World Wide Web site at <http://www.statcan.ca>, and its toll free access number 1-800-263-1136.

Care has been taken to trace ownership of copyright material contained in this text; however, the publisher will welcome any information that enables them to rectify any reference or credit for subsequent editions.

Sponsoring Editor: Leanna Maclean
Developmental Editor: Christine Gilbert
Marketing Manager: Dawn Doherty
Supervising Editor: Jaime Smith
Copy Editor: Erin Moore
Senior Production Coordinator: Jennifer Wilkie
Page Layout: Sharon Lucas
Cover Design: Sharon Lucas
Printer: Quebecor Printing Dubuque, Inc.

Library and Archives Canada Cataloguing in Publication

Feldman, Robert S. (Robert Stephen), 1947-
P.O.W.E.R. learning / Robert S. Feldman, Sheila Chick. — 2nd Canadian ed.

Includes bibliographical references and index.
ISBN 0-07-091977-1

1. College student orientation. 2. Study skills. 3. College students—Life skills guides. I. Chick, Sheila II. Title.

LB2343.3.F44 2005

378.1'98

C2004-907320-6

Contents

Preface	iii
About the Authors	xxii
Acknowledgments	xviii

Part One: Getting Started

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

Looking Ahead	2	<i>Rethink</i>	15
Why Go to College or University?	3	<i>Try It! 6: The Good and The Bad</i>	16
<i>Try It! 1: Why Am I Going to College or University?</i>	4	Are You Ready to Become a P.O.W.E.R. Learner?	17
<i>Journal Reflections: My School Experiences</i>	5	Career Connections: P.O.W.E.R. Learning Meets the World of Work	18
P.O.W.E.R. Learning: The Five Key Steps to Achieving Success	5	<i>Try It! 7: Employability Skills Profile</i>	19
<i>Prepare</i>	6	Looking Back	21
<i>Try It! 2: How I Can Benefit from My Student Success Course</i>	7	<i>Try It! 8: Are You Afraid of Success?</i>	22
<i>Try It! 3: Course Goals</i>	8	Speaking of Success: Roberta Bondar	23
<i>Organize</i>	9	P.O.W.E.R. Portfolio: Employability Skills	24
<i>Try It! 4: Course Goals, Revisited</i>	10	Resources	24
<i>Work</i>	11	The Case of . . . No Clue	26
<i>Evaluate</i>	13		
<i>Try It! 5: Examine the Causes of Success and Failure</i>	14		

2 Making the Most of Your Time **27**

Looking Ahead	28	<i>Organize: Mastering the Moment</i>	35
Time for Success	29	<i>Work: Controlling Time</i>	41
<i>Prepare: Learning Where Time Is Going</i>	29	<i>Try It! 4: Build a Daily To-Do List</i>	41
<i>Try It! 1: Create a Time Log</i>	30	<i>Try It! 5: Find Your Procrastination Quotient</i>	44
<i>Journal Reflections: Where Does My Time Go?</i>	31	Career Connections: Career Planning	46
<i>Try It! 2: Identify the Black Holes of Time Management</i>	32	<i>Evaluate: Checking Your Time</i>	46
<i>Try It! 3: Set Priorities</i>	34	<i>Rethink: Reflecting on Your Personal Style of Time Management</i>	48

Speaking of Success: Emm Gryner	50	Resources	56
Looking Back	51	The Case of . . . Where Does the	
P.O.W.E.R. Portfolio: Goal-Setting Models	51	Time Go?	57

3 Recognizing How You Learn, Who You Are, and What You Value **59**

Looking Ahead	60	<i>Self-Esteem: Building a Positive View of Yourself</i>	81
Discovering Your Learning Styles	61	<i>Why Self-Esteem Matters</i>	81
<i>Are You a Primarily Visual, Auditory, or Tactile Learner?</i>	62	<i>Try It! 6: Measure Your Self-Esteem</i>	82
<i>Handling Information: Do You Focus on Pieces or the Whole?</i>	62	Preparing a Personal Mission Statement	85
<i>Try It! 1: Learning Style Inventory: Are You a Visual, an Auditory, or a Kinesthetic Learner?</i>	63	<i>Prepare: Identifying Your Values</i>	85
<i>Journal Reflections: How I Learn</i>	65	<i>Organize: Placing Order on What Motivates You</i>	86
Multiple Intelligences	65	<i>Work: Creating a Personal Mission Statement</i>	87
<i>Try It! 2: Assess Your Analytical and Relational Learning Styles</i>	66	<i>Try It! 7: Organize Your Needs</i>	88
Personality Styles	67	<i>Evaluate: Assessing Your Personal Mission Statement</i>	89
<i>Try It! 3: You and Your Multiple Intelligences</i>	68	<i>Try It! 8: Write a Mission Statement</i>	90
Experiential Learning	72	<i>Rethink: Reconsidering Your Options</i>	91
<i>Facts to Remember about Learning, Personality, Experiential, and Processing Styles</i>	73	Career Connections: Personality Assessments on the Job	91
<i>Try It! 4: Learning Style Indicator</i>	74	To Thine Own Self Be True: No One Is Responsible for Your Life but You	92
<i>Try It! 5: What I Know About My Learning Styles</i>	76	Speaking of Success: Todd Currie	93
Self-Concept: "Who Am I?"	78	Looking Back	94
<i>Self-Concept and Self-Fulfilling Prophecies</i>	78	P.O.W.E.R. Portfolio: Self-Improvement	94
<i>Make Sure Your Self-Concept Is Yours</i>	80	Resources	95
		The Case of . . . The Instructor Who Spoke Too Much	96

Part Two: Using P.O.W.E.R. in the Classroom

4 Using Technology for Information Management **97**

Looking Ahead	98	<i>Word-Processing Programs: Spreading the Word</i>	99
You and Computers	99	<i>Try It! 1: Express Yourself</i>	100
<i>Journal Reflections: How I Feel about Computers</i>	99		

Presentation Programs: Looking Good	101	Becoming Acquainted with Information Sources	110
<i>Try It! 2: Presenting. . .</i>	102	<i>Try It! 5: Test Drive the Library Catalogue</i>	113
Spreadsheet Programs: Crunching the Numbers	102	<i>Try It! 6: Information, Please!</i>	116
Using E-Mail Effectively	103	<i>Try It! 7: Work the Web</i>	117
Writing and Responding to E-Mail	103	Career Connections: Researching Careers on the Web	118
Netiquette: Showing Civility in E-Mail	104	Narrowing Your Search	119
Distance Learning: Classes Without Walls	105	Using the Information You Find	120
<i>Try It! 3: Assess Your Course-Taking Style</i>	106	<i>Try It! 8: Summarize, Don't Plagiarize</i>	124
<i>Prepare: Identifying Distance Learning Course Possibilities</i>	107	Remembering That Not All Sources of Information Are Equal	125
<i>Try It! 4: Get Some Distance on the Problem</i>	108	Placing Information in Context	126
<i>Organize: Obtaining Access to Technology</i>	108	Speaking of Success: Shawn Thomson	126
<i>Work: Participating in a Distance Learning Class</i>	109	Looking Back	128
<i>Evaluate: Considering Your "Classroom" Performance</i>	109	P.O.W.E.R. Portfolio: High-Tech Skills Resources	128
<i>Rethink: Reflecting on What and How You Have Learned</i>	110	The Case of . . . The Unsuspecting Plagiarist	131
Locating the Information You Need	110		

5 Taking Notes **133**

Looking Ahead	134	<i>Try It! 5: Practise Your Notetaking Skills</i>	151
Taking Notes in Class	135	Taking Notes: Multimedia Technology	152
<i>Prepare: Considering Your Goals</i>	135	Taking Notes as You Study	152
<i>Try It! 1: Identify Course Goals</i>	136	Speaking of Success: Kofi Boateng	153
<i>Organize: Getting Your Notetaking Tools Together</i>	137	Taking Notes on Material You Can Write On	154
<i>Journal Reflections: How Do I Take Notes?</i>	139	Career Connections: Notetaking on the Job: Taking Minutes	154
<i>Work: Processing—Not Copying—Information</i>	140	Taking Study Notes on Material You Can't Write On	155
<i>Try It! 2: Outline a Lecture</i>	143	Looking Back	156
<i>Try It! 3: Take Notes During Discussions</i>	144	P.O.W.E.R. Portfolio: Take Note Resources	157
<i>Evaluate: Thinking Critically about Your Notes</i>	147	The Case of . . . A Clean Sweep	158
<i>Try It! 4: Evaluate Your Class Notes</i>	148		
<i>Rethink: Activating Your Memory</i>	149		

6 Taking Tests

159

Looking Ahead	160	<i>Evaluate: Taking Your Own Final Examination</i>	175
Getting Ready	161	<i>Try It! 3: Take a Test-Taking Test</i>	177
<i>Journal Reflections: How I Feel about Tests</i>	161	<i>Rethink: Reflecting on the Real Test of Learning</i>	179
<i>Prepare: Readyng Your Test-Taking Strategies</i>	162	<i>Try It! 4: Analyze Returned Tests</i>	180
<i>Try It! 1: Complete a Test-Preparation Checklist</i>	163	<i>What If You Fail?</i>	182
<i>Organize: Facing the Day of the Test</i>	168	Looking Back	182
Taking the Test	169	Speaking of Success: Asta Kovanen	183
<i>Work: Tackling the Test</i>	169	P.O.W.E.R. Portfolio: Put It to the Test	184
<i>Try It! 2: Understand Action Verbs in Essay Questions</i>	172	Resources	185
Career Connections: Professional Tests: More Exams and Tests	175	The Case of . . . Too Many Questions, Too Little Time	186

Part Three: P.O.W.E.R. Foundations of Success

7 Building Your Reading and Listening Skills

187

Looking Ahead	188	<i>Try It! 6: Make a Concept Map</i>	203
Sharpen Your Reading Skills	189	Building Listening Skills	204
Read for Retention, Not Speed	189	<i>Tips for Active Listening: Listen Up!</i>	204
<i>Journal Reflections: How I Read</i>	189	Career Connections: Active Listening In the Workplace: A Matter of Life and Death	205
<i>Prepare: Approaching the Written Word</i>	190	<i>Breaking the Ice: Tips for Getting over Stage Fright and Asking Questions in Class</i>	207
<i>Try It! 1: Discover How Advance Organizers Help</i>	191	<i>The Problem Instructor</i>	207
<i>Try It! 2: Read the Frontmatter</i>	192	Speaking of Success: Rachel Trail	209
<i>Organize: Gathering the Tools of the Trade</i>	192	Looking Back	210
<i>Try It! 3: Create an Advance Organizer</i>	193	P.O.W.E.R. Portfolio: Reading and Listening	210
<i>Work: Getting the Most Out of Your Reading</i>	194	Resources	211
<i>Try It! 4: Discover Your Attention Span</i>	195	The Case of . . . What's Wrong with this Picture?	212
<i>Try It! 5: Mark up a Book Page</i>	199		
<i>Evaluate: Considering What It Means and What You Know</i>	200		
<i>Rethink: Getting It the Second Time</i>	201		
Dealing with Learning Disabilities	202		

8 Writing and Speaking

213

Looking Ahead	214	Career Connections: Write Away	231
The Writing Process	215	<i>Try It! 5: Let's Talk</i>	232
<i>Prepare: Confronting the Blank Page</i>	215	<i>Journal Reflections: How I Feel About Public Speaking</i>	233
<i>Journal Reflections: How I Feel About Writing</i>	217	<i>Try It! 6: Prop Yourself Up</i>	235
<i>Try It! 1: Set Yourself Free: Freewriting</i>	218	Speaking Off-the-Cuff: Extemporaneous Speaking	236
<i>Try It! 2: Get Your Brain Storming: Using Brainstorming to Generate Ideas</i>	219	<i>Try It! 7: Put Yourself on the Spot</i>	237
<i>Organize: Constructing a Scaffold</i>	220	Remember: You're Already an Accomplished Public Speaker	237
<i>Try It! 3: Make Your Point: Write a Thesis Statement</i>	222	Speaking of Success: John Lu	238
<i>Work: Writing the Work</i>	223	Looking Back	239
<i>Evaluate: Acting as Your Own Best Critic</i>	228	P.O.W.E.R. Portfolio: Writing and Speaking	239
<i>Rethink: Reflecting on Your Accomplishment</i>	228	Resources	242
Speaking Your Mind	229	The Case of . . . the Reluctant Speaker	243
<i>Try It! 4: Thinking Critically About Writing</i>	230		
Meeting the Challenge of Public Speaking	230		

9 Improving Your Memory

245

Looking Ahead	246	<i>Try It! 5: Visualize the Possibilities</i>	259
The Secret of Memory	247	Career Connections: Memory on the Job	260
The Value of Forgetting	247	<i>Evaluate: Testing Your Recall of New Information</i>	260
<i>Try It! 1: Remember Details</i>	248	<i>Rethink: Consolidating Memories through Repeated Review</i>	261
<i>Prepare: Determining What You Need to Remember</i>	249	<i>Try It! 6: Remember Demain</i>	262
<i>Organize: Relating New Material to What You Already Know</i>	249	Speaking of Success: Elaine Hudson	263
<i>Work: Using Proven Strategies to Memorize New Material</i>	250	Looking Back	264
<i>Journal Reflections: What Sort of Memory Do I Have?</i>	251	P.O.W.E.R. Portfolio: Keep It in Mind	264
<i>Try It! 2: Organize Your Memory</i>	252	Resources	265
<i>Try It! 3: Do It Yourself Acronyms and Acrostics</i>	254	The Case of . . . the Group of Seven	266
<i>Try It! 4: Peg the Memory</i>	257		

Part Four: Life Beyond the Classroom

10 Making Decisions That Are Right for You 267

Looking Ahead	268	<i>Assessing Your Potential Solutions</i>	279
Making Good Decisions: A Framework	269	<i>Reflect on the Process of Problem Solving</i>	279
<i>Prepare: Identifying Your Goals</i>	269	Don't Fool Yourself: Avoiding Everyday Problems in Critical Thinking	279
<i>Organize: Considering and Assessing the Alternatives</i>	270	<i>Try It! 1: Exercise Your Problem-Solving Skills</i>	280
<i>Journal Reflections: My Decision Crossroads</i>	271	<i>Try It! 2: Fact versus Opinion</i>	283
<i>Work: Making and Carrying out the Decision</i>	272	<i>Try It! 3: What's Wrong with This Picture? Identify the Faulty Reasoning</i>	284
Career Connections: Weighing Career Possibilities	273	Speaking of Success: Jeff Goplin	285
<i>Evaluate: Considering the Outcomes</i>	275	Looking Back	286
<i>Rethink: Reconsidering Your Goals and Options</i>	275	P.O.W.E.R. Portfolio: Decision Making and Critical Thinking	286
Problem Solving: Applying Critical Thinking to Find Solutions	276	Resources	287
<i>What's the Problem?</i>	276	The Case of . . . Left Holding the Lease	289
<i>Strategies for Working on Life's Messier Problems</i>	277		

11 Making Academic Choices 291

Looking Ahead	292	Choosing a Program or Major	304
Making Academic Choices	293	<i>Try It! 4: Identify Major Attractions</i>	306
<i>Prepare: Becoming Familiar with Your Options and Requirements</i>	293	Career Connections: Choosing a Job That's Right for You	308
<i>Organize: Examining What You Have Done and What You Need to Do</i>	295	Dealing with Academic Failure— and Success	309
<i>Try It! 1: Create a List of Course Requirements</i>	296	<i>Journal Reflections: Focus on Your Interests</i>	309
<i>Work: Choosing Next Term's Courses</i>	297	Speaking of Success: Dr. Anthony Brissett	311
<i>Evaluate: Deciding Whether You Are in the Classes You Need</i>	298	Looking Back	312
<i>Try It! 2: Choose Your Courses</i>	299	P.O.W.E.R. Portfolio: Choosing Your Courses and Major	312
<i>Rethink: Learning What You Love and Liking What You Learn</i>	302	Resources	313
<i>Try It! 3: Reflect on Your College or University Experience</i>	303	The Case of . . . No Clear Decision	315

12 Getting Along with Others

317

Looking Ahead	318	Building Lasting Relationships	328
Becoming Comfortable in a Multicultural, Diverse World	319	<i>Making Friends</i>	328
<i>Race, Ethnicity, and Culture</i>	319	<i>Try It! 3: Define Friendship</i>	329
<i>Try It! 1: Determine the Multicultural Diversity of Your Campus Community</i>	320	<i>The R-Word: Relationships</i>	330
Building Cultural Competence	321	<i>Communicating in Relationships</i>	331
<i>Prepare: Accepting Multiculturalism and Diversity as a Valued Part of Your Life</i>	321	<i>Being a Good Listener: The Power of Supportive Silence</i>	331
Career Connections: Cultural Competence in the Workplace	322	<i>Loneliness</i>	333
<i>Organize: Exploring Your Own Prejudices and Stereotypes</i>	322	<i>It's Not Just Talk: Avoiding and Handling Conflicts in Relationships</i>	334
<i>Journal Reflections: Thinking about Race, Ethnicity, and Culture</i>	323	<i>Try It! 4: Switch "You" to "I"</i>	335
<i>Try It! 2: Check Your Stereotype Quotient</i>	324	<i>Changing Relationships: Surviving Endings</i>	337
<i>Work: Developing Cultural Competence</i>	324	<i>Try It! 5: Resolve That Conflict</i>	338
<i>Evaluate: Checking Your Progress in Attaining Cultural Competence</i>	327	Speaking of Success: Jenny Zhang	339
<i>Rethink: Understanding How Your Own Racial, Ethnic, and Cultural Background Affects Others</i>	327	Looking Back	340
		P.O.W.E.R. Portfolio: Getting Along with Others	341
		Resources	341
		The Case of . . . Answering for All	343

13 Money Matters

345

Looking Ahead	346	<i>Try It! 4: I Know What You Did Last Summer: Learn What Your Credit History Shows</i>	360
Managing Your Money	347	Student Housing	361
Career Connections: Budgeting on the Job	348	Paying for Your Postsecondary Education	362
<i>Prepare: Identifying Your Financial Goals</i>	348	<i>Identifying the Different Types of Funding Available</i>	363
<i>Organize: Determining Your Expenditures and Income</i>	349	<i>Researching Possible Sources of Financial Aid</i>	364
<i>Journal Reflections: My Sense of Cents</i>	349	<i>Applying for Financial Aid</i>	365
<i>Try It! 1: Identify Your Financial Goals</i>	350	<i>Try It! 5: Discover Your Personal Financial Philosophy</i>	366
<i>Work: Making a Budget That Adds Up</i>	353	<i>Show Me the Money: Building a Financial Philosophy</i>	365
<i>Try It! 2: Determine Your Saving Style</i>	355	Looking Back	368
<i>Evaluate: Reviewing Your Budget</i>	356		
<i>Rethink: Reconsidering Your Financial Options</i>	356		
Credit Cards	357		
<i>Try It! 3: Maintain Your Interest</i>	359		

P.O.W.E.R. Portfolio: Money Matters	354	The Case of . . . Overdrawn,	
Speaking of Success: Murray Baker	369	Overwrought, and Over Her Head	372
Resources	370		

14 Stress, Health, and Wellness **373**

Looking Ahead	374	Staying Safe on the Job	387
<i>Living with Stress</i>	375	Drug Abuse	387
<i>What Is Happening When We Are Stressed Out</i>	375	<i>Alcohol and Its Allure</i>	387
Handling Stress	376	<i>Journal Reflections: College Drinking Experiences</i>	388
<i>Prepare: Readyng Yourself Physically</i>	376	Nicotine	388
<i>Organize: Identifying What Is Causing You Stress</i>	377	<i>Try It! 4: Personal Styles: Consider Your Drinking Style</i>	389
<i>Work: Developing Effective Coping Strategies</i>	378	Illegal Drugs	390
<i>Try It! 1: Assess Your Susceptibility to Stress-Related Illness</i>	378	Sexual Health and Decision Making	392
<i>Try It! 2: Look for the Silver Lining</i>	381	<i>Try It! 5: Tap into Campus Resources</i>	393
<i>Evaluate: Asking Whether Your Strategies for Dealing with Stress Are Effective</i>	382	Preventing Unwanted Pregnancy	393
<i>Try It! 3: Use Progressive Relaxation</i>	382	<i>What You Can Do If You Are Pregnant</i>	395
<i>Rethink: Placing Stress in Perspective</i>	383	<i>What You Can Do to Avoid Sexually Transmitted Diseases</i>	396
Keeping Well	383	<i>Date Rape</i>	397
<i>Eating Right</i>	384	Speaking of Success: Krista Bailey	398
<i>Making Exercise a Part of Your Life</i>	385	Looking Back	399
<i>Getting a Good Night's Sleep</i>	385	P.O.W.E.R. Portfolio: Stress, Health, and Growth	400
Career Connections: Anticipating Job Stress	386	Resources	400
		The Case of . . . Grievous Bodily Harm	402
Conclusion			403
A Final Word			403
Endnotes			404
Acknowledgments			405
Photo Credits			406
Index			408

Introducing *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life*, Second Canadian Edition

This Canadian 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 or university, they build a foundation that will last a lifetime.

P.O.W.E.R. Learning provides a framework that students can begin to use immediately to become more effective students. Having taught first-year experience courses many times, we know this framework had to meet several important criteria. Specifically, it had to be:

- Clear, easy-to-grasp, logical, and compelling, so that students could 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.
- 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, the Second Canadian Edition of *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life* meets these criteria. The book will help students confront and master the numerous challenges of the postsecondary 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 or university and careers beyond.

The Goals of the Book

P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life, Second Canadian Edition addresses five major goals.

1. **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.

2. **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.*
3. **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.
4. **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.
5. **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 Higher Education 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.

Achieving the Goals of the Book

The goals of *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life*, Second Canadian Edition are achieved through a consistent, carefully devised set of features common to every chapter. Students and faculty endorsed each of these elements. They include the following:

Chapter-opening scenarios.

Each chapter begins with a short vignette, describing 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 (Chapter 2), figuring out a way to keep up with reading assignments (Chapter 7), or facing a long list of French vocabulary words to memorize (Chapter 9).



Looking Ahead sections.

These sections provide a bridge between the opening vignettes and the remainder of the chapter and include orienting questions that lay out the chapter's objectives.



P.O.W.E.R. Plan.

Every chapter includes a figure that summarizes the key activities related to each step of the P.O.W.E.R. process for the major topic discussed in the chapter. The P.O.W.E.R. Plan figures are especially helpful to visually oriented learners.



Try It! activities.

These sections, interspersed throughout the chapter, include written exercises of all types. These activities are keyed to one or more of the steps of P.O.W.E.R.; the relevant steps are indicated by highlighted letters at the top of each *Try It!* There are at least five *Try It!* activities in every chapter, and at least one of these is designated as an in-class, group exercise. Examples of *Try It!* exercises include "Assess Your Analytical and Relational Learning Styles" (Chapter 3), "Take a Test-Taking Test" (Chapter 6), "Discover Your Attention Span" (Chapter 7), and "Identify Your Financial Goals" (Chapter 13).



Speaking of Success.

Every chapter includes interviews with individuals who exemplify academic success. Many of these individuals have struggled to overcome difficulties in their personal lives or in school before achieving academic or career success. Students will be able to relate to or identify with the stories told by the people profiled in these sections; some accounts may inspire readers to realize their goals and aspirations.

Career Connections.

This 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. Topics addressed in these sections include narrowing career choices, applying for jobs, and developing workplace listening skills.





Journal Reflections.

This 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. For example, the Journal Reflections in Chapter 8, "How I Feel About Writing," asks students to reflect on their feelings about the writing process and the one in Chapter 13, "My Sense of Cents" asks students to evaluate their financial savvy after performing a few simple but eye-opening exercises (e.g., "How much money do you now have in your pockets and wallet? [Guess first, and then look.] How close did you come?").

Running Glossary.

Key terms appear in boldface in the text and are defined in the margins. Key terms are highlighted in colour in the index.



End-of-chapter material.

Each chapter ends with a summary (Looking Back), organized around the orienting questions featured in the Looking Ahead section; a P.O.W.E.R. Portfolio section with suggestions for portfolio submissions; and an annotated list of student resources. These resources include campus offices, relevant supplemental readings, and World Wide Web sites. This material helps students study and retain important concepts presented in the chapter, as well as guiding future inquiry.

P.O.W.E.R. Portfolio.

Each section includes suggestions for submissions to a learning or skills portfolio. This feature allows students to compile a portfolio, which can be used as an evaluation tool for the whole course. Some submissions are revised and edited assignments from the chapters, for example, the Personal Mission Statement from Chapter 3. Students will be able to understand and learn the skills of developing a portfolio, an important tool in goal setting, evaluation, and career development.

Case Study.

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.



What's New and Updated in the Second Canadian Edition?

- Emphasis in *Chapter 1: P.O.W.E.R. Learning: Becoming a Successful Student* revised to focus on benefits of student success/first year experience courses, along with a discussion of ethics as it relates to plagiarism and academic responsibility.
- Goals-Setting Models revised and expanded in *Chapter 2: Making the Most of Your Time*.
- New section on Multiple Intelligences added in *Chapter 3*, including two new *Try It!* exercises.
- *Chapter 4: Using Technology for Information Management* revised to include more information on using technology and how it can help with your studies and research. Includes updated and expanded sections on e-mail etiquette, presentation programs, plagiarism, and distance learning.
- The section on note-taking styles in *Chapter 5* revised to include the Cornell Method. Other revisions include expanded sections on using laptops in class, and a new section on using Multimedia Technology (i.e. Power Points) for note-taking.
- *Chapter 6: Taking Tests* includes revisions to the sections on study groups, practicing tests, and failure with a new *Try It!* — Analyzing Returned Tests.
- Highlights in *Chapter 7: Building Your Reading and Listening Skills* include an updated Reading for Retention section with a discussion of Common Reading Problems.
- New *Try It!* on Evaluating Writing Styles added to *Chapter 8* to further practice the “Rethink” and “Evaluate” portions of the P.O.W.E.R. method. New section on Writing a Resume added, including a sample resume.
- *Chapter 9: Improving Your Memory* revised to include a new discussion on reviewing notes within 48 hours as a memorization method.
- New exercises added in *Chapter 10: Making Decisions That Are Right for You*.
- *Chapter 11: Making Academic Choices* revised to reflect that every academic institution has its own unique system for making academic choices. Links to online inventory websites have also been included.
- *Chapter 12: Getting Along with Others* revised and updated to include further discussion on race, ethnicity and culture.
- *Chapter 13: Money Matters* contains expanded information on credit card debt, child care and student loans, along with a brand new section on student housing.
- New section on stress added to *Chapter 14: Stress, Health and Wellness*, along with discussions of diet fads and alcohol (including a new feature, *Personal Styles Try It!* — “Considering Your Drinking Style”)

- Nine new Speaking of Success features have been added, with others updated with new information on these Canadian success stories.
- All end of chapter resources revised and updated.
- The Case of ... feature has been revised in five chapters, with the feature in *Chapter 4* updated to address plagiarism.

P.O.W.E.R. Tools for Instructors and Students

The same philosophy and goals that guided the writing of *P.O.W.E.R. Learning: Strategies for Success in Higher Education and Life*, Second Canadian Edition have informed the development of a *comprehensive, first-rate* set of teaching aids. 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 in the way of teaching aids 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 aids, we are confident that whether you are an instructor with long 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.

Canadian Supplements and Services

An extensive selection of Canadian supplements is available to complement *P.O.W.E.R. Learning*, Second Canadian Edition.

Your Integrated Learning Sales Specialist is a McGraw-Hill Ryerson representative who has the experience, product knowledge, training, and support to help you assess and integrate any of the below-noted products, technology, and services into your course for optimum teaching and learning performance. Whether helping your students improve their grades or putting your entire course online, your *iLearning* Sales Specialist is there to help you do it. Contact your local *iLearning* Sales Specialist today to learn how to maximize all of McGraw-Hill Ryerson's resources!

McGraw-Hill Ryerson offers a unique **iServices package** designed for Canadian faculty. Our mission is to equip providers of higher education with superior tools and resources required for excellence in teaching. For additional information visit <http://www.mcgrawhill.ca/highereducation/iservices>.



Instructor's Manual and Test Bank The Second Canadian edition of this manual contains suggestions for teaching each topic in the text, tips on teaching student success, handouts and transparency masters, audio-visual resources, sample syllabi, tips on the Web, and chapter quizzes.

Online Learning Centre (www.mcgrawhill.ca/college/power) The Instructor Centre includes provides vital support for learning and teaching online. Downloadable supplements such as CBC Videos, the Instructor's Manual and Power Point Slides are available. The Instructor Centre is password protected.

For students, the site includes interactive quizzes, weblinks, and CBC Videos, along with other useful study resources.

PageOut Visit www.mhhe.com/pageout to create a Web page for your course using our resources. PageOut is the McGraw-Hill Ryerson website development centre. This Web page-generation software is free to adopters and is designed to help faculty create an online course, complete with assignments, quizzes, links to relevant websites, and more—all in a matter of minutes.

In addition, content cartridges are available for the course management systems **WebCT** and **Blackboard**. These platforms provide instructors with user-friendly, flexible teaching tools. Please contact your local McGraw-Hill Ryerson *iLearning* Sales Specialist for details.

Full-Colour Customization The Second Canadian edition of *P.O.W.E.R. Learning* can be custom published for your course, either as a briefer text for shorter courses, or expanded with your own course material included. You can add a campus map, calendar, or anything else specific to your school, or readings, articles, or any other material you use in your course. Please contact your McGraw-Hill Ryerson *iLearning* Sales Specialist for details.

Workshops Workshops are available on a variety of topics, including student success, integrating technology into your course, and teacher training. Contact your McGraw-Hill Ryerson *iLearning* Sales Specialist for more information.

Additional Media Resources Available:

For a description of additional media resources available, such as CD-ROMs and video series, please go to the Online Learning Centre at www.mcgrawhill.ca/college/power.



PageOut

Create a custom course Website with **PageOut**, free with every McGraw-Hill Ryerson textbook.

To learn more, contact your McGraw-Hill Ryerson publisher's representative or visit www.mhhe.com/solutions



McGraw Hill **Primis Online**

About the Authors

To my students, who make teaching a joy.



Robert S. Feldman is a Fellow of both the American Psychological Association and the American Psychological Society. He is a winner of a Fulbright Senior Research Scholar and Lecturer award and has written some 100 scientific articles, book chapters, and books. His books, some of which have been translated into Spanish, French, Portuguese, and Chinese, include *Fundamentals of Nonverbal Behavior*, *Development of Nonverbal Behavior in Children*, *Understanding Psychology*, 6/e, and *Development Across the Life Span*, 3/e. His research interests encompass the study of honesty and truthfulness in everyday life, development of nonverbal behaviour 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 starting college last fall—and facing the proverbial empty nest—Professor Feldman occupies his spare time with serious cooking and earnest, but admittedly unpolished, piano playing. He also loves to travel with his wife, who is also a college professor. He lives with her in a home that looks out on the Holyoke mountain range in Amherst, Massachusetts.

For Penny — artist, teacher, learner, friend, and milagro.



Sheila Chick teaches at Fanshawe College in London, Ontario, where she is a professor in the General Studies Division. She has taught communication, student success, popular culture, English as a Second Language, career development, and instructional design courses.

Sheila is a graduate of Toronto Teachers' College, the University of Western Ontario (King's College) and the University of Calgary, where her focus was on the use of portfolios for career development. Her areas of research and interest are in instructional design, workplace learning, and faculty evaluation.

An avid gardener, painter, traveller, and swimmer, Sheila lives in London, Ontario with her husband, Errol Cochrane, and daughter, Caitlin.

Acknowledgments

I am grateful to the reviewers for the Second Canadian edition for their insightful feedback on the changes necessary to serve Canadian learners well. I appreciate the time you took to carefully identify areas that needed attention and acknowledge those sections that worked. Knowing the busy and multi-tasking nature of your jobs, I am thankful for your opinions, experience, and knowledge.

Sue Adams, *Sheridan College*

Penny Biles, *Sheridan College*

Beverley Davies, *Niagara College*

Dawn Firth, *Sprott-Shaw Community College*

Dr. Denis Hlynka, *University of Manitoba*

Philip Jones, *Algonquin College*

Selia Karsten, *Seneca College*

Crystal Kotow-Sullivan, *St. Clair College*

Alexandra Pawlowsky, *University of Manitoba*

Penny Poole, *Fanshawe College*

Hyacinth Randall, *Seneca College*

Cynthia Riley, *Seneca College*

Frank Robbins, *Seneca College*

Harvey Starkman, *Seneca College (York Campus)*

I also appreciate the enthusiasm of the individuals profiled in the “Speaking of Success” features, for their interest in the book, their willingness to participate in the adapting and revision of P.O.W.E.R. Learning, and their great senses of humour. It was a delight to meet you all, personally or virtually, as a result of this project. Thank you to Dr. Roberta Bondar, Emm Gryner, Todd Currie, Shawn Thomson, Kofi Boateng, Asta Kovanen, Rachel Trail, John Lu, Elaine Hudson, Jeff Goplin, Dr. Anthony Brissett, Jenny Zhang, Murray Baker, and Krista Bailey.

I am also indebted to colleagues in the General Studies Division at Fanshawe College who have taught me many valuable lessons, especially about collegiality, teamwork, and communicating in an intense academic environment. Special thanks to Kim Cechetto for her friendship, honesty, and wisdom; to Penny Poole for her continued love and support; to Kim Dugan, Rita Terron, and Stephanie Ketley for their lessons of friendship; and Michelle Squire for continuing to be a fount of wisdom. A special thank you to my colleagues in the ESL Division. You make it fun to come to work each day!

My gratitude is extended to the McGraw-Hill Ryerson editorial and production team who have patiently shepherded this revision to completion: Leanna Maclean, Sponsoring Editor; Christine Gilbert, Developmental Editor; Jaime Smith, Supervising Editor; and Erin Moore, Copy Editor. The Media Technology team who develops and maintains the P.O.W.E.R. Learning website do a wonderful job and should be commended!

I am most grateful to all the students I have had the honour of teaching and learning from over the past 20 years at Fanshawe College. I consider myself lucky to have known you. I especially want to thank my second-language learners, who have taught me much about broadening my perspectives and informing my teaching to reflect the multicultural perspective that makes Canada so unique.

Finally, thanks to my friends and family, especially Errol, Cait, Max, and Billy.

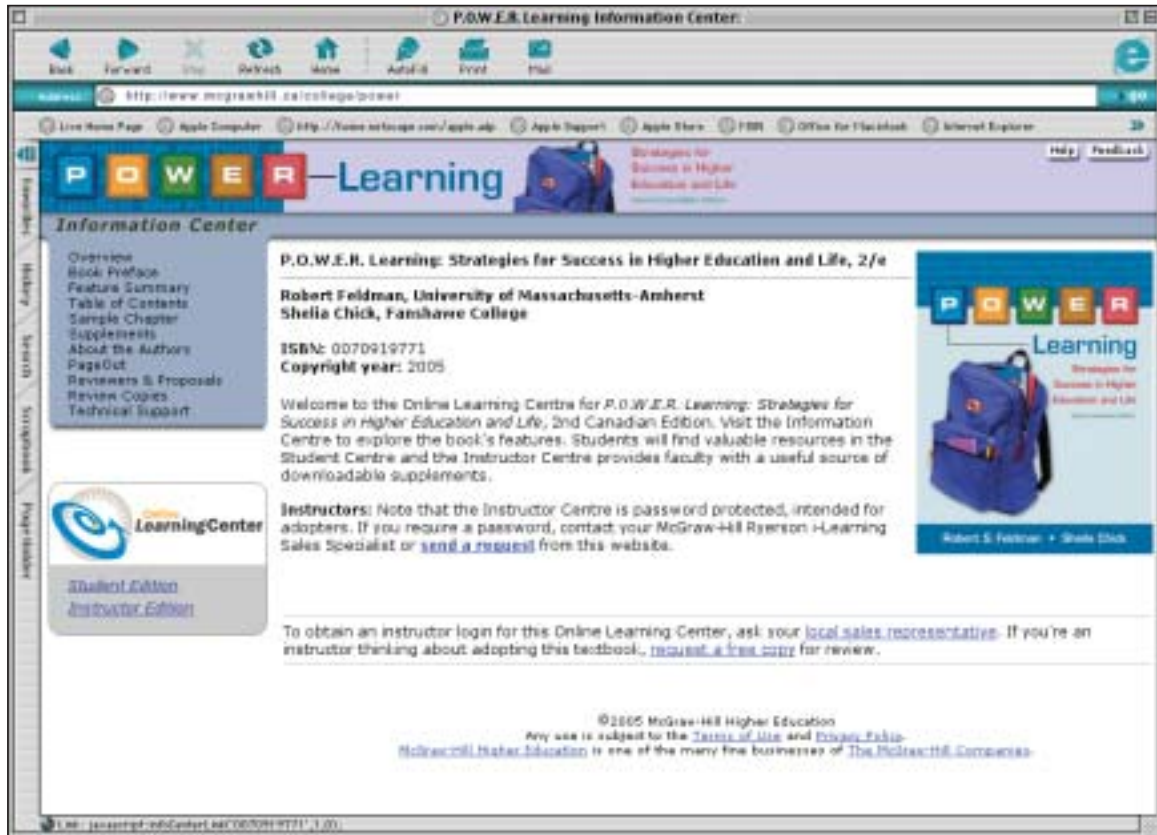
Sheila Chick
schick@fanshawec.on.ca

Technology Solutions

Online Learning Centre

More and more students are studying online. That is why we offer an Online Learning Centre (OLC) that follows *P.O.W.E.R. Learning* chapter by chapter. You don't have to build or maintain anything and it's ready to go the moment you and your students type in the URL:

www.mcgrawhill.ca/college/power



As your students study, they can refer to the OLC website for such benefits as:

- Study Quizzes
- CBC Video Segments
- Cross Word Puzzles
- Flashcards
- Chapter Outlines
- Weblinks
- P.O.W.E.R. Map
- Personality Type Explorer
- Interactive Exercises such as *Try Its* and Journal Reflections
- Glossary and Key Terms

Remember, the *P.O.W.E.R. Learning* OLC content is flexible enough to use with any course management platform currently available. If your department or school is already using a platform, we can help. For information on our course management services, contact your *iLearning* Sales Specialist or see “Canadian Supplements and Services” on page xvi.