

Preface to the Student

Getting the Most Out of This Book

Congratulations! You are about to start or restart an amazing journey of opportunity, growth, and adventure. You may be at this point in your life for a number of reasons: You may be furthering your education right after high school; you may be focusing on a specific career or trade and want to acquire the appropriate skills or certification; or you may be returning to school after years in the workforce, needing additional skills or just looking for a change.

Whatever your reasons, this is an opportunity for you to learn new things, meet new people, acquire new skills, and better equip yourself both professionally and personally for the years ahead. This book is designed to get you started on that journey by helping you (1) learn how you learn best—and incorporate new ways to learn; (2) maximize available resources and seek out new opportunities; (3) relate what you are exploring now to future success on the job; and (4) strive to become the best person you can be.

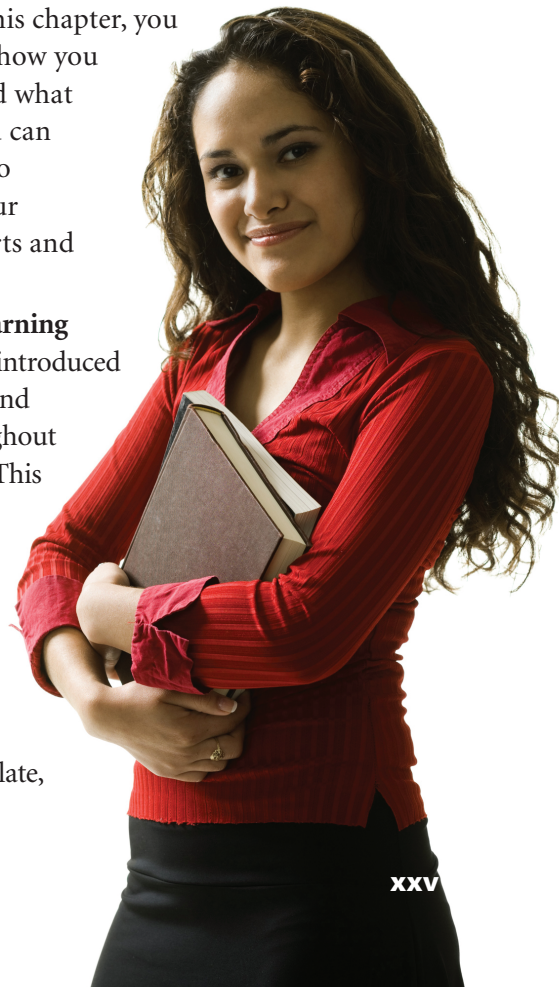
Learn How You Learn Best—and Incorporate New Ways to Learn

We Learn

- Ten percent of what we read
- Twenty percent of what we hear
- Thirty percent of what we see
- Fifty percent of what we see and hear
- Seventy percent of what we discuss with others
- Eighty percent of what we do and experience
- Ninety-five percent of what we teach others

In this text, you will find a number of features and discussion topics that will help you become a better learner:

- **Exploration of learning styles and personality types.** As you will discover in Chapter 1, each person has a preferred learning style and dominant personality type(s). However, the truly successful learner not only maximizes current preferences but also incorporates other styles and applications, thus becoming a more well-rounded learner. As you complete the exercises in this chapter, you will discover how you learn best and what strategies you can incorporate to maximize your learning efforts and environment.
- **The Adult Learning Cycle.** This is introduced in Chapter 1 and carried throughout each chapter. This is a five-step process that demonstrates that learning comes from repetition, practice, and re-call: (1) Relate, (2) Observe, (3) Reflect,



(4) Do, and (5) Teach. You can apply this method to any new skill or information you want to learn and master. In each chapter, you will find a Peak Progress box that helps you see how the Adult Learning Cycle applies the chapter's content. This exercise will help you increase your awareness of how you learn best and how to explore and practice other learning styles. It will also help you overcome obstacles to learning in many different settings by giving hands-on, practical examples.

- **Critical thinking and creative problem solving.** Introduced in Chapter 1, critical thinking is more than just an educational buzzword—it is an important skill you will use and practice in situations in life. Chapter 10 further explores how to solve problems creatively, including extended examples and applications to use in relation to math and science concepts. You will learn to overcome any anxieties you may have in these course areas by focusing on problem-solving techniques.
- **Personal Evaluation Notebook.** The Personal Evaluation Notebook exercises that appear in every chapter give you opportunities to practice your critical thinking and decision-making skills. You are asked to observe, evaluate, and apply chapter concepts to your life. Spaces are provided for you to record your answers and thoughts directly within the activity.
- **Chapter Objectives.** Clear and concise objectives at the beginning of each chapter aid you in identifying and mastering each chapter's key concepts.
- **Peak Progress.** In every chapter, the Peak Progress boxes demonstrate the themes and concepts of the chapter and include helpful suggestions to accelerate and assess your progress.
- **Summary.** Every chapter concludes with a summary of the main points presented in the chapter. Written as “I” statements, they reinforce that the chapter presents a number of potential strategies for you to implement and master.
- **Review Questions.** Each chapter includes five basic questions to help you review the chapter's main concepts.

- **Worksheet activities.** Each chapter concludes with numerous activities that help you apply what you have learned to other classes and situations. The worksheets are perforated and thumb-tabbed for ease of use. Many of the useful forms are also available on the book's Web site, www.mhhe.com/ferrett7e, so you can customize them and make multiple copies.

Maximize Available Resources and Seek Out New Opportunities

Often, we overlook the obvious resources and opportunities available to us. Some areas of the text that will guide you in maximizing your resources and seeking out new ones include

- **Time is money and vice versa.** In Chapter 3, you will explore time management, prioritizing, and where your time is spent—and where it should be spent. Also included is a discussion of how to use your short- and long-term goals to determine your priorities. Chapter 4 then explores external resources and tips on handling money and financial opportunities. Also included are strategies for commuter students, students with disabilities, and returning and transfer students.
- **Web site for this text.** The book's Web site, www.mhhe.com/ferrett7e, offers a number of activities and resources for mastering and applying each chapter's content and for further study and exploration. Access to the Web site is provided free with the text.
- **Tech for Success.** The Tech for Success feature appears in every chapter and has been updated to offer tips for making the most out of technology applications for both school and job.

Relate What You Are Exploring Now to Future Success on the Job

Chances are, one of your main reasons for attending college is to better your career opportunities. Throughout this text, you will find numerous features and

examples that directly relate your experiences in college to your future success on the job. Just a few examples include

- **Secretary’s Commission on Achieving Necessary Skills (SCANS).** Found on pages xxiii–xxiv and introduced in Chapter 1, this is a list of the ideal competencies you will need to be able to demonstrate on the job and the corresponding chapters in this text. The many exercises, strategies, case studies, and guidelines throughout the text correlate with several SCANS requirements, as well as systems thinking, diversity, and critical thinking.
- **Creating a Career Development Portfolio.** Chapter 14 walks you through the process of choosing a major, career exploration, and the development of a personal Career Development Portfolio. It is critical for you to create an ongoing account of your experiences, skills, and achievements. Additionally, you will learn to develop an effective resumé and cover letter and to prepare for a successful interview.
- **Career Development Portfolio worksheet.** Found at the end of every chapter, the Career Development Portfolio presents the best of your skills, competencies, accomplishments, and work. When completed, the portfolio will contain sections on self-analysis, an inventory of skills and competencies, goals, educational and career plans, an inventory of interests, cover letters, resumé, and samples of work. You can use the portfolio to create and update your resumé, to help you prepare for an interview, and to advance your career. The portfolio will give you the opportunity to assess your strengths, set goals, and possess an organized system of important documents. It will also help you explore possible majors and careers.
- **Career in Focus.** This feature provides real-world career profiles that illustrate examples of the relationship between the study skills necessary for college success and the skills you will need for career success. Work situations that directly call on chapter skills are highlighted, so that you can see the interrelationships.

- **Case Study.** Each chapter includes a Case Study activity that presents college students dealing with real-life situations that reflect the chapter’s concepts. This feature stresses that the same issues that you deal with in school also exist in the workplace; the same skills and strategies that you use in the classroom can be adapted to your job. Additional case study opportunities are provided on the text’s Web site.

Strive to Become the Best Person You Can Be

In this text, you are introduced to the concept of a “peak performer” (Chapter 1) and are provided strategies for maximizing your success in school, career, and life. Our hope is that you are empowered to “walk the talk” and put these strategies and perspectives into practice, starting today. To be successful, you must not only adapt to college and the larger community but also acquire the necessary skills, personal qualities, habits, and motivation to face the challenges of tomorrow’s workplace and the tremendous opportunities provided by a world that is increasingly rich in its demographic and cultural diversity.

This preface includes a number of features that provide you with handy guides for future success (such as the “Best Strategies for Success in School”). Additional features in the text include

- **The essential personal qualities.** Chapter 2 explores Emotional Intelligence and focuses on character first, stressing that good character, integrity, and ethics are the hallmarks of truly successful leaders in both business and the community.
- **Good habits.** Chapter 13 follows up on how to translate and support essential personal qualities with everyday habits. Included are the top 10 habits of a peak performer.
- **The ABC Method of Self-Management.** Introduced in Chapter 1, the ABC Method of Self-Management will help you manage your thoughts, feelings, and behavior, so that you create the results you want and achieve your goals. This five-step process (A = Actual event; B = Beliefs; C = Challenge) helps you see

the connection among your thoughts, feelings, and actions and empowers you to dispel negative thoughts and replace them with realistic and positive thoughts and behaviors.

- **Self-Management exercise.** As discussed in Chapter 1, self-management involves using many powerful tools you can use, such as self-assessment, critical thinking, visualization, affirmations, and reflection, to imagine your success and critically think through difficult situations. A scenario is presented at the beginning of every chapter that asks you to think about your own experiences. A worksheet is provided at the end of the chapter to record your thoughts and help you practice the ABC Method of Self-Management.
- **Success Principle.** Each chapter begins with a Success Principle that succinctly communicates the important lesson to be learned from the chapter. The Success Principles in total provide a unique and powerful guide to striving for success in school, career, and life.
- **Peak Performer Profile.** Each chapter presents a noted person in the area of business, education, the arts, or public service. These peak performers have overcome obstacles and challenges to become successful. You will see that having a positive attitude and perseverance is important for success. Each profile includes a “Check It Out” section, with Web sites related to the profiled individual or his or her profession or personal cause.
- **Words to Succeed.** Found throughout the text, these quotes provide you with insights, motivation, and food for thought and are tied to the chapter’s content.
- **Performance Strategies.** Included in every chapter is a recap of the top 10 strategies for success in applying the chapter’s concepts.
- **Starting Today.** This feature at the end of each chapter encourages you to determine at least one new strategy you want to try out and how you will put it into action—today!

As You Get Started in Your New School: What You Need to Know and Should Not Be Afraid to Ask

Now that you have your book in hand, you are ready to get started. Or are you really ready? What else should you be aware of at this point? You may have already attended a basic orientation session, offered by most schools, which reviews school and community resources and program requirements. Going through orientation, meeting with your advisor, and reviewing your catalog will help you get oriented. Additionally, the quick review provided in this text is designed to outline the essentials that you will want to know, so that you not only survive but also make your first year a success. **Peak Progress 1** provides a handy checklist for the essential tasks you need to consider and accomplish the first week of school. Add to this list any tasks that are unique to your situation or school.

Why Are You Here?

College success begins with determining your goals and mapping out a plan. A good place to start is to have you reflect on why you are in college and what is expected of you. You will be more motivated if you clarify your interests and values concerning college. You will read in Chapter 2 the reasons students don’t graduate from college, including poor study skills and habits and a lack of preparation, motivation, and effort. College is a commitment of many precious resources you can’t afford to waste—time, money, and mental energies. Consider the following statements and your reasons for being in college, and share this in your study team or with students you meet the first few weeks of class:

- I value education and want to be a well-educated person.
- I want to get a good job that leads to a well-paying career.
- I want to learn new ideas and skills and grow as a person.
- I want to get away from home and be independent.

Peak Progress

1

Tasks to Accomplish the First Week of School

- Attend orientation and meet with an advisor. Ask questions and determine available resources. (See **Peak Progress 2** for questions to ask.)
- Register and pay fees on time.
- Set up an e-mail account.
- Check deadlines and procedures. *Never* just quit going to class.
- Buy books and keep receipts. Establish a record-keeping system.
- Find out the location of classrooms, parking, and campus resources.
- Know expectations and requirements. Get a syllabus for each class. E-mail instructors for clarification.
- Create an organized study area. Post instructors' names, office locations, and hours, as well as important deadlines.
- Form study teams and exchange e-mails and phone numbers. Get to know instructors and other students.
- Explore resources, such as the library, learning skills center, health center, and advising center.
- Go to all classes on time and sit in the front row.

- I want to make new friends.
- I want to have new experiences and stretch myself.
- I want to fulfill my goal of being a college-educated person.

Jot down what you want from college and why you're motivated to get it.

List four values that are most important to you and how college will help you achieve them.

1. _____
2. _____
3. _____
4. _____

What Should You Be Asking?

You don't want to learn the hard way that you need one more class to graduate, only to find it's offered only once

a year (and you just missed it). Make your time with your advisor productive by getting answers to important questions that will help you map out your coursework. **Peak Progress 2** provides a handy checklist of common questions to get you started.

What Do You Need to Do to Graduate?

You will be more motivated and confident if you understand graduation requirements. If you are a transfer student, requirements vary among schools. Don't rely on the advice of friends. Go to orientation and meet with your advisor early and often. Check out the catalog and make certain you know what is required to graduate. Fill in the following (or go to www.mhhe.com/ferrett7e and print out the form):

GRADUATION REQUIREMENTS

- Number of units required:
- General education requirements:
- Curriculum requirements:

The Most Common Questions Students Ask Advisors

1. What classes do I need to take for general education?
2. Can a course satisfy both a general education and a major requirement?
3. Can I take general elective (GE) courses for Credit/No Credit if I also want to count them for my major?
4. How can I remove an *F* grade from my record?
5. What is the deadline for dropping courses?
6. Can I drop a course after the deadline?
7. What is an “educational leave”?
8. What is the difference between a withdrawal and a drop?
9. Do I need to take any placement tests?
10. Are there other graduation requirements, such as a writing exam?
11. Where do I find out about financial aid?
12. Is there a particular order in which I should take certain courses?
13. Are there courses in which I must earn a *C-* or better?
14. How do I change my major?
15. Which of my transfer courses will count?
16. What is the minimum residency requirement for a bachelor’s degree?
17. Is there a GPA requirement for the major?
18. Is there a tutoring program available?
19. If I go on exchange, how do I make sure that courses I take at another university will apply toward my degree here?
20. What is a major contract and when should I get one?
21. When do I need to apply for graduation?
22. How do I apply for graduation?
23. What is a degree check?
24. What is the policy for incomplete grades?
25. Can I take major courses at another school and transfer them here?
26. As a nonresident, how can I establish residency in this state?
27. How do I petition to substitute a class?
28. Once I complete my major, are there other graduation requirements?
29. What is academic probation?
30. Is there any employment assistance available?
31. Is there a mentor program available in my major department?
32. Are there any internships or community service opportunities related to my major?

- Residency at the school:
- Departmental major requirements:
- Cumulative GPA required:
- Other requirements, such as special writing tests and classes:

How to Register for Classes

Find out if you have an access code and the earliest date you can register. Meet with your advisor, carefully select classes, and review general education and major requirements. Add electives that help keep you active and interested, such as an exercise or a weight-training class. Make certain that you understand why you are taking each class and double-check with your advisor that it is meeting certain requirements.

Many colleges have a purge date and, if you miss the deadline to pay your fees, your class schedule is canceled. You may not be able to get into classes and may have to pay a late fee.

Know the Grading System

Learn the minimum grade point average (GPA) that you need to maintain good standing. If your GPA falls below 2.0, you may be placed on academic probation. The GPA is calculated according to the number of credit hours each course represents and your grade in the course. In the traditional system, $A = 4$ points, $B = 3$ points, $C = 2$ points, $D = 1$ point, and $F = 0$ points (your school may have a different system, so ask to be sure). To calculate your GPA, first determine your total number of points. Following is an example:

Course	Grade Achieved	Number of Credit Hours	Points
Political Science	C	2	$2 \times 2 = 4$
Psychology	B	3	$3 \times 3 = 9$
English	A	3	$4 \times 3 = 12$
Personal Finance	A	1	$4 \times 1 = 4$
TOTAL		9	29

Then, to arrive at your GPA, you must divide your total points by your total number of credit hours:

$$\text{GPA} = \frac{\text{Total points}}{\text{number of credit hours}}$$

Thus, in this example,

$$\text{GPA} = 29 \text{ divided by } 9 = 3.22$$

Monitor your progress and meet with your instructors often, but especially at midterm and before final exams. Ask what you can do to improve your grade.

Adding or Dropping Classes

Make certain that you know the deadlines for adding and dropping classes. This is generally done in the first few weeks of classes. A withdrawal after the deadline could result in a failing grade. Also make certain before you drop the class that

- You will not fall below the required units for financial aid.
- You will not fall below the required units for playing sports.
- If required, the class is offered again before you plan to graduate.
- You don't need the class or units to meet graduation requirements.
- You are meeting important deadlines.
- You talk with the instructor first.
- You talk with your advisor.

If you choose to withdraw from all your classes, take an academic leave. Don't just walk away from your classes. Remember, it is your responsibility to drop or withdraw from a class. The instructor will not drop you, nor will you be dropped automatically if you stop going to class at any time during the semester. You must complete required forms.

An Incomplete Grade

If you miss class due to illness or an emergency, you may be able to take an incomplete if you can't finish a project or miss a test. Check out this option with your

instructor before you drop a class. Make certain you have a written agreement to finish the work at a specific time and that you stay in touch with the instructor through e-mail and phone.

Withdrawing or Taking a Leave of Absence

Some students withdraw because they don't have the money, they can't take time off from work, they lack child care, or they are having difficulty in classes. Before you drop out of college, talk with your advisor and see if you can get the support and motivation to succeed. If you want to take a leave to travel, want to explore other schools, are ill, or just need to take a break, make certain that you take a leave of absence for a semester, a year, or longer. Taking a leave means that you do not have to reapply for admission, and generally you fall under the same category as when you entered school.

Transferring

Before you transfer to another school, make certain you understand the requirements, which courses are transferable, and if there is a residency requirement. If you plan

to transfer from a two-year school to a four-year school, your advisor will help you clarify the requirements.

Expectations of Instructors

Most instructors will hand out a syllabus that will outline their expectations for the class. Make certain you understand and clarify expectations and have a good understanding of the course requirements. **Worksheet 1** on page xxxvii is a convenient guide to complete when checking your progress with your instructor.

The Best Strategies for Success in School

In this text, we will focus on a number of strategies that will help you determine and achieve your goals. **The Best Strategies for Success in School** provides a comprehensive list of the proven strategies you will find woven throughout this text. Apply these to your efforts in school now and through your course of study. You will find that not only are they key to your progress in school, but also they will help you develop skills, behaviors, and habits that are directly related to success on the job and in life in general.

The Best Strategies for Success in School

1. **Attend every class.** Going to every class engages you with the subject, the instructor, and other students. Think of the tuition you are paying and what it costs to cut a class.
2. **Be an active participant.** Show that you are engaged and interested by being on time, sitting in front, participating, asking questions, and being alert.
3. **Go to class prepared.** Preview all reading assignments. Highlight key ideas and main concepts and put question marks next to anything you don't understand.
4. **Write a summary.** After you preview the chapter, close the book and write a short summary. Go back and fill in with more details. Do this after each reading.
5. **Know your instructors.** Choose the best instructors, call them by their preferred names and titles, e-mail them, and visit them during office hours. Arrive early for class and get to know them better.
6. **Know expectations.** Read the syllabus for each course and clarify the expectations and requirements, such as tests, papers, extra credit, and attendance.
7. **Join a study team.** You will learn more by studying with others than by reading alone. Make up tests, give summaries, and teach others.
8. **Organize your study space.** Create a quiet space, with a place for school documents, books, catalogs, a dictionary, a computer, notes, pens, and a calendar. Eliminate distractions by closing the door and focus on the task at hand.
9. **Map out your day, week, and semester.** Write down all assignments, upcoming tests, meetings, daily goals, and priorities on your calendar. Review your calendar and goals each day. Do not socialize until your top priorities are completed.
10. **Get help early.** Know and use all available campus resources. Go to the learning center, counseling center, and health center; get a tutor; and talk with your advisor and instructors about concerns. Get help at the first sign of trouble.
11. **Give school your best effort.** Commit yourself to being extra disciplined the first three weeks—buy your textbooks early; take them to class; get to class early; keep up on your reading; start your projects, papers, and speeches early; and make school a top priority.
12. **Use note cards.** Jot down formulas and key words. Carry them with you and review them during waiting time and right before class.
13. **Review often.** Review and fill in notes immediately after class and again within 24 hours. Active reading, note taking, and reviewing are the steps that improve recall.
14. **Study everywhere.** Review your note cards before class, while you wait for class to begin, while waiting in line, before bed, and so on. Studying for short periods of time is more effective than cramming late at night.
15. **Summarize out loud.** Summarize chapters and class notes out loud to your study team. This is an excellent way to learn.
16. **Organize material.** You cannot remember information if it isn't organized. Logical notes help you understand and remember. Use a mind map for outlining key facts and supporting material.

(continued)

The Best Strategies for Success in School *(continued)*

17. **Dig out information.** Focus on main ideas, key words, and overall understanding. Make questions out of chapter headings, review chapter questions, and always read summaries.
18. **Look for associations.** Improve memory by connecting patterns and by linking concepts and relationships. Define, describe, compare, classify, and contrast concepts.
19. **Ask questions.** What is the obvious? What needs to be determined? How can you illustrate the concept? What information is the same and what is different? How does the lecture relate to the textbook?
20. **Pretest yourself.** This will serve as practice and reduces anxiety. This is most effective in your study team.
21. **Study when you are most alert.** Know your energy level and learning preference. Maximize reviewing during daytime hours.
22. **Turn in all assignments on time.** Give yourself an extra few days to review papers and practice speeches.
23. **Make learning physical.** Read difficult textbooks out loud and standing up. Draw pictures, write on a chalkboard, and use visuals. Tape lectures and go on field trips. Integrate learning styles.
24. **Review first drafts with your instructor.** Ask for suggestions and follow them to the letter.
25. **Pay attention to neatness.** Focus on details and turn in all assignments on time. Use your study team to read and exchange term papers. Proofread several times.
26. **Practice!** Nothing beats effort. Practice speeches until you are comfortable and confident and visualize yourself being successful.
27. **Recite and explain.** Pretend that you are the instructor and recite main concepts. What questions would you put on a test? Give a summary to others in your study group. Make up sample test questions in your group.
28. **Take responsibility.** Don't make excuses about missing class or assignments or about earning failing grades. Be honest and take responsibility for your choices and mistakes and learn from them.
29. **Ask for feedback.** When you receive a grade, be reflective and ask questions: "What have I learned from this?" "How did I prepare for this?" "How could I improve this grade?" "Did I put in enough effort?" Based on what you learn, what new goals will you set for yourself?
30. **Negotiate for a better grade before grades are sent in.** Find out how you are doing at midterm and ask what you can do to raise your grade. Offer to do extra projects or retake tests.
31. **Always do extra credit.** Raise your grade by doing more than is required or *expected*. Immerse yourself in the subject and find meaning and understanding.
32. **Take responsibility for your education.** You can do well in a class even if your instructor is boring or insensitive. Ask yourself what you can do to make the class more effective (study team, tutoring, active participation). Be flexible and adapt to your instructor's teaching style.

(continued)

The Best Strategies for Success in School *(continued)*

33. **Develop positive qualities.** Think about the personal qualities that you need most to overcome obstacles and work on developing them each day.
34. **Stay healthy.** You cannot do well in school or in life if you are ill. Invest time in exercising, eating healthy, and getting enough sleep and avoid alcohol, cigarettes, and drugs.
35. **Dispute negative thinking.** Replace it with positive, realistic, helpful self-talk and focus on your successes. Don't be a perfectionist. Reward yourself when you make small steps toward achieving goals.
36. **Organize your life.** Hang up your keys in the same place, file important material, and establish routines that make your life less stressful.
37. **Break down projects.** Overcome procrastination by breaking overwhelming projects into manageable chunks. Choose a topic, do a rough draft, write a summary, preview a chapter, do a mind map, and organize the tools you need (notes, books, outline).
38. **Make school your top priority.** Working too many hours can cut into study time. Learn to balance school, your social life, and work, so that you're effective.
39. **Meet with your advisor to review goals and progress.** Ask questions about requirements, and don't drop and add classes without checking on the consequences. Develop a good relationship with your advisor and your instructors.
40. **Be persistent.** Whenever you get discouraged, just keep following positive habits and strategies and you will succeed. Success comes in small, consistent steps. Be patient and keep plugging away.
41. **Spend less than you make.** Don't go into debt for new clothes, a car, CDs, gifts, travel, or other things you can do without. Education is the best investment in future happiness and job success that you can make. Learn to save.
42. **Use critical thinking and think about the consequences of your decisions.** Don't be impulsive about money, sex, smoking, or drugs. Don't start a family until you are emotionally and financially secure. Practice impulse control by imagining how you would feel after making certain choices.
43. **Don't get addicted.** Addictions are a tragic waste of time. Ask yourself if you've ever known anyone whose life was better for being addicted. Do you know anyone whose life has been destroyed by alcohol and other drugs? This one decision will affect your life forever.
44. **Know who you are and what you want.** Visit the career center and talk with a career counselor about your interests, values, goals, strengths, personality, learning style, and career possibilities. Respect your style and set up conditions that create results.
45. **Use creative problem solving.** Think about what went right and what went wrong this semester. What could you have done that would have helped you be more successful? What are new goals you want to set for next semester? What are some creative ways to overcome obstacles? How can you solve problems instead of letting them persist?

(continued)

The Best Strategies for Success in School *(concluded)*

46. **Contribute.** Look for opportunities to contribute your time and talents. What could you do outside of class that would complement your education and serve others?
47. **Take advantage of your texts' resources.** Many textbooks have accompanying Web sites, CDs, and study materials designed to help you succeed in class. Visit this book's Web site at www.mhhe.com/ferrett7e.
48. **Respect yourself and others.** Be supportive, tolerant, and respectful of people who are different from you. Look for ways to learn about other cultures and different views; and to expand your friendships. *Respect yourself.* Surround yourself with people who are positive and successful, who value learning, and who are supportive and respectful of you and your goals.
49. **Focus on gratitude.** Look at the abundance in your life—your health, family, friends, and opportunities. You have so much going for you to help you succeed.
50. **Just do it.** Newton's first law of motion says that things in motion tend to stay in motion, so get started and keep working on your goals!

Progress Assessment

Course: _____

Instructor: _____

Office: _____ Office hours: _____

Phone: _____ E-mail: _____

1. How am I doing in this class?

2. What grades have you recorded for me thus far?

3. Are there any adjustments that I should make?

4. Am I missing any assignments?

5. Do you have any suggestions as to how I can improve my performance or excel in your class?
