

Connecting to Resources:

2

People, Places, and Things

"The Internet is becoming the town square for the global village of tomorrow."

— Bill Gates¹

"A library is not a luxury but one of the necessities of life."

— Henry Ward Beecher²

"A university is just a group of buildings gathered around a library."

— Shelby Foote³

One of the most important things that new students can do to make success in college a reality is to discover and take advantage of the many campus resources available to them. In this chapter, we will highlight a few of those resources, which include people, places, and technologies.

2.1 People

Following are brief descriptions of some of the people on campus who can, in some way, contribute to your success as a student. You are literally surrounded by these helpers every day. You will interact often with some of these people, whereas others seem to work behind the scenes. Reading about them in this chapter will encourage you to do the following:

1. Realize that they are there, working every day, ultimately for your benefit.
2. Cooperate with them in their efforts.
3. Take advantage of the service that they offer to you.
4. Show appreciation for what they do.

Table 2.1

Successful Students Connect to Campus Resources		
People	Places	Things (Technologies)
Advisors	Learning center	College website
Coaches	Computer labs	College email
Counselors	Counseling center	College catalog
Faculty	Financial aid office	Course management system
Grounds and building staff	Fitness center	Faculty webpages
Librarians	Library	College library site
Office staff	Registrar's office	Your personal college portal
Other students	Student organizations	
Security	Auditorium	
Academic tutors		

2.1a Advisors

An academic advisor (sometimes called a *counselor*) is someone assigned to help you develop a class schedule, register for classes, develop your short- and long-range plans, explain the degree program requirements to you, assist you with dropping or adding classes, and answer specific questions that you may have about your program of study. Check with your academic department or division to find out the name of your advisor. Some colleges have an advisement center with full-time employees devoted entirely to advisement. You would be wise to seek their advice. Sometimes students are inclined to take the advice of other students on these matters. Be careful because some rules or policies change from year to year. Your student friends might not be aware of changes to programs, prerequisites, and so on; your advisor, however, will know the most accurate information.

2.1b Coaches

Athletic coaches serve student athletes in many ways. If you take the time to talk to any one of them, you will quickly discover that they are not concerned merely with the success of the team (winning games) but that they also strive to help the students under their leadership to develop and succeed academically. However, athletic coaches may not be the only kind you encounter on campus. Some colleges now have *student success coaches* who are available to assist you with the transition into college, and sometimes specific coaches are available for populations with unique needs, such as students with disabilities. Don't be afraid to seek out any type of coach that you think may be helpful to you as you navigate through college.

2.1c Psychological Counselors

The vast majority of colleges provide a counseling office or counseling center of some type. Counselors can help with a variety of personal issues, disability issues, and issues with the transition to college. Keep in mind that counseling is not just for those with special problems; rather, counseling can be beneficial to all students. The services that most counseling centers offer are described in detail later in this chapter.

2.1d Career Counselors

Many community colleges also have career counselors who can assist you with choosing your major or choosing a career that fits your interests and abilities. Check out the types of counselors available to you as soon as possible. An early visit could change the course of your college career!

2.1e Faculty (Office Hours)

Of course, in class you interact with instructors several times a week—but don't forget about office hours. Each faculty member has designated certain hours each week during which he or she plans to be in the office so that students can visit and receive assistance. If you need help with a course, you should not hesitate to make an appointment to visit your instructor. It is easy to find out when these office hours are because they are usually listed in the syllabus and posted on each faculty member's office door. Usually, the department or division secretaries also have a list of the office hours for everyone in the division. You will find that faculty members are very busy with research, writing, paperwork, grading, committee meetings, and so on. However, you should also know this: Helping students is a top priority for college faculty.

2.1f Staff

Before most students are even awake, the grounds and building crews are already hard at work at your college making the grounds and buildings beautiful, comfortable, and accessible to students. The food service staff arrives early and starts preparing to serve the campus community. Much of what we do on campus would come to a screeching halt were it not for the long-suffering labor of the computer services staff working, mostly behind the scenes, to keeping everything running. Secretaries and other office staff spend many hours each day helping students connect with the right people, fill out the correct forms, and solve other problems. All of these people take pride in the fact that they are there to help you. You should demonstrate gratitude and cooperate with them whenever possible because, after all, you are helping them help you.

2.1g Librarians

A library is not merely a hollow room lined with books; it is, instead, a hive of information driven by a staff that works diligently to design, manage, and continually update the library as a resource for students. Most students would earn much higher grades and get a lot more out of college if they used the library more. The library staff is ready to help you do just that. The library staff can help you understand the library and make use of its resources. Using the library will help you with classroom assignments and papers. Additional information about the library appears later in this chapter.

2.1h Other Students

Another resource available to you in college is other students. People can be greatly influenced by those with whom they associate. Meaningful connections to other students who care about success in college as much as you do can actually help you succeed. By making friends in your classes, you are enlisting allies to help you study or fill you in on what you need to know if you ever have to miss a class. Perhaps you are even interested in joining a student organization that reflects both your interests and your anticipated career. Student clubs should not take away from your study time—nor are they more important than other responsibilities you may be juggling at a job or at home—but for those who have the time, they can offer networking opportunities. Your college website probably has a page or area devoted to various clubs and student organizations. Table 2.2 provides just a few examples of typical student organizations and clubs you might find in college.

Table 2.2

Examples of Student Organizations	
African-American Union	The Robert Feline Playmakers (Theater)
Art Club	SGA (Student Government Association)
Chess Club	SIFE (Students in Free Enterprise)
EARTH Club	SNEA (Student National Education Association)
International Club	Tennis Club
Music Club	STEMMEGA (Math and Science Club)
	Video Gamers Association

2.1i Security

Campus security personnel are not there merely to give you a parking ticket if you park in a restricted zone. Campus police are active around the clock, keeping a watchful eye in order to protect you. Help them serve you better by cooperating with posted speed limits and other laws and by reporting emergencies or suspicious activities to them. If an emergency situation, such as a natural disaster or school shooting, occurs on your campus, campus security is likely to be the first on the scene. Cooperate with them and follow their instructions because that may just save your life.

2.1j Academic Tutors

Some of the most appreciated helpers on campus are the academic tutors who work in learning centers. These tutors help students with math and writing challenges. You will be surprised how much easier success will come if you visit your college's learning center. Few students realize what a huge benefit it is when tutors are provided on your campus for free (or included as a part of your regular student fees). If tutors were not provided, and you found yourself seeking the services of a private tutor, you would most likely pay a hefty price for the service.

Years ago, one of my students lamented to me that she had failed a required beginning-level math course twice. She said, "I fear that I will never be able to graduate because I can't get past this

required math class, and I just can't understand Professor Smith." The student had good grades in her other classes. When I looked at her schedule, I noticed that she had a free hour after her math class and that the tutoring lab was in the same building as her math classroom. I suggested that she simply go to the tutoring lab after each math class, sit in the lab, and practice the math that was covered in class that day. Then if she came upon a problem that she did not know how to solve, she could ask a tutor to explain it. In this way, she could learn the parts of the math lesson that she had difficulty with, one problem at a time, and she would never fall behind in class. She followed my advice. During the next semester, she stopped me in the hall one day to tell me, with excitement, that the plan had worked and that she had earned an A. That student learned just how valuable a campus tutoring service can be.

2.2 Places

Following are brief descriptions of some of the places on most campuses that can, in some way, contribute to your success as a student. This is not an exhaustive list. It is a bit humbling to realize that the entire campus infrastructure exists to help you as a student. A lot has been invested in your success!

2.2a Financial Aid Office

Most colleges have an office of financial aid dedicated to helping students gather money to support their college education. The financial aid office can assist you in filling out loan and scholarship applications, finding appropriate sources of financial aid, and in processing your loans and scholarship monies so that they are available for you to use. If you are concerned about how you are going to pay for school or other associated expenses, this should be the first place you visit.

2.2b Learning Centers or Academic Centers

These can be some of the most important locations on campus because these centers often provide free tutoring in English, math, and other subjects. Try to visit your college's learning center as soon as you can during the semester to acquaint yourself with all it has to offer. Take note of the contact information, such as the telephone number, email address, and web address, and of the hours of operation. Then you can return any time you need help.

2.2c Computer Labs

Computer labs are located in various buildings across most campuses. Students should make a note of which computer labs are located conveniently and what times those labs are open. Wireless Internet access is also available on most campuses for students who wish to use their own laptop computers, tablets, or other wireless devices. Check the college webpage or the information technology (IT) department to find out how to connect.

2.2d Psychological Counseling Center

Counseling centers exist to enable students to achieve their goals and to reach their fullest potential by offering personal, career, and academic counseling services. Many colleges offer individual and group therapies, stress management seminars, and other types of psychologically educational seminars throughout the year, as well. Table 2.3 shows some of the services that counseling centers typically offer. Do not hesitate to use their services when you need help.

Most colleges have a webpage for the counseling center (CC) that offers information on a wide variety of issues and links to additional sources. Table 2.4 shows some of the topics that might be addressed by your college CC webpage. Take time to browse your college's CC webpage so that you will be aware of what resources are available to you when you need them.

Table 2.3

Services Offered by Most Counseling Centers (CCs)

Service	Description
Personal Counseling	CCs can help you cope with life changes (relationships, adjustment to college, relocation) and with personal problems (stress management, depression, anxiety, and, more specifically, test anxiety).
Career Counseling	Most CCs offer a career resource library and a computerized career guidance program. They can provide access to information about occupations, schools, financial aid, and job-seeking resources. They can also help you 1) assess your career interest, abilities, and job values; 2) explore occupations, majors, and schools; and 3) develop a résumé and conduct a job search.
Academic Counseling	Academic counseling includes assessment of your learning preferences, counseling on test preparation techniques, and counseling on test anxiety.
Disability Services	This service is provided for students who need help with classroom or other accommodations due to a disability.
Outreach Programs	Upon request, most CCs will provide workshops on stress management, test anxiety, eating disorders, sexual assault awareness and prevention, time management, depression, diversity awareness, communication, and so on.
Group Counseling	Assertiveness training, test anxiety, stress management, single parenthood, healthy relationships, and nontraditional student support are all topics covered in group counseling.
Consultation Services	Most CCs will also meet with individuals, small groups, organizations, and departments to assist them in defining issues and developing strategies to deal with concerns.

Table 2.4

Topics Addressed by Many CC Websites

Accommodations for disabilities policy
Career resources
Crisis intervention protocol
Conflict resolution and mediation
De-escalation techniques
Disability resources
Disability services manual
Mental health
Confidentiality statement
Self-help

2.2e The Library

This chapter began with an engaging quote by Shelby Foote that expressed the prominence of the library on campus: “A university is just a group of buildings gathered around a library.”³ If the library were a person, she might appear to the casual observer to be quiet and unassuming; yet to the serious college student, the library is revealed as an Incredible Hulk of academic power.

Students on college campuses can access thousands of books, journal articles, and other resources online through their library. To make the most effective use of the library during your time in college, you need to understand how it is organized, what resources are offered, and what policies are in effect.

Organization

In most colleges and universities, the books in the library are arranged on the shelves according to the Library of Congress Classification System, which separates all knowledge into twenty-one classes. Each class is identified by a letter of the alphabet, subclasses by combination of letters, and subtopics within classes and subclasses by a numerical notation.

Locating Materials and Information

In most libraries, there are computer labs that provide all of the information you need to locate books, videos, periodicals, and thousands of other resources. In many cases, you can search the holdings of the library online. Libraries provide services to link you to thousands of reference materials that will assist you in being successful in your college studies. Usually, libraries have a main hub that provides access to multiple databases, which in turn hold thousands of articles in periodicals and chapters in books. Many articles are full text. Students who need periodical articles that are not available in their library can often obtain those materials through an interlibrary loan system. Ask the library staff about requesting materials.

Research Help

A series of studies called the ERIAL project⁴ found that many students, even when they struggled to find good sources, did not seek help from the librarians. These studies also found that students who had attended library orientations or tutorials showed more proficiency than those who had not. You will be more successful in college if you attend library orientations and make it a point to ask the librarians for help when you need it.

Most librarians have created subject-specific research guides and course-specific guides to help you with any research project you may have. These guides are crafted to help you when you do not know where to begin your research in a certain subject area or are produced to help you with a specific course. Be sure to ask your librarian about any library guides that might be available to you.

Atmosphere

College libraries strive to accommodate both group and individual study. They often have several small study rooms available for group study as well as quiet areas in which to study alone. These provide excellent places to meet with a study group or work on a group project, or to study individually—especially if your home environment is noisy or distracting (as is often the case for students who live in dorms or shared apartments). If you ever need help accessing any of these study areas in the library, a library staff member will be happy to assist you.

Special Collections

Most campus libraries house special collections about specific topics or people. These collections can house print items, images, manuscripts, maps, artifacts, microforms, and digital and audio-visual materials. Many of these collections relate to the specific college, local history, regional and state history, and genealogy. As such, collections typically include many items that are unique, historical, rare, and/or irreplaceable.

2.2f Campus Athletic Fitness Center

Almost all colleges have a campus athletic fitness center. This is a place where you can participate in physical exercise and various sports. The activity center can be an excellent resource for all things related to maintaining physical health throughout college. There are often many groups and teams that you can join, meaning this can also be a source of social networking and friendship. When you arrive on campus, check out what your college has to offer in regard to athletic and other fitness opportunities.



Reading Comprehension Question 2.1 (Knowledge)

How are the books in the library arranged?

- In alphabetical order by title
- In groups and categories, according to the Dewey Decimal System
- In accordance with the Library of Congress Classification System
- In no particular order at all

2.2g Commuting and the Bus System

(It is not a place, but a bus system can take you places.) Many commuter students use their own cars. If that's the case, be sure you know the rules about where to park on campus because there are usually designated spaces for student or commuter parking. However, parking on some campuses can be expensive. It's worth checking if your college has a campus bus system because that can be a more affordable alternative. City buses can also be a viable option, if available, so be sure to check out the bus schedules in your area. Sometimes there are even reduced-rate metro tickets available to students, or you may qualify for financial assistance for travel to and from college—it depends on your campus—so be sure to ask if there is assistance available to you. Also, keep in mind that in order to reach some locations, you may have to transfer from one bus route to another. You should check the bus schedules and include that information in your calendar planner. If you can, plan how you get to and from classes before you register for them—and certainly before the semester gets underway.

2.3 Things (Technologies)

The Internet and related technologies are now ubiquitous in higher education, but which technologies and which practices are most likely to help you be successful in college? What practices might thwart your success? How is your use of technology for success in college different from the use of technology in other capacities?

This chapter addresses electronic technologies and physical resources that will help you to be successful in college. Simply knowing how to use these programs generally is not enough to make you successful. You must know how to use them effectively *in the college environment*. And keep in mind that there will be times when you need to turn technology off so that you can spend time thinking and focusing exclusively on your studies.

2.3a Your College Portal

Some colleges have a web portal that you will be able to use to access many resources online. In this case, you would log on to the web portal with a username and password (usually obtained during registration). Once you have logged on, you may have access to a number of different accounts: your campus email account, your campus financial account, your campus records, and/or your campus course delivery system. If you do not know your username or password, be sure to ask a staff or faculty member how to access your college's web portal. You will find that, usually, there is a "forgot your username" or "forgot your password" link on the website, so you may wish to check that first.

2.3b College Webmail

The vast majority of colleges have an email program similar to your personal email. It is very important to check your college webmail on a regular basis since it is usually the official email system of your college—the method by which information and important announcements will be delivered to you throughout the semester and your career at college. Look for links regarding webmail on the college home page. (Sometimes there is an option to have your college email forwarded to your personal email address—but you should still log on to your college email periodically to clean out your inbox so there is enough room for new messages.)

Anatomy of an Email to Your Professor

Email messages that you send to your professor, or to other college staff, should not be as casual in style and content as those messages that you might send to a friend. Your professor may teach hundreds of students in five or more classes. Therefore, when you send an email to the professor, it is very important that you identify yourself and indicate specifically which class you are taking. Be sure to use the following guidelines every time you write to a professor:

1. Always include your full name as part of the message.
2. Always identify about which class you are writing. Specify the name of the class (e.g., SOC 1101 Sociology), the section (e.g., Section B), and class meeting particulars (e.g., meeting TH at 9:30 a.m.).
3. Always include your contact information (such as your email address and/or phone number) so that the professor may respond to your message if necessary.
4. Always use complete sentences and correct grammar.

Following are three examples of email messages: one that has the correct characteristics and two that do not and which are not appropriate. The names have been changed to protect the innocent (or guilty), but these are *actual emails* that have been received from students. Can you identify what is wrong with the poorly written messages? How many problems can you find in the poorly written messages?

Example of a Really, Truly, Undeniably Horrible Email Message

From:	Chrisrocketman3000@email.com
Date:	3/11/2014 11:18:29 am
To:	bsmith@college.edu
Subject:	(no subject)
Attachments:	
wht up when is r test	

Example of a Poorly Composed Email Message

From:	cgriffin3@email.com
Date:	3/11/2014 11:18:29 am
To:	bsmith@college.edu
Subject:	Test Date
Attachments:	
When is our next test?	
Chris	

Example of a Well-Written Email Message

From:	chris.griffin@college.edu
Date:	3/11/2014 11:18:29 am
To:	bsmith@college.edu
Subject:	Social Problems Assignment from Chris Griffin
Attachments:	Chris_Griffin_Assignment1.doc (112 k)
Professor Smith, Per your instructions in the syllabus, I have attached writing assignment #1 for Social Problems (Section B, 12:30 pm, MW) to this email. Please send a reply to confirm that you have received it as I do not wish for the assignment to be late. Sincerely, Chris Griffin chris.griffin@college.edu 478-455-4123 Social Problems 1101; Section B; MW 12:30 pm	



Reading Comprehension Question 2.2 (Literal Comprehension)

Which of the following is true according to this chapter?

- a. Emails to a professor should always identify you by your name and your class and should include your contact information.
- b. Emails to a professor are very similar to texting, except that you may have to use the college webmail system to deliver them.
- c. Emails to your professor should be casual and friendly.
- d. Emails sent through the campus webmail system automatically identify you and provide your contact information, so you never need to do so.

Things You Should Know About Most College Webmail

There are usually links on your college's home page from which you can discover the webmail addresses and telephone numbers of your professors, advisor, and staff members for the various departments and offices on campus.

You can usually locate policies regarding your college's webmail on the college website. You should make sure that you are aware of those policies. If your college, like many, sends important college correspondence to your college webmail account instead of using paper mail (snail mail) or any other email accounts that you may have, then it is vital that you check your college webmail on a regular basis.



Reading Comprehension Question 2.3 (Inferential Comprehension)

What is the main idea of the passage entitled, “Things You Should Know About Most College Webmail”?

- Colleges have certain policies and established norms about the correct and incorrect way to use webmail in college.
- Webmail is very complicated and difficult to use.
- Webmail can be used to publicize a personal business.
- None of the above

2.3c Course Management Systems

A course management system (CMS) or learning management system (LMS) is a software program that your college uses to manage online courses or the online components of face-to-face (F2F) courses. Examples of course management systems include Blackboard®, D2L® (formerly known as Desire2Learn), Moodle™, and Canvas™. There are others. Your college may use one of these, a different CMS, or one of these called by a name unique to your institution.

The CMS is used to deliver online courses and hybrid courses (courses that meet partly online and partly in a classroom) and to enhance F2F classes. Even if you are not enrolled in an online or hybrid course, your professor may use a CMS to post information for your class, such as the syllabus or grades. In some cases, the professor of an F2F class may use a CMS for much more—such as email, discussions, quizzes, surveys, handouts, instructional videos, a calendar, announcements, and so on. Ask your professor about this at the beginning of the semester so that you will know what to expect and so that you will not miss out on any resources that might help you succeed in the course. Look for tutorials on the college website to help you learn to navigate your college’s particular CMS.

It would be wise to check your college webpage for the technical requirements of the CMS *before* you get started accessing your courses online because you may need to adjust your computer or use certain programs on your computer to make it compatible with the CMS used at your college. For example, the CMS may not work properly in all Internet browsers and may specify which browsers or versions of particular browsers you should use. Examples of browsers include Google Chrome™, Mozilla® Firefox®, Microsoft® Internet Explorer®, and Apple® Safari® to name a few. Also, the CMS may require that you set your browser to allow cookies, pop-ups, or Oracle® Java™. Some of the courses that you access through the CMS may also require plug-ins, such as Adobe® Reader®, Adobe® Flash® Player, Apple® QuickTime®, or Microsoft® Windows® Media Player®, for your browser.

2.3d Using Your College Database Software

Colleges often use database software systems for administrative applications. Your college database software program is probably connected to the database where student enrollment and grade information is stored. Usually, you can access your college’s database software program from the college home page. You should find out what your college’s software database program is called so

that you can locate and make full use of the system. As a student, you can usually use your college database software to manage many aspects of your college experience. Following are examples of some of the things for which you can usually use your college database software:

- You can check your own records at the college—such as registration status, financial aid status, and registration holds.
- You can view the course schedule for current and future semesters.
- You may be able to register yourself for classes online.
- You may be able to check your midterm grades.
- You can view your official grades at the end of the semester.



Reading Comprehension Question 2.4 (Analysis)

What is the primary purpose of the parts of this chapter dealing with technology?

- a. To show the student how advanced the technology is at college
- b. To demonstrate to the student that there are rules about using email in college
- c. To assist the student in becoming familiar with various Internet technologies in order to increase the student's chances for success in college
- d. To point out the deficiencies in college Internet technologies



Want to learn more? Try these resources.

"See You Online! Tips for Using College Library Resources and the Web"
The *Back to College*® website presents this article by Sylvia DeSantis, in which she describes college and university online databases, using search engines for college research and university electronic catalogs.
<http://bvtlab.com/68JBN>

Library Survival Skills for New College Students

This webpage, prepared by Nancy Guidry and Dawn Dobie of the Bakersfield College Library, presents and describes fourteen library skills that new students need to succeed.
<http://bvtlab.com/b57T7>

"Top 10 Ways Your College Library Can Help You"

This short article by Courtney Brunch appears in the *Front Range Community College Blog*, "Writing the Front Range," and lists ten ways that the college library can help students.
<http://bvtlab.com/r2aUW>

2.4 Summary

This chapter discussed many of the people, places, and things that can help you succeed in college. People include advisors, coaches, counselors, faculty, buildings and grounds staff, librarians, office staff, security, and other students. Places include learning centers, computer labs, counseling centers, financial aid offices, fitness centers, libraries, registrar's offices, and student organizations. With regard to technology, you learned some basic information about your college's webmail, course management system, and college database software systems. A simple—but very important—topic of this chapter was the discussion of the anatomy of an email to your professor. If you make the extra effort to make sure that your email messages have the characteristics described in this chapter, you will enjoy much more successful communication with your professors. Improving your communication skills will contribute to your overall success in college and your subsequent career.

Review Questions 2.1

Instructions

Following are five true-false statements taken from the information in this chapter. First, try to answer them without looking back at the chapter. Then review the chapter to see how well you did.

Question & Answer	Rationale
Circle true or false for each of the following statements.	Write an explanation stating why each statement is true or false.
1. Students should always use their personal email account to check their official college mailbox. True or False	Your Rationale:
2. Using your college's database software program is important because it will allow you to access your grades and assess your progress in college. True or False	Your Rationale:
3. Counseling centers help with a very limited number of psychological issues for college students. True or False	Your Rationale:
4. When sending an email message to a professor via webmail, there is no need to mention the class about which you are writing. True or False	Your Rationale:
5. If the library were a person, she might appear to the casual observer to be quiet and unassuming; however, to the serious college student, the library is revealed as an Incredible Hulk of academic power. True or False	Your Rationale:

Assignment 2.1

Identifying Campus Resources

Instructions

This assessment provides you with a worksheet to help you to identify campus resources and to always be prepared to take advantage of their services.

Follow These Steps

Step 1: Use the form on the following pages to record some information about the different resources available on your campus. Examples of resources include the library, your academic advisor, the tutoring center, computer labs, faculty and teaching assistants, departmental offices for your major, coaches, and so on. The information should include contact information, office hours or hours of operation, location, and how the resource can help you. Record the information in the space provided.

Step 2: Insert or copy these pages into your calendar/planner so that you will always have the information when you need it. If you use an electronic calendar/planner, then copy the information to your electronic planner so that you will have access to it when you need it. Remember to update the information any time the details, such as hours of operation, change.

Notes

Directory of Campus Resources

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Directory of Campus Resources (Cont.)

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Resource:	How can this resource help you?
Phone/Fax:	
Email:	
Webpage:	
Location:	
Hours of Operation:	

Chapter 3 Roadmap



Introduction

In this chapter, you will learn about the types of attitudes and approaches to learning that help make students successful.

This chapter roadmap page presents the formal learning goals for this chapter and a checklist that you should follow as you read and study the chapter.

Student Learning Goals

After completing this chapter, you should be able to do the following:

1. Compare and contrast the focus-on-grades approach with the focus-on-learning approach.
2. Explain why the focus-on-learning approach is more effective.
3. Explain why long-term learning is more productive than cramming for an exam.
4. Describe the characteristics of a responsible learner.
5. Explain how failure to take responsibility for learning—both on the part of students and on the part of professors—can be detrimental to both individuals and society.
6. Explain the difference between deep learning and surface learning.

Chapter Checklist

You will benefit most if you complete the activities in the order that they are listed.

☐ **Target Date/Deadline:** _____
Complete Critical Thinking Activity 3.1.

☐ **Target Date/Deadline:** _____
Prepare a study guide page for each learning goal in this chapter (the study guide template is available in the preface and at bvtlab.com/documents).

☐ **Target Date/Deadline:** _____
Print or copy a “Preparing for Class” page (available in the preface and at bvtlab.com/documents) to take notes as you read the chapter. This will become part of your study guide.

☐ **Target Date/Deadline:** _____
On each study guide page, convert the student learning goal into questions that you can answer as you read the chapter.

☐ **Target Date/Deadline:** _____
Read the chapter.

☐ **Target Date/Deadline:** _____
On your Preparing for Class page, write down any questions, insights, or comments that you have as you read so that you can bring them up in class.

☐ **Target Date/Deadline:** _____
Try to answer the reading comprehension questions as you come to them in the chapter. Check each answer by comparing it to the list of correct answers in the back of the book. If any answer was not correct, then review the passages preceding the question to see why you missed the question.

☐ **Target Date/Deadline:** _____
Complete your chapter study guide by answering the student learning goal questions you created.

☐ **Target Date/Deadline:** _____
Complete Review Questions 3.1.

☐ **Target Date/Deadline:** _____
Complete Assignment 3.1 (My Motivation, Focus, and Approach to Learning).

☐ **Target Date/Deadline:** _____
Review what you have learned from this chapter.



Critical Thinking Activity 3.1

Consider the following questions; select the answer that most closely matches your personal preference for each situation described.

1. You have been rushed to the hospital after an auto accident. Which would you prefer?
 - a. To be treated by a nurse who earned her credentials by cheating on the final exam in nursing school
 - b. To be treated by a nurse who, thanks to her excellent negotiating skills, was able to graduate nursing school by bargaining with the professor after failing the final exam
 - c. To be treated by a nurse who earned her credentials not only by learning enough to pass her exams but also by making sure that she understood everything that she was supposed to learn
2. You are an elementary school principal who is interviewing applicants to teach a second-grade class at your school. Your child is in that second-grade class. Which would you prefer?
 - a. To hire an applicant who passed her math class by taking the class online and having a friend who was good at math take all of the exams for her
 - b. To hire an applicant who says in the interview, “I only want to teach at the first-, second-, or third-grade levels because I don’t like math”
 - c. To hire an applicant who struggled with math initially, but who passed the class because she spent extra time doing practice questions and getting help from the tutoring lab until she mastered the subject
3. You have won the lottery and are now \$100 million richer than you were yesterday. You don’t know how to properly manage this large amount of money or how to deal with the tax issues associated with it, so you decide to hire a CPA to help you. Which would you prefer?
 - a. To have your finances managed by an accountant who earned his credentials by cheating on the final exam in college
 - b. To have your finances managed by an accountant who believes in investing as little effort as possible to get the most benefit possible (When he was in college, he used a website where students rate professors to figure out which professors were easy and took only easy classes so he was able to get his degree without having to invest very much time in studying or learning.)
 - c. To have your finances managed by an accountant who is good at his job because, when he was in college, he took responsibility for his own learning and researched topics deeply until he gained a clear understanding of everything he needed to know to earn his degree and to do his job well

[illegible]