

**Aaron, J. E. (2000). *The little, brown essential handbook for writers. (3<sup>rd</sup> ed.)*. New York: Longman.**

Brief, accessible, and inexpensive, *The Little Brown Essential Handbook for Writers*, 3/e answers common and not-so-common questions about the writing process, usage, grammar, punctuation, mechanics, document design, research writing, and documentation. Minimal terminology, clear explanations and examples, and pointers for ESL writers help students at all levels. Extensive sections on document design and source documentation support writers in all disciplines, both in and out of school. The convenient pocket size, spiral binding, and numerous reference aids make the book convenient to carry and easy to consult.

**Adelman, C. (2006). *Toolbox Revisited: Paths to Degree Completion from High School through College*. Jessup, MD: U.S. Department of Education.**

The *Toolbox Revisited* is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s.

**Advanced Strategies. (1992). *Diversity bingo: An experiential learning event*. San Francisco: Jossey-Bass/Pfeiffer.**

Diversity Bingo is an interactive group learning experience that is designed to raise awareness of the perceptions and assumptions that exist in regard to different dimensions of diversity. Because it is a "game," and based on the familiar game of Bingo, participants "play" the game and enjoy it. However, as the game progresses, some participants become aware of the difficulties of determining certain categories of diversity or differentness. Other participants become aware of ways in which they are "seen" or categorized by others. Almost all participants become aware of their own discomfort with some of the categories and with looking for who might belong to what categories.

**American Psychological Association. (2007). *Publication manual of the American Psychological Association. (5<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.**

The *Publication Manual of the American Psychological Association* offers updated information on reporting statistics, writing without bias, preparing manuscripts with a word processor for electronic production, and publishing research in accordance with ethical principles.

Style manual for writers, editors, students, educators, and professionals across all fields. Provides clear guidance on grammar, the mechanics of writing, and APA style. Includes examples, new guidelines and advice, and more. The Student Success Center Resource Library has three copies.

**Anderson, D. (2003). *Alcohol 101 Plus: Making safe and responsible decisions on Campus. Facilitator's Guide*. Washington, DC: The Century Council.**

Alcohol 101 Plus was developed as an extension of the award-winning Alcohol 101 program. This very popular educational resource was developed by The Century Council...and is widely used on more than a thousand campuses nationwide.

**Anderson, M. (2005). *Keys to successful writing: Unlocking the writer within. (3<sup>rd</sup> ed.)*. New York: Pearson Longman.**

*Keys to Successful Writing* prepares student writers for college, career, and everyday writing success by developing the writing process through reading, thinking, and writing.

An essay-level rhetoric/reader/handbook presenting straightforward, consistently applicable tools and techniques, *Keys's* organization flows from simple to more complex essays. Featuring a student-friendly, highly accessible writing style, the text presents clear, specific strategies for writing. These methods are combined with student and professional models that are engaging, provocative, and contemporary.

The Student Success Center Resource Library has two copies.

**Arem, C. (2010). *Conquering math anxiety*. (3<sup>rd</sup> ed.). Belmont, CA: Brooks/Cole Cengage Learning.**

This third edition of Arem's CONQUERING MATH ANXIETY workbook presents a comprehensive, multifaceted treatment approach to reduce math anxiety and math avoidance. The author offers tips on specific strategies, as well as relaxation exercises. The book's major focus is to encourage students to take action. Hands-on activities help readers explore both the underlying causes of their problem and viable solutions. Many activities are followed by illustrated examples completed by other students. The free accompanying CD contains recordings of powerful relaxation and visualization exercises for reducing math anxiety.

**Arndt, T., & Coleman, K. (2011). *Life during college: Your guide to success*. Bainbridge Island, WA: Life After Graduation LLC.**

Life During College is a comprehensive guide/textbook developed to assist first-year college students with valuable advice and tools, such as: are my lecture notes preparing me for the exam, how can I deal with homesickness, what's the best way to study for exams, how can I develop my writing and speaking skills, where can I turn if I have health problems, how can I maintain a healthy lifestyle and avoid the "freshman fifteen", how will I survive on a student budget, am I financing my education wisely, am I developing skills employers are seeking, and much more.

Packed with clear descriptions, explanations, charts, tables and real-life examples, tips and resources, Life During College is entertaining and informative. Each chapter includes individual and group exercises to extend and personalize student learning.

**Arthur, J. (2004). *Concise guide to college success, a: carpe diem*. Upper Saddle River, NJ: Pearson Prentice Hall.**

For Student Orientation classes.

This well-written text started as a professor's advice to help his own students succeed in and out of the classroom. This brief text serves as a reference tool to improve writing, grammar, and punctuation, as well as gives information about studying, exam taking, classes, and "the care and feeding of professors." Also includes a short introduction to critical thinking and logic with exercises.

The Student Success Center Resource Library has two copies.

**Baldwin, A., & Tietje, B. (2013). *The college experience*. Upper Saddle River, NJ: Pearson**

If students don't know the "unwritten rules" for college success – how might it impact them? This book meets students where they are and helps them develop a plan to handle any situation. The College Experience recognizes Student Success is determined by motivation, preparation, knowledge, persistence, and relationships, the outcome largely measured by performance in other courses from the first term throughout the college career. Students are often not prepared for the social and cultural challenges such as meeting expectations, managing pressures on time, and navigating financial issues. Many of the standards for college success are indeed those "unwritten rules" that require an experienced perspective to anticipate, understand, and overcome. This text covers the topics students need to make the transition into a university culture, become active learners, and make intelligent choices. Course materials are realistic and supportive. They resonate with diverse student backgrounds, including first-generation college students, students of color, returning adults, and others. Once students know the "rules" - written and unwritten – they can adapt their plan for a more successful college experience.

**Ballenger, B. (2005). *The curious writer*. Review copy. Pearson Longman.**

Written in a conversational, motivational voice that embodies that philosophy of the author, The Curious Writer emphasizes inquiry as a driving force behind the writing process. Stressing the intrinsic connections between personal and academic writing, this new comprehensive composition text suggests that writers who begin with questions, rather than answers, are more likely to approach writing as a method of discovery and learning. The results will be better because of it!

**Banner, J. M. Jr., & Cannon, H. C. (2001). *The elements of learning*. New Haven, CT: Yale University Press.**

Selected by Choice as an outstanding academic title for 2000.

Selected as an outstanding book by University Press Books for Public and Secondary School Libraries.

This engaging and helpful book is both a thoughtful celebration of the learning process and a practical guide to becoming a better student. Written by the authors of the acclaimed *Elements of Teaching*, it is designed to help students of all ages—particularly high school and college students—attain their full potential for success in any area of study.

James M. Banner, Jr., and Harold C. Cannon explore the qualities needed to get the most out of education: industry, enthusiasm, pleasure, curiosity, aspiration, imagination, self-discipline, civility, cooperation, honesty, and initiative. For each of these elements they offer general reflections, useful suggestions, and a description of a fictional student who either embodies or lacks these qualities. The second part of the book helps students understand the environment in which they learn, by focusing on such topics as teachers, the curriculum, ways of learning, and the transition from school to college. The core points of the text are reinforced by answers to questions that haunt students, as well as tips on what to do to become the best student possible. Throughout, the authors encourage students to consider learning as part of their lives and to be active participants in their own education.

The Student Success Center Resource Library has six copies.

**Barefoot, B. O. (1998). *Exploring the evidence: Reporting outcomes of first-year seminars*. Columbia, SC: University of South Carolina.**

This document provides a compendium of evaluation research findings on first-year seminars at 50 institutions of higher education. Program reports are listed by type of institution: two-year institutions, small four-year institutions, mid-sized four-year institutions, and large four-year institutions. Each listing provides a brief description of the institution and its students, followed by a summary of the freshman seminar course or program, the evaluation design, and course or program outcomes. Contact information for each program is also provided. An index allows access by course or program outcomes in the following areas: academic achievement/grade point averages; credit hours attempted/completed; effects on faculty; financial outcomes; graduation rates; instructional strategies/models; retention; student adjustment/involvement; student satisfaction; student self assessment; evaluation of course components/resources; gender-linked findings; impact on academic advising; seminar grades as predictors; timing of the course; and utilization of services.

**Barkley, E., Cross, K. P., & Major, C. H. (2004). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey Bass.**

Engaging students in active learning is a predominant theme in today's classrooms. To promote active learning, teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching. *Collaborative Learning Techniques* is a scholarly and well-written handbook that guides teachers through all aspects of group work, providing solid information on what to do, how to do it, and why it is important to student learning. Synthesizing the relevant research and good practice literature, the authors present detailed procedures for thirty collaborative learning techniques (CoLTs) and offer practical suggestions on a wide range of topics, including how to form groups, assign roles, build team spirit, solve problems, and evaluate and grade student participation.

**Bedford/St. Martin's. (2012). *Insider's guide*. Boston: Bedford/St. Martin's.**

*Insider's Guide to credit cards*

*Insider's guide to beating test anxiety*

*Insider's guide to time management*

*Insider's guide to college etiquette*

*Insider's guide to college ethics and personal responsibility*

*Insider's guide to career services*

*Insider's guide to getting involved on campus*

*Insider's guide to academic planning*

*Insider's guide to building confidence*

*Insider's guide for returning veterans*

*Insider's guide to transferring*

These concise and student-friendly booklets on topics critical to college success are a perfect complement to your textbook and course.

**Behrens, L., Rosen, L. J., & Beedles, B. (2005). *A sequence for academic writing*. (3<sup>rd</sup> ed.). New York: Longman.**

This brief rhetoric focuses on the key strategies that any academic writer needs to know -- summary, synthesis, analysis, and critique. Building off the hallmark writing instruction of the best-selling text, *Writing and Reading Across the Curriculum*, this best-selling writing guide focuses on the critical reading and writing strategies that students need in order to thoughtfully interpret and incorporate source material into their own papers. The text employs high-interest readings from a range of disciplines to allow students to practice these strategies and skills, while numerous student papers model the kinds of academic texts students are expected to produce.

**Bell, I., McGrane, B., & Gunderson, J. (2004). *This book is not required*. (3<sup>rd</sup> ed.). Thousand Oaks: Pine Forge Press.**

*This Book Is Not Required: An Emotional Survival Manual for Students* invites students to examine their college education - what it could be and what, alas, it often is. This book does not look at the four years of college merely in terms of the formal world of classes and professors. It looks at the larger experience of college life and its effect on students during these four years. After all, some of the most important learning in college takes place outside of the classroom.

*This Book Is Not Required* has been regarded as a powerful tool to introduce students to the sociological analysis and personal reflection of college life. Now in its third edition, the book continues to educate students on the college experience as a whole looking at the personal, social, intellectual, and spiritual demands and opportunities presented by college life. In a personable and refreshingly straightforward style, authors Inge Bell, Bernard McGrane, and John Gunderson critically discuss how academic life distinguishes between learning the institutional rules of higher education and internalizing those rules. The book demystifies professors and teaching assistants by discussing their institutional roles and incentives and invites students to take responsibility for and make the most of their educational experiences.

Key Features

- Real-life student vignettes honestly address actual issues facing college students
- Two new chapters, "Welcome to College" (Chapter 1) and "Questions of Academic Integrity" (Chapter 5), explore the increased prevalence of cheating on campus due to the Internet
- Encourages a participatory college education and personal reflection for students in many different disciplines

*This Book Is Not Required* is a valuable guidebook for any student new to the college experience. It is also an excellent text for Freshman Orientation programs and for a number of courses in Sociology, Psychology, and Personal Adjustment.

**Bergman, L. (Writer), & Rummel, D. (Director). (2004). *Secret History of the Credit Card* [Television series episode]. In D. Rummel & N. Kheyfets (Producers), *Frontline*. WGBH Educational Foundation.**

The average American family today carries ten credit cards. Credit card debt and personal bankruptcies are now at an all time high. With no legal limit on the amount of interest or fees that can be charged, credit cards have become the most profitable sector of the American banking industry: more than \$30 billion in profits last year alone. FRONTLINE and *The New York Times* examine how the credit card industry became so pervasive, so lucrative, and so politically powerful.

**Bergmann, J., Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene, Oregon: ISTE.**

It started with a simple observation: Students need their teachers present to answer questions or to provide help if they get stuck on an assignment...Learn what a flipped classroom is and why it works, and get the information you need to flip your own classroom. Once you flip, you won't want to go back!

**Bertrand, Y. (2003). *Contemporary theories and practice in education*. (2<sup>nd</sup> ed.). Madison, WI: Atwood Publishing.**

Newly revised and expanded, this ever-popular title serves equally well as a course text or as a professional development tool. Integrating new material, Bertrand has updated and reorganized the text for a more interrelated and functional format.

Theories of education and theories of learning abound. Making sense of these theories and comparing them to one another is an important but difficult task. Here, Bertrand has developed a model for program planning and sound pedagogy which is informed by a deep understanding of the myriad approaches available today. This book will help you analyze your practice and/or assist your students in developing a coherent theoretical foundation of their own.

**Bertrand, Y. (2004). *Nowhere else: Wisdom for daily life*. Madison, WI: Atwood Publications.**

"Wisdom always begins with wonder and astonishment....Wonder should invariably lead to doubt, and doubt in turn to philosophical reflection." – Yves Bertrand

Wisdom is a favorite topic of discussion among philosophers and gurus, but the quest to think wisely just as often attracts ordinary people leading ordinary lives. In *Nowhere Else*, Yves Bertrand presents such readers with a holistic approach to wisdom and contentment, and offers an alternative to getting co-opted by the alluring ideologies of competition, consumerism, and celebrity. *Nowhere Else* creates a guide for the reader in order to move towards an individualized wisdom. It is a process of transformations: from fatality to personal energy, from actor to author of our lives, from competition to authenticity, and finally from self-knowledge to action. It is Bertrand's contention that wisdom brings about happiness, connectedness, and the will to take part in life. For those seeking to make sense of their lives within the context of modern society, this volume offers a refreshingly unique approach, one which blends both modern and classical thought.

**Boehm, R., & Stea D. (Eds.). (1999). *Research in Geographic Education (Vol. 1. No. 2)*. San Marcos, TX: Grosvenor Center for Geographic Education.**

This is a peer reviewed volume containing the following four articles: "Children's Comprehension of Spatial Location in Different Spaces" by Scott Bell, Mapping Success: Reversing the Matthew Effect" by Sr. Madeleine Gregg fcJ, "The Eurocentric Nature of Mental Maps of the World" by Tom Saarinen, Geographic Education, Universal Mapping, and Public Participation: The Search for Umbrella Theory" by David Stea and James M. Blaut.

**Boylan, H. (2002). *What works: Research-based best practices in developmental education*. Boone, NC: National Center for Developmental Education.**

Each section of this book addresses a particular aspect of developmental education. Each section includes a description of specific best practices as well as a summary of research supporting the efficacy of the practice.

**Bracey, G.W. (2009). *Education hell: Rhetoric vs. reality*. Alexandria, VA: Educational Research Service.**

Are America's schools broken? *Education Hell: Rhetoric vs. Reality* seeks to address misconceptions about America's schools by taking on the credo 'what can be measured matters.' To the contrary, Dr. Bracey makes a persuasive case that much of what matters cannot be assessed on a multiple choice test. The challenge for educators is to deal effectively with an incomplete accountability system—while creating a broader understanding of successful schools and teachers. School leaders must work to define, maintain, and increase essential skills that may not be measured in today's accountability plans.

Those who work in America's schools will find Dr. Bracey's work uplifting and convincing. Those who seek the truth about our schools will develop a deeper understanding of the multi-faceted reality, rejecting a simplistic view of school success. *Education Hell: Rhetoric vs. Reality* is an excellent book study for school leaders and educational teams working to increase true student achievement and dispel the misinformation about schools so often disseminated as truth.

**Bradbuhr-Haehl, N., & McGarvey, B. (2011). *The freshman survival guide: Soulful advice for studying, socializing, and everything in between*. New York: Center Street Hachette Book Group.**

A values-based guide to navigating that critical first year of college that speaks to college students in their own language and offers practical tools that readers need to keep from drinking, sleeping or skipping their way out of college. There are numerous guides for choosing a college, paying for college and getting good grades in college But THE FRESHMAN SURVIVAL GUIDE is the first to offer advice on academics, relationships and lifestyle and combine it with guidance on how to cope with the spiritual, emotional and ethical questions and issues that confront young adults. Divided into five sections (Relationships, Identity & Spirituality, Academics, Risk, Balance), the book tackles issues that include: Homesickness \* Learning Who You Are \* Real Stats on Mental Health \* 10 Reasons to Show Up to Class \* Are You Earning Your BA or Your IM \* Safety: Don't Be Paranoid, Just be Smart

\* Doritos Is Not A Food Group \* and 19 other equally pertinent areas that other college guides don't address. This is one college guidebook that freshman won't be ashamed to read and keep in their backpacks.

**Brown, T., King, M., & Stanley, P. (Eds). (2011). Fulfilling the promise of the community college: Increasing first-year student engagement and success (Monograph No. 56, pp. 3-14). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience & Students in Transition.**

Community colleges are being challenged to play a key role in the national effort to double the number of college graduates in the next 10 years. As such, there is no better time to examine the first-year student experience in community colleges. The first year is a pivotal point in students' academic careers. Students whose first experiences are positive are more likely to persist toward their goals, whether that is a certificate, an associate degree, or transferring to a four-year institution.

**Bronson, P. (2003) *What should I do with my life?: The true story of people who answered the ultimate question*. New York, NY: Random House.**

In *What Should I Do with My Life?* Po Bronson tells the inspirational true stories of people who have found the most meaningful answers to that great question. With humor, empathy, and insight, Bronson writes of remarkable individuals—from young to old, from those just starting out to those in a second career—who have overcome fear and confusion to find a larger truth about their lives and, in doing so, have been transformed by the experience.

**Burton, L. W., & McDonald, D. (2002). *The language of argument*. (10<sup>th</sup> ed.). New York: Longman.**

This highly regarded English Composition text teaches students to read argument and provides material around which they can write their own argumentative essays. Throughout the collection, short and compelling pieces generate classroom debate by touching on today's most controversial issues. The brevity of each argument allows instructors to assign one or more readings in a single class period. While the majority of reading selections function as models of good writing, the collection also contains poorly structured writing examples so that students can analyze and learn from the flaws.

Designed to provoke powerful reader responses, *The Language of Argument's* collection of over 100 short, compelling, and deeply-felt arguments touch on some of today's most hotly debated issues. The book opens with brief, accessible discussions of the different forms of argument illustrated with sample essays and print advertisements. This coverage is followed by a rich assortment of brief, but provocative arguments for analysis. "Eight Rules for Good Writing" at the end of the book reviews topics like finding a subject and organizing material.

**Caldwell, R., Grandi, J., & Helmbrecht, L. (Ph.D.). (2001). *First year experience: Success at Weber State University*. Dubuque, IA: Kendall/Hunt.**

The First Year Experience program has become a vital resource to the overall success of students. This textbook is a perfect example of how the First Year Experience program has continually striven to meet the needs of incoming students, and is designed to help you become the most successful student you can be. This textbook was written by Weber State staff and faculty members who teach in the FYE program. We have chosen the topics in this textbook in the hope that they are relevant for you and your overall success. This textbook will not guarantee passing grades, graduating with honors, or landing that perfect job. It will help you have a successful academic career.

**Canfield, J. (2005). *The success principles: How to get from where you are to where you want to be*. New York, NY: HarperCollins.**

The *Success Principles* will teach you how to increase your confidence, tackle daily challenges, live with passion and purpose, and realize all your ambitions. Not merely a collection of good ideas, this book spells out the 64 timeless principles used by a successful men and women throughout history.

**Carter, C. (1990). *Majoring in the rest of your life: Career secrets for college students*. New York: Noonday Press.**

*Majoring in the Rest of Your Life* is a practical strategy to get you from your first semester freshman year to your first job. Courses are not the only place to learn in college, and *Majoring in the Rest of Your Life* shows you how to make the most of your opportunities to expand your horizon, discover what you enjoy doing, get practical

experience, and meet people. It tells you how to investigate career possibilities and how to make yourself the perfect candidate for your dream job. *Majoring in the Rest of Your Life* will help you put together a career plan to land *the* job that will make you both happy and successful.

*Majoring in the Rest of Your Life* features the following:

- A personal inventory assessment quiz
- Insider advice
- Marketing yourself
- 14 pages of job possibilities
- Time management
- A listing of over 200 companies with internships
- Part-time work ideas

**Carter, C., Bishop, J., & Kravits S. L. (1998). *Adopter's resource kit*. (2<sup>nd</sup> ed.). Accompanies *Keys to Success: How to Achieve Your Goals*, 2<sup>nd</sup> edition. Upper Saddle River, NJ: Prentice Hall.**

Instructor's manual, transparency masters, sample syllabi, pre- and post-tests, assessments, and test questions for the second edition of *Keys to Success*.

**Carter, C., Bishop, J., & Kravits, S. L. (2007). *Keys to college studying: Becoming an active thinker*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For Study Skills or academically-oriented Student Success courses.

This proven student success author team has updated its study skills text to extend the depth of core coverage while increasing the relevance and usefulness of the material. In addition to a comprehensive treatment of study skills, *Keys to College Studying* integrates a definitive theme of active thinking throughout the text and exercises. This theme builds will, skill, and self-management abilities — i.e., students' ability to develop skills, strengthen the will to learn, and monitor and manage their progress. This theme enhances student involvement, understanding, and motivation. End-of-chapter exercises, as well as new in-chapter exercises, link to and reinforce the theme.

**Carter, C., Bishop, J., & Kravits, S.L. (2005). *Keys to effective learning: Developing powerful habits of mind*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For Study Skills, Student Success, and Freshman Seminar courses.

This book focuses on developing effective learning techniques to help students excel in school, in their careers, and throughout their lives as lifelong learners. Unlike traditional study skills texts, this one emphasizes how students learn effectively by *involving* them in the active process of mastering their mental abilities and their personal confidence.

**Carter, C., Bishop, J., & Kravits, S.L. (2011). *Keys to effective learning: Study skills and habits for success*. (6<sup>th</sup> ed.). Boston, MA: Pearson.**

With its focus on core study skills, *Keys to Effective Learning* helps even the most underprepared student meet the demands of college. This revision has thorough coverage of memory, reading, studying, and test taking, and includes new information on reading across the disciplines, online learning, emotional intelligence, and brain-based learning. New features strengthen academic skills, including case studies and "Test Prep: Start It Now" exercises. The key highlights:

- Just as the habit of eating "an apple a day" can improve your health, the text's "Habits for Success" theme helps students improve lifelong learning skills such as persistence (p. 4).
- *Keys'* hallmark – integrated critical-thinking and learning styles coverage – gives students skills and strategies that will serve them in college, career, and life (p. 54 and p. 81).
- A new, early chapter pairs two crucial tools for staying in school – time and money management (Ch 3).

**Carter, C., Bishop, J., & Kravits, S. L. (2009). *Keys to success: Building analytical, creative, and practical skills*. (5<sup>th</sup> ed.). Upper Saddle river, NJ: Prentice Hall.**

For courses in Student Success, Freshman Seminar/Orientation (*Ideal for one-credit courses and trimester schools*).

Now students can get the most out of college and use what they learn to achieve their goals in an ever changing world! KEYS unlocks every student's potential by focusing on the *individual*. No more one size fits all! This is the only book that truly personalizes the information so every student learns to capitalize on their strengths and bolster their weaknesses by creating a strategic success plan in every aspect of their life. This invigorating revision focuses on helping students develop their analytical, creative, and practical thinking skills to ensure they achieve their most important goals in College, Career, and Life by building successful intelligence. The *Keys* message is simple - *When students understand how material will help them get where they want to go, they will become more motivated and able to retain what they learn.* The skills readers acquire through using this text will not only help them succeed in college, but will also serve them on the job and in life.

**Carter, C., Bishop, J., & Kravits, S. L. (2007). *Keys to success: Building analytical, creative and practical skills.* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.**

For courses in Student Success, Freshman Seminar/Orientation.

Now students can get the most out of college and use what they learn to achieve their goals in an ever changing world! KEYS unlocks every student's potential by focusing on the *individual*. No more one size fits all! This is the only book that truly personalizes the information so every student learns to capitalize on their strengths and bolster their weaknesses by creating a strategic success plan in every aspect of their life. This invigorating revision focuses on helping students develop their analytical, creative, and practical thinking skills to ensure they achieve their most important goals in College, Career, and Life by building successful intelligence. The *Keys* message is simple - *When students understand how material will help them get where they want to go, they will become more motivated and able to retain what they learn.* The skills readers acquire through using this text will not only help them succeed in college, but will also serve them on the job and in life.

**Carter, C. J., Bishop, J., & Kravits, S. (2012). *Keys to success: Building analytical, creative, and practical skills.* (7<sup>th</sup> ed.). Boston: Pearson/Prentice Hall.**

Students will develop their goal-setting abilities by personalizing “best practice” tools and strategies for all topics covered. *Keys* focuses on building analytical, creative, and practical thinking skills. This “thinking skills” framework challenges students of all levels to question, evaluate, innovate, relate and follow through – which is critical in class AND highly valued in a competitive 21<sup>st</sup> century workplace where one must maximize strengths and bolster weaknesses. When students build the skills that will help them get where they want to go in college and beyond, they will be more motivated to retain and APPLY what they learn. Revision highlights include an annotated Instructor’s Edition, Social Media integration, 21<sup>st</sup> Century Skills coverage, and much more.

**Carter, C., Bishop, J., & Kravits, S. L. (2006). *Keys to success: Building successful intelligence for college, career and life.* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For courses in Student Success, Freshman Seminar/Orientation.

*How can students get the most out of college and use what they learn to achieve their goals in an ever-changing world?* This new edition focuses on helping you to build your successful intelligence - a combination of analytical, creative, and practical thinking skills that will help you achieve your most important goals in College, Career, and Life. The *Keys* message is simple - *When students understand how material will help them get where they want to go, they will become more motivated and able to retain what they learn.* Because this text shows readers how what helps them succeed in college will also serve them on the job and in life, *Keys to Success*, appeals to every age (traditional and older) and stage (full-time, part-time, working, parenting) of student.

**Carter, C., Bishop, J., & Kravits S. L. (1998). *Keys to Success: How to Achieve Your Goals.* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

This interactive best-selling text emphasizes thinking and learning by connecting college success skills to career and life skills.

**Chickering, A. W., & Reisser, L. (1993). *Education and identity.* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.**

Arthur Chickering and Linda Reisser have produced an intelligent and penetrating scholarly work that is a worthy sequel to its distinguished predecessor. If the history of *Education and Identity* is any indication, this second edition will take its place among the classics in higher education literature. This completely revised and updated edition of Chickering's classic work presents new findings from the last twenty-five years and describes policies

and practices in higher education that will foster the broad-based development of human talent essential to our society in the 21st century.

The Student Success Center Resource Library has two copies.

**Chronicle of Higher Education, The (multiple issues)**

Starting with Volume 56 (39), July 2, 2010.

**Clawson, C. C. (1991). *Conquering math phobia: A painless primer*. New York: John Wiley & Sons, Inc.**

This is a mathphobe's answered prayer. After a revealing discussion of what went wrong with the teaching of math in the U.S., it sets out to remedy the situation by demonstrating that we have nothing to fear from math. With a step-by-step program, it helps adults conquer their math fears and dysfunctions, integrate mathematical competency into their lives and begin to enjoy the pleasures of numbers. Demonstrating both the intellectual amusement and increased personal productivity that a familiarity with numbers can provide, it builds a firm foundation of basic calculating skills that will enable readers to approach numbers with confidence, gain control over their finances and apply their new skills in the workplace.

**Clifton, D. O. (Ph.D.) & Anderson, E. "Chip" (Ph.D.). (2002). *StrengthsQuest: Discover and develop your strengths in academics, career, and beyond*. Washington, DC: Gallup Press.**

Discover Your Own Natural Talents For Your Greatest Achievement Over the past 30 years, the Gallup Organization has conducted more than two million psychological interviews and identified themes of talent indicative of success. *StrengthsQuest* offers you the opportunity to discover and develop your top five themes to achieve academic, career and personal excellence. This book includes a single-user ID code that gives you access to Gallup's *Strengthsfinder* and revolutionary online program for students.

**Cohen, H. (2010). *The happiest kid on campus: A parent's guide to the very best college experience*. Naperville, IL: Sourcebooks Inc.**

If your child is beginning life in college, there's a surprise around every corner...

But that doesn't mean you can't be prepared! The Happiest Kid on Campus is a witty and wise guide to everything you need to know about the college experience. Harlan Cohen, America's most trusted college life expert, delivers the best advice, facts, stats, tips, and stories from parents, students, and experts across the country to ensure that you and your child will have an incredible and meaningful college experience.

**Cohen, H. (2011). *The naked roommate: And 107 other issues you might run into in college*. (3<sup>rd</sup>. Edition). Naperville, IL: Sourcebooks Inc.**

In college, there's a surprise around every corner... The #1 Student Handbook; Updated 3rd Edition  
But that doesn't mean you can't be prepared! From sharing a bathroom with 40 strangers to sharing lecture notes, The Naked Roommate is your behind-the-scenes look at EVERYTHING you need to know about college (but never knew you needed to know). From sharing a bathroom with 40 strangers to sharing lecture notes, The Naked Roommate is the behind-the-scenes look at everything students need to know about college (but never knew they needed to know). Completely revised and updated, this essential guide used by hundreds of thousands of students is packed with expert advice on everything from managing money to managing stress—plus hilarious, outrageous, and telling stories from students on over 100 college campuses.

**Cohen, H., & Jenkins, C. (2010). *The naked roommate's first year survival workbook: The ultimate tools for a college experience with more fun, less stress, and top success*. Naperville, IL: Sourcebooks Inc.**

An Amazing College Experience Starts with You!

The Naked Roommate's First Year Survival Workbook is your personal roadmap to creating and living your own very best college experience. Based on the bestselling book, *The Naked Roommate: And 107 Other Issues You Might Run Into in College*, this guidebook is the ultimate companion for a student looking to have the most successful and productive first year. Harlan Cohen, the most trusted voice on the college transition, and expert instructor Cynthia Jenkins give you ways to evaluate your expectations, interests, and concerns about college life, and then track them against the real deal as you make your way through the exciting, surprising, and, yes, sometimes difficult first year experience.

**College and University: Educating the Modern Higher Education Administration Professional (multiple volumes)**

Library will have many volumes, starting with Volume 84 (1), Summer 2008

**Conley, C. (2007). *Peak: How great companies get their mojo from Maslow*. San Francisco, CA: Jossey-Bass.**

After fifteen years of rising to the pinnacle of the hospitality industry, Chip Conley's company was suddenly undercapitalized and overexposed in the post-dot.com, post-9/11 economy. For relief and inspiration, Conley, the CEO and founder of Joie de Vivre Hospitality, turned to psychologist Abraham Maslow's iconic Hierarchy of Needs. This book explores how Conley's company "the second largest boutique hotelier in the world" overcame the storm that hit the travel industry by applying Maslow's theory to what Conley identifies as the key Relationship Truths in business with Employees, Customers and Investors.

Part memoir, part theory, and part application, the book tells of Joie de Vivre's remarkable transformation while providing real world examples from other companies and showing how readers can bring about similar changes in their work and personal lives. Conley explains how to understand the motivations of employees, customers, bosses, and investors, and use that understanding to foster better relationships and build an enduring and profitable corporate culture.

**Conley, D. T. (2005). *College knowledge: What it really takes for students to succeed and what we can do to get them ready*. Boston Jossey-Bass.**

Although more and more students have the test scores and transcripts to get into college, far too many are struggling once they get there. These students are surprised to find that college coursework demands so much more of them than high school. For the first time, they are asked to think deeply, write extensively, document assertions, solve non-routine problems, apply concepts, and accept unvarnished critiques of their work. *College Knowledge* confronts this problem by looking at the disconnect between what high schools do and what colleges expect and proposes a solution by identifying what students need to know and be able to do in order to succeed. The book is based on an extensive three-year project sponsored by the Association of American Universities in partnership with The Pew Charitable Trusts. This landmark research identified what it takes to succeed in entry-level university courses. Based on the project's findings - and interviews with students, faculty, and staff - this groundbreaking book delineates the cognitive skills and subject area knowledge that college-bound students need to master in order to succeed in today's colleges and universities. These Standards for Success cover the major subject areas of English, mathematics, natural sciences, social sciences, second languages, and the arts.

**Connolly, S. (2007). *Student orientation series (SOS): Learning communities*. Upper Saddle River, NJ: Prentice Hall.**

For Freshman Orientation courses where Learning Communities are part of the program and/or offered on campus. Connolly, *Learning Communities*, explores various programs, why they have been established, and how students benefit from them. This book is intended to be an overview on collegiate learning communities. Part of our *Student Orientation Series* (S.O.S.) which consists of various short booklets on special interest topics— an excellent resource for when assignments or the course focus takes you beyond the standard coverage.

**Covey, S. (2014). *The 7 habits of highly effective college students*. Franklin Covey Co.**

Based on the global bestseller, *The 7 Habits of Highly Effective People* by Dr. Stephen R. Covey, this textbook provides college students like you with the timeless principles and practical skills to thrive in your new environment and achieve your dreams in college and beyond.

**Cuseo, J., Fecas, V., & Thompson, A. (2007). *Thriving in college & beyond: Research-based strategies for academic success and personal development*. Dubuque, IA: Kendall Hunt Publishing Co.**

*Concise version also available*

*Thriving in College & Beyond* assists students in making a smooth transition into college, through college, and from college. The text follows the idea that college should be approached strategically with a strong liberal arts and general education foundation in order to develop the student as a whole person. Students will learn strategies

that they can apply across different academic and personal situations. Not only will they learn what the strategies are, but also why these strategies work.

Topics covered in this book include:

- Personal success strategies and using campus resources to support them
- The value of a liberal arts and general education, and development of students as a whole person
- Knowing yourself and making wise choices for college courses and college major
- The learning process and strategies for learning
- Memory improvement and test-taking strategies
- Higher-level thinking
- Diversity and its importance for personal development
- Career success
- Time and money management
- Interpersonal relationships
- Health and wellness (physically and spiritually)

**Cushman, K. (2006). *First in the family: Your college years: Advice about college from first generation students*. Providence, RI: Next Generation Press.**

"If we can do it, so can you!" That's the message sent to students in this advice book, written with college students who were the first in their families to go past high school. It's tough to aim for college if other family members have not—so this book offers the kind of encouraging, practical guidance that an older sibling would give. Inspiring stories of the diverse student contributors—who end up at institutions from community colleges to elite universities—combine with warm and well-organized counsel and checklists. (August 2005)

**Danesi, M. (2004). *Poetic logic, the role of metaphor in thought, language and culture*. Madison, WI: Atwood Publishing.**

Homo sapiens is a "meaning-producing" species. The ability of our minds to create these meanings is termed *poetic logic*. The use of metaphor to create and communicate ideas is so commonplace and pervasive as to go unnoticed. We no longer are aware that a metaphor is truly a metaphor because it is so entrenched. These metaphors permeate our thought processes, are exemplified in our language, and are reflective of our cultures.

**Deem, J. (1993). *Study skills in practice, instructor's edition*. Boston: Houghton Mifflin.**

*Study Skills in Practice* gives clear, step-by-step instructions on how to study; provides ample exercises for practicing new study techniques; and offers the support needed to use those methods in any academic environment. Features include "Challenge exercises ask student to think critically about the material they have studied and propose strategies for dealing with real-life situations; a variety of textbook selections exposes students to course content from a broad range of academic disciplines; practice exercises take students through each step of the study process; collaborative learning exercises encourage students to work together; and a "Summary Form" at the end of each chapter brings together essential information from the chapter and applies skills learned to academic courses.

**DeLucia, R. C. (2003). *Urban learners: Serious about college*. (3rd ed.). Columbus, OH: Prentice Hall.**  
For Freshman Orientation, College Preparation, or College Survival.

Written specifically with the urban and commuter student in mind, this comprehensive, interactive, and motivational text is designed to promote and enhance college success in four major areas: 1) skills development; 2) personal growth and adjustment; 3) career development; and 4) orientation and integration to college. The contributing writers have dedicated their lives to working with urban college freshman, and are keenly aware of their unique personal adjustment issues. As a collective, the writers represent the cultural diversity of the students this book addresses.

**DiYanni, R. J., (2005). *Fifty great essays*. (2<sup>nd</sup> ed.). New York: Longman.**

*Fifty Great Essays* provides an outstanding collection of classic and contemporary writing as part of Longman's Penguin Academics Series of low-cost, high-quality offerings intended for use in introductory college courses.

This medium-sized reader features a collection of eminently teachable and rewarding essays for today's college composition courses. Combining commonly taught, classic essays with the best of contemporary writing, *Fifty Great Essays* provides flexible options for every composition classroom. The selections are diverse in both subject matter and authorship. They have been chosen as models of good writing, as well as for their usefulness as springboards for student writing. An introductory section informs students about the characteristics of the essay form and offers instruction both on reading essays critically and on the process of writing effective essays.

**Downing, S. (2011). *On course: Strategies for creating success in college and in life*. (6<sup>th</sup> ed.). Boston: Wadsworth Cengage Learning.**

ON COURSE: STRATEGIES FOR CREATING SUCCESS IN COLLEGE AND IN LIFE presents a hands-on approach to learning essential life and study skills. Now in its 6th edition, ON COURSE is used as a text in student success courses, first-year experience programs, and inward-looking courses that promote student growth and self-awareness. ON COURSE demonstrates the choices that successful students make. A self-assessment tool at the beginning of the text helps students to identify behaviors and beliefs they may wish to change in order to achieve more of their potential in college and in life. Students have an opportunity to revisit their self-assessment at the conclusion of the text. Written in a positive, motivational style, ON COURSE empowers students with the tools they need to take charge of their success in college and in life. Downing's distinctive guided journal entries help students develop essential life skills by encouraging exploration of personal responsibility, self-motivation, interdependence, and self-esteem. Extensive coverage of study skills—reading, note taking, memory and test taking—provided in the "Wise Choices in College" sections helps students excel in all of their college courses. Students are encouraged by hearing from their peers through a unique feature called "One Student's Story," which highlights the implementation of the text's strategies.

**Downing, S. (2007). *On course: Strategies for creating success in college and in life*. (5<sup>th</sup> ed.). Boston: Houghton Mifflin Company.**

The concise length, tight focus, and emphasis on self-development are keys to this text's appeal. Written in a positive, motivational style, *On Course* empowers students with tools they need to take charge of their success in college and life. Downing's distinctive guided journal entries help students develop essential life skills by encouraging exploration of personal responsibility, self-motivation, interdependence, and self-esteem. Extensive coverage of study skills—reading, note taking, memorizing, and test taking—provided in the "Wise Choices in College" sections help students excel in all of their college courses.

**Downing, S. (2002). *Strategies for creating success in college and in life*. (3<sup>rd</sup> ed.). Boston: Houghton Mifflin.**

Book description taken from 5<sup>th</sup> edition.

The concise length, tight focus, and emphasis on self-development are keys to this text's appeal. Written in a positive, motivational style, *On Course* empowers students with tools they need to take charge of their success in college and life. Downing's distinctive guided journal entries help students develop essential life skills by encouraging exploration of personal responsibility, self-motivation, interdependence, and self-esteem. Extensive coverage of study skills—reading, note taking, memorizing, and test taking—provided in the "Wise Choices in College" sections help students excel in all of their college courses.

**Downing, S. (2011). *On course: Strategies for creating success in college and in life, Study skills plus edition*. (1<sup>st</sup> ed.). Boston: Wadsworth Cengage Learning.**

ON COURSE: STRATEGIES FOR CREATING SUCCESS IN COLLEGE AND IN LIFE, STUDY SKILLS PLUS EDITION was created for educators who would like to promote student growth and self-awareness, and whose goal it is to empower their students while providing more extensive instruction in study skills. The Study Skills Plus Edition engages students in a learner-centered construction of study skills knowledge, and gives students practice in applying empowerment strategies. The ON COURSE STUDY SKILLS PLUS EDITION demonstrates the choices that successful students make. This new text highlights the very process of learning how to solve academic challenges with improved study skills so that students learn the empowering process of critical and creative problem solving that will enable them to achieve greater success in all parts of their lives. This is accomplished through case studies, where students can apply strategies they learn to scenarios before creating

their own academic skills plan. A self-assessment tool at the beginning of the text helps students to identify behaviors and beliefs they may wish to change in order to achieve more of their potential in college and in life. Students have an opportunity to revisit their self-assessment at the conclusion of the text. Written in a positive, motivational style, ON COURSE empowers students with the tools they need to take charge of their success in college and in life. Downing's powerful guided journal entries are retained from the ON COURSE text to help students develop essential life skills by encouraging exploration of personal responsibility, self-motivation, interdependence, and self-esteem.

**Drake, J., Jordan, P., & Miller, M. (2013). *Academic Advising Approaches: strategies that teach students to make the most of college*. San Francisco, CA; Jossey-Bass.**

The purpose of this book is to "expand the knowledge base of advising and link theory with practice."

**Drexler, K.M., & Garcelon, G. (2004). *Strategies for active citizenship*. Upper Saddle River, NJ.**

For Student Success and Career Development courses, Orientation courses, introductory Political Science courses, and Citizenship or Sociology courses.

This exciting, timely new text demystifies the area of citizen engagement in the democratic process and extends student success into life and civic success. Carefully arranged to lead learners through a process of self-awareness, skills-building, and strategic action, it covers such topics as self-definition of values, writing, reading, critical thinking, teamwork, and communication for effective leadership. Citizenship is presented in an enthusiastic and positive light throughout the text; real-world vignettes of contemporary social change leaders introduce student success topics with applications beyond that of just the classroom, extending into community involvement and empowering students to improve society-at-large.

**Duhigg, C. (2012). *The power of habit: Why we do what we do in life and business*. New York, NY: Random House.**

In *The Power of Habit*, award-winning *New York Times* business reporter Charles Duhigg takes us to the thrilling edge of scientific discoveries that explain why habits exist and how they can be changed. With penetrating intelligence and an ability to distill vast amounts of information into engrossing narratives, Duhigg brings to life a whole new understanding of human nature and its potential for transformation.

Duhigg, Charles., Birkett, Melissa., Dickson, K. Laurie. (2012) *The Power of Habit: Why we do what we do in life and business*. STUDY GUIDE. New York, NY: Random House.

**Dweck, C.S. (2008). *Mindset: The new psychology of success. How we can learn to fulfill our potential*. New York: Ballantine Books.**

Dweck explains why it's not just our abilities and talent that bring us success—but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional. Dweck reveals what all great parents, teachers, CEOs, and athletes already know: how a simple idea about the brain can create a love of learning and a resilience that is the basis of great accomplishment in every area.

**Egri, L. (1960). *The art of dramatic writing*. New York: Simon & Schuster.**

Among the many "how-to" playwriting books that have appeared over the years, there have been few that attempt to analyze the mysteries of play construction. Lajos Egri's classic, *The Art of Dramatic Writing*, does just that, with instruction that can be applied equally well to a short story, novel, or screenplay.

Examining a play from the inside out, Egri starts with the heart of any drama: its characters. All good dramatic writing hinges on people and their relationships, which serve to move the story forward and give it life, as well as an understanding of human motives -- why people act the way that they do. Using examples from everything from William Shakespeare's *Romeo and Juliet* to Henrik Ibsen's *A Doll's House*, Egri shows how it is essential for the author to have a basic premise -- a thesis, demonstrated in terms of human behavior -- and to develop the dramatic conflict on the basis of that behavior.

Using Egri's ABCs of premise, character, and conflict, *The Art of Dramatic Writing* is a direct, jargon-free approach to the problem of achieving truth in writing.

**Ellis, D. (2006). *Becoming a master student*. (11<sup>th</sup> ed.). Boston: Houghton Mifflin Co.**

The Eleventh Edition of *Becoming a Master Student* raises the bar for Student Success texts. While the vision and proven content of the text has been maintained, the Eleventh Edition has been rejuvenated with a cleaner, more sophisticated design that appeals to both traditional students and adult learners. Other enhancements include a new organizational framework that provides structure throughout the text and helps students learn to monitor thinking and learning; career application case studies at the end of each chapter that allow students to apply new skills to the workplace right away; improved integration of learning styles within each chapter to make addressing the four modes of learning easier; and expanded coverage of multiple intelligences and a new visual, auditory, and kinesthetic inventory in to help students discover more about their individual learning styles. The long-standing best seller in student success, *Becoming a Master Student* gives students a framework for examining their lives from a self-discovery perspective. Through a student-created and value-based approach to life and learning, the text inspires and motivates students to acquire and develop the skills needed for success in college and throughout life. Articles, strategies, and exercises help students understand their strengths and weaknesses, set goals, and practice academic and life skills.

**Ellis, D. (2007). *Becoming a master student*. (12<sup>th</sup> ed.). Boston: Houghton Mifflin Co.**

Description taken from 11<sup>th</sup> edition.

*Becoming a Master Student* consistently gives students a framework for examining their lives from a self-discovery perspective, and the Tenth Edition continues this student-created, value-based approach to life and learning. The relevant articles, strategies, and exercises throughout the text help students understand their own strengths and weaknesses, set goals, and practice academic and life skills. Students are inspired and motivated to acquire and develop the skills needed for success in college and throughout life.

**Ellis, D. (2003). *Course manual for becoming a master student*. (10<sup>th</sup> ed.). Boston: Houghton Mifflin.**

*Instructor's Manual also available*

*The Course Manual for Becoming a Master Student* is designed to assist you in planning the curriculum of your college survival course. Most instructors' preparation will include writing the course purpose statement, establishing course objectives, determining instructional choices, integrating some technology in the course, assessing assignments and exercise, identifying evaluation criteria, and creating and maintaining a supportive classroom atmosphere for college and university students in their first term of higher education as they start on their journey to success. Newcomers to this discipline might consider this manual as an encyclopedia of topics related to teaching college success courses for first- year and returning students.

**Ender, S. C., & Newton, F. B. (2000). *Students helping students: a guide for peer educators on college campuses*. San Francisco: Jossey-Bass.**

This practical training guide is for the thousands of college students who serve as leaders, tutors, counselors, and advisors for their peers. Beginning with a fundamental discussion on student growth and development, this resource provides learning objectives and exercises to help prepare peer educators for such tasks as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. Perfect for individual or group use, *Students Helping Students* is a long-awaited guide for students and campus professionals.

The Student Success Center Resource Library has four copies.

**Erickson, B. L., & Strommer, D. W. (1991). *Teaching college freshmen*. San Francisco: Jossey-Bass.**

Gives new and veteran faculty practical guidance on how to most effectively teach and create academic support systems for college students in their first, most critical year. Describes how to design a useful syllabus, how to develop productive out-of-class assignments, how to enhance class participation through creative techniques, and how to evaluate student learning for better insights. The authors offer practical guidance to new and veteran faculty on how to most effectively teach and create academic support systems for college students in their first, most critical year.

**Erickson, B. L., Peters, C. B., & Strommer, D. W. (2006). *Teaching first year college students: Revised and expanded edition of teaching college freshmen*. San Francisco: Jossey Bass.**

*Teaching First-Year College Students* is a thoroughly expanded and updated edition of *Teaching College Freshmen*, which has become a classic in the field since it was published in 1991. The book offers concrete suggestions about specific strategies and approaches for faculty who teach first-year courses. The new edition is based on the most current research on teaching and learning and incorporates information about the demographic changes that have occurred in student populations since the first edition was published. The updated strategies are designed to help first-year students adjust effectively to both the academic and nonacademic pressures of college. The authors also help faculty understand first-year students and show how their experiences in high school have prepared or not prepared them for the world of higher education.

**Farber, A. (2012). *Getting the most out of college*. Dayton, OH: Woodburn Press.**

College is a big investment. Farber tells students how to make the most of their time.

**Feaver, P., Wasiolek, S., & Crossman, A. (2012). *Getting the BEST out of college: Insider advice for success from a professor, a dean, and a recent grad*. New York, NY: Ten Speed Press.**

Your time as an undergrad has the potential to be incredibly fun, rewarding, and life changing in ways you may not yet even imagine—that is, if you play your cards right and take full advantage of what your university has to offer. Sadly, very few students ever learn the secret handshake of how to make the most of their college years. Until now. For undergrads (and parents) hoping their tuition will pay off, *Getting the Best out of College* is a must-read. Distilling more than fifty years of experience from some of the leading minds at top tier institutions, *Getting the Best out of College* reveals insider advice that makes the hefty price tag worth it: how to impress professors, live with a roommate, pick the best courses (and do well in them), design a meaningful transcript, earn remarkable internships, prepare for a successful career after graduation, and much more.

**Feldman, R. S. (2007). *Annotated instructor's edition power learning: Strategies for success in college and life*. (3<sup>rd</sup> ed.). Boston: McGraw-Hill.**

- "Taking Charge of Your Career": This new module, which can be added to any custom version of *POWER Learning*, helps students identify their future career goals, find career opportunities, create career portfolios, prepare for interviews, and more!
- "Continuing Education: Making the Leap from Community College to a Four-Year School": This new module, which can be added to any custom version of *POWER Learning*, helps transfer students to determine their best fit, assess their options, complete the application process, look into financial aid packages, and manage the transfer of their academic credits.
- "Strategies for Success for Student Athletes": This new mode, which can be added to any custom version of *POWER Learning*, helps student athletes to prioritize, avoid distraction, ask for help, and avoid burnout.
- Completely Customizable: *P.O.W.E.R. Learning* can be customized to suit any course or curriculum. The 2005 edition has added custom-only chapters and has been reorganized to ensure that the most frequently chosen chapters appear together—so that building a school- or program- specific version is easier than ever.
- Interactive multimedia e-book! *P.O.W.E.R Learning* is an integrated learning experience that combines the traditional textbook within the media-rich environment of the Internet. Designed to appeal to all learning styles, text material is presented through integrated components, including "Try It" exercises, "Journal Reflections," case studies, video clips, study quizzes, and much more! The e-book is also available separately--without purchase of the text--at [www.mhhe.com/power2004](http://www.mhhe.com/power2004).

**Feldman, R. S. (2009). *Annotated instructor's edition p.o.w.e.r. learning: Strategies for success in college and life*. (4<sup>th</sup> ed.). Boston: McGraw-Hill Higher Education.**

The only first-year experience text with a unifying system for critical thinking and problem solving, P.O.W.E.R. Learning maximizes students' potential for success in college and in life. Using the simple, class-tested principles of the P.O.W.E.R (Prepare, Organize, Work, Evaluate, and Rethink) system, students gain a sense of mastery and achievement as they move through the text; with the growth of their confidence comes the increased intellectual enthusiasm and personal discipline needed for them to excel.

**Ferrett, S. K. (2006). *Peak performance: success in college and beyond*. (5<sup>th</sup> ed.). Boston: McGraw Hill Higher Education.**

This best-selling text presents new and returning college students with practical, hands-on methods of increasing their performance inside and outside the classroom. It helps them make the connection between their academic efforts and their job and life skills. They learn a variety of personal productivity skills related to positive work and study habits, as well as creative problem-solving, organizational, and interpersonal skills.

The new edition has been extensively updated to include an even stronger integration of the theme of "Self-Management", reinforcing the importance of character and personal responsibility. All the interactive exercises and assessments have been revised to promote critical thinking, and a new culminating chapter now focuses on exploring majors, career development, and service learning.

**Ferrett, S. K. (2008). *Peak performance: Success in college and beyond*. (6<sup>th</sup> ed.). Boston: McGraw-Hill.**

This best-selling text presents new and returning college students with practical, hands-on methods of increasing their performance inside and outside the classroom. It helps them make the connection between their academic efforts and their job and life skills. They learn a variety of personal productivity skills related to positive work and study habits, as well as creative problem-solving, organizational, and interpersonal skills.

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**Ferrett, S. K. (2010). *Peak performance: Success in college and beyond*. (7<sup>th</sup> ed.). Boston: McGraw-Hill.**

**Ferrett, S. K. (2010). *Peak performance: Success in college and beyond*. (annotated instructor's edition). Boston: McGraw-Hill.**

This best-selling text presents new and returning college students with practical, hands-on strategies for increasing their performance inside and outside the classroom. Peak Performance helps students make the connection between their academic efforts and their job and life skills. Students learn a variety of personal productivity skills related to positive work and study habits, as well as creative problem-solving, organizational, and interpersonal skills.

This new edition includes the latest issues affecting students, such as campus safety and changing technology. Also, more "how to" information gives students even more opportunity to put the material into practice. The revised design and new illustrations help visual learners understand key theories and concepts and provide more practical applications.

**Fish, Stanely. (2011) *How to write a sentence and how to read one*. New York, NY: HarperCollins.**

Outspoken *New York Times* columnist Stanley Fish offers an entertaining, erudite analysis of language and rhetoric in this delightful celebration of the written word. Drawing on a wide range of great writers, from Philip Roth to Antonin Scalia to Jane Austen and beyond, Fish's *How to Write a Sentence* is much more than a writing manual—it is a penetrating exploration into the art and craft of sentences.

**Folsom, P., & Chamberlain, B. (2007). *The new advisor guidebook, Mastering the art of advising through the first year and beyond*. Manhattan, KS: NACADA.**

New academic advisors note that watching a skilled veteran advisor with students is like watching an artist at work. Their conferences are "jam-packed" with information, yet have the ease and fluidity of a conversation. Until now becoming an excellent advisor has been entirely an experiential journey. Now there is a guidebook that can help new professionals master the art of academic advising. Insightful contributions from more than 30 academic advising professionals provide new advisors with the essentials needed to help students grow and make the most out of their college experiences. A professional growth chart helps new professionals not just survive, but thrive, during their first year and beyond. Exemplary Practices from across the country highlight what colleges and universities can do to help new advisors succeed. "Voices from the Field" commentaries in each chapter offer reflections from new and experienced advisors on what it takes to move from new hire to successful advising professional.

**Folsom, P., Yoder, F., & Joslin J. (2015). *The new advisor guidebook: mastering the art of academic advising.*(2nd ed.) San Francisco, CA: Jossey-Bass.**

Advisors face intense challenges to deliver quality services that are responsive to the changing needs of students. This edition is designed to help new advisors to meet this challenge.

**Ford, H. L. (2004). *Preparing for College Writing: Fourth Edition: A Practical Guide to Grammar and Composition.* New York: Pearson.**

*Preparing for College Writing* is designed for both basic writing and developmental writing courses. Written in clear and straightforward language, this book provides basic chapter that stress paragraph development within the process of writing. An introduction to essay writing is included as a bridge to developmental writing. The grammar section covers the issues most needed at this level. The developmental section focuses on the essay writing and the most serious grammatical errors.

**Frank, S. (2003). *The pen commandments: A guide for the beginning writer.* New York, NY: Anchor Books.**

Steven Frank has a new approach to writing: fun first, rules to follow, success for all. In *The Pen Commandments*, his offbeat and entertaining guide, he's given us a book that all writers can turn to for help and a good laugh. With outrageous anecdotes (how a kid's oral surgery led to the ultimate writing assignment) and irreverent advice (Thou Shalt Not Kill Thy Sentences), Frank shows how to conquer writer's block, make friends with punctuation, and live forever in words. If you want to inspire your kids or just want to brush up on your own skills, *The Pen Commandments* will change—and enliven—the way you write forever.

**Fraser. (1996). *Making Your Mark.* (5<sup>th</sup> ed.). Canada: LDF Publishing Inc.**

Description taken from 8<sup>th</sup> edition.

*Making Your Mark* has been used by over one million students at over 1,500 institutions across North America. *Making Your Mark* is not about study skills; it's about helping students develop lifelong success skills that begin in college and continue throughout their careers. Students use our high-performance change model to take the success skills to a new level.

The exercises in *Making Your Mark* encourage students to reflect upon what motivates them and help them see how they can preserve that motivation throughout their college years. Students also examine their past work habits and determine how they can improve their self-management skills, and understand how they can transfer their college success skills to a career setting.

The interactive exercises in *Making Your Mark* target

- Developing and strengthening student motivation
- High performance habits and change
- Relationship building
- Academic skill building
- Interactive exercises based on student motivation and high-performance change

**Frost, S. H. (1991). *Academic advising for student success: A system of shared responsibility.* Washington, DC: Jossey-Bass.**

Covers the background and current situation in academic advising; examines the effects and use of personal contact, involvement, and persistence; and looks at the student/advisor relationship. Discusses the knowledge on advising a variety of student types in various situations, and offers strategies for future program success.

**Gardner, J.N., & Barefoot, B.O. (2010). *Step by step: To college and career success.* (3<sup>rd</sup> ed.). Boston, MA: Bedford/St. Martin's.**

Research at colleges and universities all over the world has shown that first-year students are far more likely to succeed and graduate if they actively study "how to do college."

*Step by Step* was written by the leading experts in the field to give you proven strategies for making a successful transition to college and doing well in your courses. It will help not only with academic skills such as taking notes, thinking critically about course material, and taking exams, but also with challenges such as choosing the right courses, managing your time, staying healthy, and getting the most out of campus opportunities.

**Gardner, J. N., & Barefoot, B. O. (2011). *Step by step to college & career success*. (4<sup>th</sup> ed.). Boston: Bedford/St.Martin's.**

Your essential toolkit for college success. User-friendly, class tested and authoritatively research-based, Step by Step to College and Career Success offers students proven information and straightforward strategies that they can apply toward their success. The briefest title in the Gardner family of books, the authors have pared away extras and have focused on the most crucial skills and the most important choices students have to make in order to succeed in college and beyond. Step by Step is an accessible text that can be useful to all students at any institution whatever their background or goals. In the fourth edition pressing topics that affect students' lives and how they learn--such as money management, emotional intelligence, technology, and diversity--have been added and expanded within a vibrant, easy-to-navigate new design.

**Gardner, J. N., & Barefoot, B. O. (2013). *Step by step to college & career success*. (5<sup>th</sup> ed.). Boston: Bedford/St.Martin's.**

The briefest book in the Gardner/Barefoot franchise, Step by Step focuses on the most crucial skills and the most important choices students make in order to succeed in college and beyond.

**Gardner, J. N., Jewler, A. J., & Barefoot, B. O. (2011). *Your college experience concise edition: Strategies for success*. (9<sup>th</sup> ed.). Boston: Bedford/St.Martins.**

Authored by three of the nation's leading experts on the first-year experience, this Concise version of Your College Experience presents a straightforward, realistic, and intelligent review of the skills students need to succeed in college. This less expensive, streamlined Concise edition offers an expanded academic focus through added coverage of writing, speaking, the library, research, and information literacy. Particularly relevant to today's students, a new Money chapter discusses managing money, building credit, and financing college. A new chapter on Emotional Intelligence explains what emotional intelligence is, why everyone should understand it, and why it matters in college. A fresh, clean new design eliminates clutter so that students can focus on the important topics.

**Gardner, J. N., Barefoot, B. O., & Jewler, A. J. (2009). *Your college experience: Strategies for success*. (8<sup>th</sup> ed.). Boston: Wadsworth Cengage Learning.**

*Instructor's Manual also available*

This thoroughly updated edition of a pioneering classic combines proven material on timeless issues such as learning strategies, critical thinking, time management, relationships, and personal health with new information on cutting-edge trends, topics, and technology important to today's students. The text reflects a stronger focus on purpose, life planning, and practical career preparation, as well as integrated coverage of current technology. Each chapter includes a new portfolio component that combines these themes by encouraging students to electronically document their ideas and achievements, giving them practical computer experience while creating a valuable record to share with future employers. Real-life student profiles and abundant, engaging writing prompts help students to understand their own experiences in a broader context, while lists of relevant resources, on campus and online, offer support to help them deal with challenges and ultimately succeed in college.

**Gardner, J. N., Barefoot, B. O., & Jewler, A. J. (2007). *Your college experience: Strategies for success*. (7<sup>th</sup> ed.). Australia: Thomson Wadsworth.**

The most thoroughly revised edition yet! Featuring extensive revisions to the Learning chapters and a new chapter on memory, *Your College Experience*, 7e continues its 20-year tradition of providing straightforward, intelligent coverage of the skills students need to succeed in college today. New co-author Betsy Barefoot has updated and added new research materials throughout, and worked to streamline the text. Now only 16 chapters, the book presents more current information in fewer chapters than ever before.

Also new to this edition: iLrn College Success! Available with new copies of the book, this innovative teaching tool lets instructors create assignments that students can use to assess their mastery of topics covered in the book. Assignments are automatically graded, providing instructors and students with immediate feedback on student performance. iLrn gives students the power to prioritize and strategically use their study time, while it gives

instructors the power to tailor their in-class time to meet their students' most pressing needs.

**Gardner, J. N., Barefoot, B. O., & Jewler, A. J. (2008). *Your college experience: Strategies for success concise seventh edition. (7<sup>th</sup> ed.)*. Australia: Wadsworth Thomson Learning.**

This Concise Seventh Edition of *Your College Experience* continues the 20-year tradition of providing straightforward, intelligent coverage of the skills students need to succeed in college today. With added emphasis on the challenges faced by non-traditional students, this edition addresses the adult-student perspective in every chapter—regardless of the specific chapter focus.

**Gardner, J.N., & Jewler, A. J. (2005). *Your college experience: Strategies for success media edition. (6<sup>th</sup> ed.)*. Australia: Wadsworth Thomson Learning.**

*CONCISE MEDIA EDITION*, Sixth Edition, provides students with an intelligent introduction to the basic skills and strategies that they can use to succeed in college. Both academic and social/behavioral skills are explored in this useful tool that will help students achieve and employ strategies.

**Gardner, J.N., & Jewler, A. J. (2004). *Your college experience: Strategies for success concise media edition. (5<sup>th</sup> ed.)*. Australia: Wadsworth Thomson Learning.**

Gardner and Jewler know what your students need to succeed in college—and in life! This powerful and extensive revision is accompanied by an unrivaled collection of teaching and learning resources. Each chapter of the flexible and unique Instructor's Manual includes additional exercises, test questions, tips on teaching, a list of common concerns of first year students, Microsoft PowerPoint slides and CNN video clips in an easy-to-use search engine, and a case study relevant to the topics covered.

**Glazier, T. F. (1987). *The least you should know about English: Basic writing skills form C. (3<sup>rd</sup> ed.)*. New York: Holt, Rinehart and Winston.**

Featuring the same simple, friendly approach that has helped students with their spelling, punctuation, and sentence and paragraph structure for over twenty years *THE LEAST YOU SHOULD KNOW ABOUT ENGLISH* now provides an electronic version with interactive exercises.

**Gordon, V. N., Habley, W. R., & Associates. ( 2000). *Academic advising: A comprehensive handbook*. San Francisco: Jossey-Bass.**

One of the greatest challenges in higher education is helping students achieve academic success while ensuring their personal and vocational needs are fulfilled. High enrollment, new curricula, and technological advances are just some of the developments that have profoundly affected academic advising. This handbook not only clarifies the current status of academic advising but also envisions its role and practice for the future.

More than thirty experts share their wisdom and experience from the field. They provide rich insights for faculty and full-time advisors, counselors, and those who are responsible for the administration or coordination of advising services

Topics include the following:

- The history and philosophy of academic advising
- The influence of theory in contemporary practice
- Ethical considerations and legal obligations
- Advising multicultural students and students with special needs
- Integrating advising with career and life planning
- Advising students one-to-one and in groups
- Organizational models for effective advising
- Technological resources that support advising
- Strategies for training and evaluating advisors
- Anticipating and adapting to changes in academic advising

**Gordon, V. N., & Minnick, T. L. (2002). *Foundations: A reader for new college students. (2<sup>nd</sup> ed.)*. Australia: Wadsworth Publishing.**

Focusing on the issues most relevant to the understanding of succeeding in college, this reader includes several essays and articles on each topic, giving students the chance to consider a number of different perspectives. Gordon and Minnick include personal essays, research-based articles, and other insightful ways of looking at the total college experience. Questions and journal activities accompany the readings to encourage class discussion and personal reflection.

**Goshgarian, G. (2005). *The contemporary reader*. (8<sup>th</sup> ed.). New York: Pearson Longman.**

A best-selling popular culture reader, *The Contemporary Reader* offers more than 70 reading selections focused on current cultural issues and organized around ten engaging, provocative topics that engage students to read and write critically.

This reader includes more contemporary selections than any other popular culture reader on the market with over 90% of the readings written in the last five years. The text's ten tightly focused thematic chapters cover a range of writing on interesting issues familiar to students and relevant to our times.

**Gostick, A., Elton, C. (2007). *The Carrot Principle*. New York, NY. Free Press.**

"Gostick and Elton and the undisputed thought leaders in employee motivation and recognition. In *The Carrot Principle*, they not only provide the statistical proof that recognition will drive business results, but show how great organizations are using these tools to inspire performance."

**Greene, L. J. (2004). *Study wise: A program for maximizing your learning potential*. Columbus, OH: Prentice Hall.**

For freshman orientation courses in Student Success and Study Skills.

This text is a multi-faceted instructional program that gives first-year students the essential tools they require to learn productively and succeed academically. In addition to providing highly effective study and test preparation skills, the book also trains students to think analytically, critically, and strategically. It systematically offers a range of specific, easy-to-learn and -use methods for identifying, understanding, and solving the day-to-day problems individuals are likely to encounter in college and in life.

**Grites, T., Miller, M. & Voller, J. (2016). *Beyond Foundations: developing as a master academic advisor*. San Francisco, CA: Jossey-Bass.**

*Beyond Foundations* is a book explicitly for those who advise at the master level and who wish to contribute to the professional development of academic advisors on their campuses and in academe.

**Gupta, K. (1999). *A practical guide to needs assessment*. San Francisco: Jossey-Bass.**

This thoroughly revised edition of the best-selling resource *A Practical Guide to Needs Assessment* offers a practical and comprehensive guide for practitioners who are responsible for

- Introducing a training program
- Creating adult education programs
- Assessing the development needs of a workforce
- Improving individual, group, organization or interorganizational performance in the workplace
- Implementing community, national, or international development interventions

Designed as a resource for practitioners, this book is filled with how-to information, tips, and case studies. It shows how to use data-based needs assessments to frame people-related problems and performance, improvement opportunities to obtain support from those who are affected by the changes, make effective decision, and increase efficiency.

**Hacker, D. (1996). *Rules for writers*. (1st ed.). Boston: Bedford Books of St. Martin's Press.**

From the best-selling family of handbooks in the country, *Rules for Writers* offers comprehensive handbook coverage, with exercises — now thoroughly integrated with a companion Web site and updated with crucial advice on researching in the digital age, working with sources, and avoiding plagiarism. And what could be better than Diana Hacker handbook coverage? Diana Hacker handbook coverage at a low price and Diana Hacker Web content for free.

**Hagen, P.L., Kuhn, T.L., & Padak, G.M. (Eds.). (2010). *Scholarly inquiry in academic advising (NACADA Monograph Series No. 19)*. Manhattan, KS: Kansas State University.**

Do you want to know "why"? Why do some of our students fail to succeed? Which campus practices provide the best "bang for our buck"? What is the best advisee load for our campus situation? What kind of research is necessary to complete a dissertation? Don't wait for someone else to answer your questions. Answer these questions and more by completing your own research!

Scholarly Inquiry in Academic Advising is a comprehensive guide for completing research that will make a real difference on your campus and for your career. Novice researchers will learn the key elements of what is required in the various stages of the research process without feeling overwhelmed. More experienced researchers will discover insights into research practice.

Chapters within this book will help you formulate research questions, structure research, find useful theoretical and methodological approaches, guide analysis, and find publication outlets. Graduate students, advisors, and administrators will be able to use the contents of this monograph to affect everyday practices and activities. The examples provided illustrate concepts and principles, procedures, and techniques that will help you conduct formal inquiry in the field and improve your advising practice.

**Hamachek, A. L. (2007). *Coping with college: A guide for academic success*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For courses in Study Skills, Adult Learning and Freshman Orientation.

Brief enough to fit a busy schedule, this valuable guide offers a wealth of practical suggestions for achieving personal and academic success in college. Based on research and student interviews, it offers powerful strategies that can be used immediately to overcome procrastination, minimize study disruptions, meet deadlines, develop vocabulary, overcome test anxiety and more. This revision retains its action-oriented, quick-access style, while including new material on critical thinking, listening, classroom etiquette, and reading comprehension. New end-of-chapter enrichment activities and models for goal setting and writing composition make this text an essential ingredient for anyone striving to improve academic performance and success.

**Hamid, S. L. (2001). *Peer leadership: A primer on program essentials*. National Resource Center for the First-Year Experience & Students in Transition, SC: University of South Carolina.**

This monograph from the publisher of volumes on first-year students and other students in transition offers a guide to teachers and administrators interested in peer leadership, with a special focus on peer instructors sharing the classroom. Many of the dozens of examples from institutions throughout the country come from first-year seminar programs, where hundreds of instructors are honing the art of team teaching with students. This volume is right for you if you are an instructor seeking a proven method for improving undergraduate teaching or an administrator with responsibility over a peer leader program. Included are recommendations for effective program management and appendices offering sample job descriptions, training agenda and syllabi, team building activities, and evaluations.

**Harden, B. (2012). *Escape from camp 14*. London: Penguin Books.**

This is a story unlike any other,,,,,Escape from Camp 14 exposes the cruelty that is the underpinning of Kim Jong Il's regime.

**Hartel, W. C., Schwartz, S. W., Blume, S. D., & Gardner, J. N. (1994). *Ready for the real world*. Belmont, CA: Wadsworth Publishing Company.**

This text responds to the need increasingly felt by colleges and universities to be more accountable for how well they prepare students to meet the challenges of life and the world of work after graduation. Deans realize their school will attract more students if they can make stronger claims about the preparation their school gives. The big issue until now has been the lack of an available model and teaching materials for programs which want to offer a more practical transition course. This text provides the model.

**Hartman, K., & Stewart, T. (2010). *Investing in your college education: Learning strategies with readings*. (2<sup>nd</sup> ed.). Boston, MA: Wadsworth, Cengage Learning.**

INVESTING IN YOUR EDUCATION, 2nd Edition, enables students to grasp the connections between all the courses they take during the first year, the success skills they need in college, and the learning that will take place

both in and outside the classroom. The textbook is based on the idea that students are making an enormous investment by going to college: an intellectual investment, a financial investment, and an investment of time. The Second Edition expands on this theme, aligning lessons in academic and life skills with readings from textbooks, journals, magazines, websites, and other news sources. This text exposes students to a broad range of disciplines they will likely encounter in their college career, and offers the opportunity to apply study skills to their future career.

**Hartman, T. (Ph.D.). (1999). *The color code*. New York: Scribner.**

Taylor Hartman's *The Color Code: A New Way to See Yourself, Your Relationships, and Life* introduces a fresh method for analyzing your own personality and behavior--as well as those of people around you--and then utilizing that knowledge to improve workplace and personal relationships. The author, a psychologist and leadership coach, offers a remarkably astute system for grouping everyone into categories denoted by a color: red (power wielders), blue (do-gooders), white (peace keepers), and yellow (fun lovers). He then explains how to ensure that all possible alliances between them function at optimum effectiveness. --*This text refers to an out of print or unavailable edition of this title.*

**Hartman, T. (Ph.D.). (1999). *The Hartman personality profile*. Salt Lake City: Color Code Communications, Inc.**

This test is designed to be used in conjunction with Hartman's *The Color Code*.

**Heiman, M., & Slomianko, J. (2001). *Learn to learn: Thinking skills for the 21<sup>st</sup> century*. (8<sup>th</sup> ed.). Somerville, MA: Learning to Learn, Inc.**

A Research-Based Learning System.

*Learning to Learn*®(LTL) is a system of learning and reasoning strategies with a long history of research and development. The LTL system is based on research conducted at the University of Michigan on the thinking skills of successful learners. High-achieving students were asked to verbalize their thinking when they did academic work. A pattern of skills common to successful learners was discovered. It was found that successful learners

- Ask themselves questions about new information
- Break tasks into small, manageable parts to help get things done
- Focus on goals to stay on track towards results
- Get feedback on learning progress to find out what they know – and what they need to know

Of these skills, the most important one is the process of asking questions. Without it, very little learning occurs. These learning strategies are used in all successful learning – in and out of the classroom. For example, crossing a street in traffic involves using these skills. When you cross a busy street, you look for feedback, carrying on an internal dialogue, asking yourself questions such as, “How far away are the cars and how quickly are they traveling? Will I make it safely across the street if I cross now, or should I walk to the corner and cross at the light?” In making this analysis, you’ve separated out and identified the critical elements of this situation. Finally, you’re goal-directed. You want to get across the street.

Most students don't bring these natural learning skills into the classroom. In school, students' ongoing questioning is often discouraged, and memorization is emphasized. With LTL, students learn to use their natural learning skills for academic work. They learn to “translate” the four major learning strategies and apply them directly to what they are learning. They move beyond memorization towards natural learning and critical thinking.

**Higbee, J.L., MacDonald, L., Van Blerkom, D., Payne, E.M., & Smilkstein, R. (Eds.) (2007). *Best practices in college reading and learning*. El Dorado, Kansas: College Reading and Learning Association.**

This interesting volume of articles about practices to help teachers with reading and learning is designed to motivate teachers to help their students to succeed.

**Hirschberg, S., & Hirschberg, T. (2004). *One world, many cultures*. (5th ed.). New York: Longman**

This truly global multicultural reader features 63 contemporary selections by internationally acclaimed authors from 32 countries. The compelling readings explore cultural differences in relation to race, class, gender, and nationality, challenging students to compare their experiences with those of others in radically different cultural circumstances. Eight thematic chapters explore cultural perspectives on human experiences around the globe:

family life, adolescent relationships, gender roles, work and identity, race and class conflict, the struggles of individuals against governments, the immigrant experience, and a new chapter on social customs, rituals, and entertainment.

**Hirsh, S.K., & Kummerow, J. (1997). *Life types: Understand yourself and make the most of who you are.* New York, NY: Warner Books.**

Based on the Myers-Briggs personality test, this guide will help readers develop a complete, accurate psychological self-portrait and show them how to achieve success in life.

**Hoffman, Reid, & Casnocha, Ben. (2012) *The start-up of YOU: Adapt to the future, invest in yourself, and transform your career.* New York, NY: Crown Business.**

A blueprint for thriving in your job and building a career by applying the lessons of Silicon Valley's most innovative entrepreneurs.

Instructor's Guide is also available

**Holkeboer, R., & Hoeksema, T. (1998). *The college success reader.* Boston: Houghton Mifflin.**

This lively, eclectic volume of essays about college life and learning is designed to stimulate small-group discussion of such provocative issues as academic honesty, competition for grades, and diversity.

**Holschuh, J. P., & Nist, S. L. (2007). *Effective college learning.* New York: Longman.**

*Effective College Learning* is an innovative, highly visual study skills textbook founded on contemporary research in learning theory.

Dorling Kindersley, an internationally known publisher of high-quality, colorful books, has designed this visually engaging book specifically to appeal to a new generation of visual learners. Full of artistic photographs, instructive and elegant flow-charts, and designed with an easy-to-read, inviting lay-out, *Effective College Learning* engages the reader's senses as it opens the mind to new ways of learning.

**Hopper, C. H. (2006). *Practicing college learning strategies.* (4<sup>th</sup> ed.). Boston: Houghton Mifflin.**

*Practicing College Learning Strategies* presents practical applications of study skills in a clear and concise, workbook style format. The text is known for providing ample exercises throughout each chapter, reflecting the author's belief that students can be taught how to learn more effectively through hands-on reinforcement. Now produced in two-color, the Fourth Edition has a sleek design and is organized around a new learning strategies framework. This framework includes chapter-opening objectives that preview the materials students are about to learn.

The author presents the latest research on the brain, helping students to understand how they learn, how to capitalize on their strengths, and how to adjust for their weaknesses. Structured activities and exercises guide students in the reflection process to make the information personal and useful and to provide practice opportunities. The straightforward explanations and structured activities that model the learning process make this text especially useful for first time college students or returning adults.

**Huff, L., & Jordan, P. (2007) *Advising Special Student Populations: Adult Learners, Community College Students, LGBTQ Students, Multicultural Students, Students on Probation, Undecided Students.* NACADA Monograph (Series No. 17). Manhattan, KS: NACADA.**

Academic advisors find themselves working with an increasingly rich mix of students. These students negotiate multiple issues related to their age and experience, sexual identity, ethnic and racial background, level of academic success, community college experience, and search for a major. Every institution numbers in its ranks students who fit into one or more of these groups. It is becoming increasingly important that academic advisors recognize, understand, and address the needs of our special student populations. Part of what makes these populations "special" is their clearly defined set of characteristics and needs. Another part is their academic advisors' dedication to acknowledging these particular needs and addressing them fully and respectfully while understanding that each individual is unique.

This monograph is designed to help advisors understand students who may possess common strengths, challenges, learning styles, history, academic and/or personal needs or other characteristics. This monograph

highlights the features of each of the six special student populations represented, and offers advice to academic advisors and advising program administrators about how we can best serve/help these students.

**Hunter, M.S., McCalla-Wriggins, B., & White, E.R. (Eds.) (2007). *Academic advising: New insights for teaching and learning in the first year* (Monograph No. 46 [National Resource Center]; Monograph No. 14 [National Academic Advising Association]). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.**

Grounded in the philosophy that academic advising is a robust form of one-on-one teaching, this monograph places advising in a new light, one that brings it to the center of the institutional mission and activity. The monograph challenges all readers to embrace the tremendous potential that academic advising has for educating today's college students. Chapter authors explore the advising paradigm; examine current student demographics; and address learning patterns, self-assessment, and technology as key components of advising. Chapters also explore academic advising before enrollment and beyond the advising office, as well as the critical issue of advising assessment. The diverse populations of first-year students addressed in this monograph include adult learners, students of color, students with disabilities, honors students, undecided students, first-generation students, and GLBT students. The monograph editors conclude the volume by offering a series of recommendations and addressing the future of advising.

**Immergut, B. (2003). *Master math: Solving word problems*. Canada: Delmar Cengage Learning.**

Students throughout the world fear and dread solving word problems. As students' reading skills have declined, so have their abilities to solve word problems. This book offers solutions to the most standard and non-standard word problems available. It follows the suggestions of the National Council of Teachers of Mathematics (NCTM) and incorporates the types of problems usually found on standardized math tests (PSAT, SAT, and others).

**Jacobs, L. F., & Hyman, J. S. (2010). *The secrets of college success: Over 600 tips and tricks revealed*. San Francisco, CA: Jossey-Bass.**

If you're currently a college student, or plan on being one, you need to check out this book. Written by award-winning professors Lynn Jacobs and Jeremy Hyman, it's loaded with insider information that only professors know--but few are willing to reveal.

**Jacobs, L. F., & Hyman, J. S. (2006). *Professor's guide to getting good grades in college*. New York: HarperCollins Publishing.**

The Professors' Guide to Getting Good Grades in College is the first book to reveal the insider secrets about how professors really grade. The book offers high-value, practical tips about how to succeed at each of the five "grade-bearing" moments of the semester: (1) The Start (2) The Class (3) The Exam (4) The Paper and (5) The Last Month of the Semester. Fast-paced, entertaining, and easy-to-follow, the Professors' Guide will help you get truly excellent grades in college.

**Johnson, S. (M.D.). (1998). *Who moved my cheese?: An amazing way to deal with change in your work and in your life*. New York: G.P. Putnam's Sons**

Change can be a blessing or a curse, depending on your perspective. The message of *Who Moved My Cheese?* is that all can come to see it as a blessing, if they understand the nature of cheese and the role it plays in their lives. *Who Moved My Cheese?* is a parable that takes place in a maze. Four beings live in that maze: Sniff and Scurry are mice--nonanalytical and nonjudgmental, they just want cheese and are willing to do whatever it takes to get it. Hem and Haw are "little people," mouse-size humans who have an entirely different relationship with cheese. It's not just sustenance to them; it's their self-image. Their lives and belief systems are built around the cheese they've found. Most of us reading the story will see the cheese as something related to our livelihoods--our jobs, our career paths, the industries we work in--although it can stand for anything, from health to relationships. The point of the story is that we have to be alert to changes in the cheese, and be prepared to go running off in search of new sources of cheese when the cheese we have runs out.

**Journal of College Reading and Learning (multiple volumes)**

College Reading and Learning Association starting with Volume 27 (2), Spring 2007.

**Journal of Developmental Education (multiple volumes)**

National Center for Developmental Education starting with Volume 30 (3), Spring 2007.

**Journal of the First-Year Experience & Students in Transition (single volume)**

National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina, starting with Volume 20 (2), 2008.

**Kahn, M. & Kahn, S. (2015) *College success & you: Achieving your goals*. Erie: andYOU.com**

An engaging and practical book that covers the following five topics in a personal way: the discovery experience, the learning experience, the personal experience, the social experience and the planning experience.

**Kanar, C. C. (2007). *The confident student*. (6<sup>th</sup> ed.). Boston: Houghton Mifflin.**

This text combines practical and immediately applicable skills and critical-thinking strategies with an emphasis on self-discovery, self-management, and self-assessment. Chapters are presented as a continuous narrative to help students make the transition to college-level reading and work. A new chapter, *Building Career Skills*, includes information on decision-making as it relates to career preparation, and an emphasis on the skills most valued by employers.

- Revised *Thinking Ahead About Career* exercises encourage students to apply the concepts they learn in each chapter to real-life situations.
- *The Comprehensive Skill Finder (or Confidence Index)* provides a 4-point scale to help students discover which of their skills need further development. Plus workplace skills are marked with an asterisk to indicate a related article on the *Career Resource Center* Web site.

--This text refers to the Paperback edition.

**Kanar, C. C. (1998). *The confident student*. (3rd ed.). Boston: Houghton Mifflin Company.**

*The Confident Student* teaches strategies and skills to help the student obtain the goals most important to him or her—whether they be based on short-term academic achievement or long-range life and career aspirations.

- Incorporates an increased focus on workplace know-how: several new “Confidence Builders” focus on workplace themes; a list of learning objectives on the first page of each chapter connects concepts learned in college to the workplace; and exercises develop teamwork skills.
- Demonstrates how to determine goals and to plan for them effectively.
- Provides a step-by-step guide to time management.
- Builds study skills: listening, taking notes, reading texts taking tests, and writing papers.

**Katz, J. R. (with Carter, Bishop, & Kravits). (2001). *Keys to nursing success*. Upper Saddle River, NJ: Prentice Hall.**

A core text for Freshman/Sophomore-level courses in College Success; and a supplementary text for pre-Nursing electives or Requirements.

This innovative text/workbook is designed to help entry-level students understand the various aspects and opportunities of the profession of nursing, and to develop both personal management and academic skills necessary to succeed in a nursing school program. It covers a full range of topics—from exploring the opportunities of the nursing profession; to discovering personal learning styles, values, and goals; to learning how to manage one's time, relationships, and money; to developing skills in reading, studying, critical thinking, note-taking and writing, listening, memory, test-taking, and lab work.

**Keeling, R. P (M.D.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. USA: Various.**

*Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience* is a blueprint for action. It shows how to create the dialogue, tools, and materials necessary to put into practice the recommendations for in *Learning Reconsidered*. This companion book brings together new authors, discipline-specific examples, and models for applying the theories in the original publication to move beyond traditional ideas of separate learning inside and outside the classroom.

**Kegan, R., & Lahey, L.L. (2001). *How the way we talk can change the way we work: Seven languages for transformation*. San Francisco, CA: Jossey-Bass.**

Why is the gap so great between our hopes, our intentions, even our decisions-and what we are actually able to bring about? Even when we are able to make important changes-in our own lives or the groups we lead at work-why are the changes are so frequently short-lived and we are soon back to business as usual? What can we do to transform this troubling reality?

In this intensely practical book, Harvard psychologists Robert Kegan and Lisa Laskow Lahey take us on a carefully guided journey designed to help us answer these very questions. And not just generally, or in the abstract. They help each of us arrive at our own particular answers that can solve the puzzling gap between what we intend and what we are able to accomplish. *How the Way We Talk Can Change the Way We Work* provides you with the tools to create a powerful new build-it-yourself mental technology.

**Kelley, D. (1998). *The art of reasoning*. (3rd ed.). Includes instructor manual & test bank. New York: W.W. Norton & Company.**

An inviting alternative to traditional texts in introductory logic, *The Art of Reasoning* is widely acclaimed for its conversational tone and accessible exposition of rigorous logical concepts. The Third Edition has been meticulously updated and continues the successful pedagogical approach of the two previous editions, guiding students through the fundamental elements of formal deductive logic, classification and definition, fallacies, basic argument analysis, inductive generalization, statistical reasoning, and explanation.

In addition, the Third Edition features an expanded ancillary package, including *LogicTutor*, an interactive software program offering review exercises and tutorials, *Readings for Logical Analysis*, a collection of diverse readings that complement the core text, and a revised Instructor's Manual and Test Bank.

**Kelly, W. J., & Lawton, D. L. (2001). *Discovery: An introduction to writing*. (2nd ed.). Boston: Allyn and Bacon.**

The first in a series of two full-color worktexts for the developmental writing market, *Discovery* focuses on helping students build sentence and paragraph writing skills.

With its encouraging tone, careful explanations, and abundance of carefully sequenced and incrementally challenging exercise sets, it enables students to view writing as a means of discovering more about themselves and their surroundings.

The book starts with an overview of the writing process and special attention is given to prewriting and the development of topic and supporting sentences to help students put grammar correctness in the context of writing. Parts 2 through 5 provide lucid and well illustrated explanations of basic sentence elements, grammar, punctuation, and mechanics. Part 6 is a section of student and professional reading selections, which includes an introduction on critical reading and comprehension and contains numerous writing exercises. An appendix provides practical advice for ESL writers studying English grammar and writing.

In every chapter, *Discovery* offers a progression of Exploration exercises that begin with comprehension and practice of fundamental concepts (a and b). The next level (c) focuses on invention and the writing of short pieces. Students then proceed to Challenge exercises that call for critical thinking, drafting, and revision.

Grammar, mechanics, and punctuation chapters conclude with summary exercises that call upon students to use all the grammar and sentence skills learned in the chapter.

In addition, four of the text's five parts conclude with Discovering Connections, a set of paragraph writing assignments designed to encourage creativity and critical thinking. Discovering Connections exercises also conclude each chapter in Part 1.

**Kelly, W. J., & Lawton, D. L. (1998). *Odyssey: A guide to better writing*. Boston: Allyn & Bacon.**

Welcome to the first full-color worktext series in the developmental writing market: *Discovery: an Introduction to Writing*, which focuses on sentence-and paragraph –level writing skills; and *Odyssey: A Guide to better Writing*, which helps students build skills in sentence, paragraph, and essay writing. With their encouraging tone, careful explanations, and abundance of carefully sequenced and incrementally challenging exercise sets, *Discovery* and *Odyssey* enable students to view writing as a means of discovering more about themselves and their surroundings.

**Koch, Andrew. (Ed). (2007). *The first-year experience in American higher education*. Columbia, SC: University of South Carolina.**

Issues surrounding student access and persistence in the first college year have received increasing attention in recent years. This collaborative effort illustrates the connections made between research and practice that are needed in higher education today more than ever.

**Koring, H., & Campbell, S. (2005). *Peer advising: Intentional connections to support student learning*. Manhattan, KS: NACADA.**

*Peer Advising* is designed to introduce readers to the critical elements of successful peer advising programs. Peer advising is an important way institutions can extend advising services to students; in turn it provides a way to enrich the student experience for those engaging in this paraprofessional role on their campuses. Monograph contents range from theory to design and delivery of a peer advising program. Recruitment, selection and development of peer advisors are highlighted; program budgets, assessment, and evaluation suggestions are shared. Exemplary practices from across the country highlight chapter content.

**Kouzes, James M., & Posner, Barry Z. (2008). *The Student Leadership Challenge: Five Practices for Exemplary Leaders*. San Francisco, CA: Jossey-Bass.**

Derived from the classic leadership book *The Leadership Challenge, Fourth Edition*, this is a concise, focused primer on the Five Practices of Exemplary Leadership for students. Grounded in the same extensive research as the best selling *The Leadership Challenge*, this book uses examples and language to which students in higher education can relate. It also features reflective and critical thinking activities at the end of each chapter to help students engage in each of the Five Practices.

**Kropp, J., & Spradley, J. (ed.) (2009). *Borders: crossing into your future*. Plymouth, MI: Hayden-McNeil Publishing.**

As you begin your college experience at UTEP, you may think that you will be just another face in the crowd, but we're confident that any such feeling will quickly disappear. This book is part of UNIV 1301 (Seminar in Critical Inquiry), a course that was designed to make your transition to college smooth and successful. Here you will learn how to find your way around campus, how to develop productive time management and study skills, and how to pursue your special interests by joining one or more of the 180 student organizations on the campus. Most importantly, you will discover that we all share the same goal: your success at UTEP and beyond.

**Kuh, George; Kinzie, Jillian; Schuh, John., & Whitt, Elizabeth. (2010). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.**

*Student Success in College* describes policies, programs, and practices that a diverse set of institutions have used to enhance student achievement. This book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present. Based on the Documenting Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University, this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success-oriented campus culture and learning environment.

**Lannon, J.M. (2007). *Technical communication*. (10<sup>th</sup> ed.). Boston: Pearson Custom Publishing.**

Whether handwritten, electronically mediated, or face-to-face, workplace communication is more than a value-neutral exercise in "information transfer"; it is a complex social transaction. Each rhetorical situation has its own specific interpersonal, ethical, legal, and cultural demands. Moreover, today's professional is not only a fluent communicator, but also a discriminating consumer of information, skilled in the methods of inquiry, retrieval, evaluation, and interpretation essential to informed decision making.

Designed in response to these issues, *Technical Communication*, Tenth Edition, addresses a wide range of interests for classes in which students from a variety of majors are enrolled. The text explains, illustrates, and applies rhetorical principles to an array of assignments, from brief memos and summaries to formal reports and proposals. To help students develop awareness of audience and accountability, exercises incorporate the problem-solving demands typical in college and on the job. Self-contained chapters allow for various course plans and customized assignments.

**Lannon, J. M. (2004). *The writing process: A concise rhetoric, reader and handbook.*(8<sup>th</sup> ed.). New York: Longman.**

This concise writing guide demystifies writing by presenting the writing process as a series of critical thinking decisions about audience and purpose. Widely used for its clear, readable writing style, *The Writing Process* is Longman's most concise rhetoric/reader/handbook combination, presenting accessible coverage of the writing process, complete discussions and models of the rhetorical modes, and a brief handbook. Emphasizing writing as decision-making, the text offers practice in analyzing the unique rhetorical demands of each writing situation by showing how considerations of audience and purpose influence writing. Numerous student papers in various draft stages and a strong collection of professional readings—essays, fiction, poetry, memoirs, and cartoons—illustrate the writing strategies. A new collection of 16 additional readings in the back of the text and four updated chapters on research make this edition more flexible than ever.

**Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students.* Sterling, VA: Stylus Publishing.**

Here is a compelling read for every teacher in higher education who wants to refresh or reexamine his or her classroom practice. Building on the insights offered by recent discoveries about the biological basis of learning, and on his own thought-provoking definitions of teaching, learning and education, the author proceeds to the practical details of instruction that teachers are most interested in--the things that make or break teaching. Practical and thoughtful, and based on forty years of teaching, wide reading and much reflection, Robert Leamson provides teachers with a map to develop their own teaching philosophy, and effective nuts-and-bolts advice. His approach is particularly useful for those facing a cohort of first year students less prepared for college and university. He is concerned to develop in his students habits and skills that will equip them for a lifetime of learning. He is especially alert to the psychology of students. He also understands, and has experienced, the typical frustration and exasperation teachers feel when students ingeniously elude their teachers' loftiest goals and strategies. Most important, he has good advice about how to cope with the challenge. This guide will appeal to college teachers in all disciplines.

**Leonard, E. (2007). *What every student should know about...study skills.* Pearson Longman.**

Teaches students the study skills they need to master for college success. The strategy-development activities throughout the book allow student to assess their learning styles, improve time management and stress management, and become active learners.

**Leonard, E. (2005). *College success simplified.* (1st ed.). USA: Longman.**

Written by a trained counselor and learning specialist, *College Success Simplified* is a concise introduction to the study and life skills students need to master for college success.

**Leslie-Toogood, A. & Gill, E. (2008). *Advising Student-Athletes: A Collaborative Approach to Success.* NACADA Monograph (Series No. 18). Manhattan, KS: NACADA.**

College student-athletes are a unique population on a college campus. *Advising Student Athletes: A Collaborative Approach to Success* is a monograph dedicated to educating campus professionals on how to best work collaboratively to maximize student-athlete success on campus. This monograph includes contributions by leading researchers and practitioners on key topical areas including social issues of sport, academic reform, bridging the gap between campus and athletics, unique student-athlete issues, student development theory, career considerations and ethical and legal issues. There are several case studies on subpopulations and special issues such as LGB, learning issues, two-year college transfers, international, nonrevenue sports, division 3, and mental health. Finally, hot topics are also addressed such as HBCUs, social networks, high achieving African American male student-athletes, Black female student-athletes, crisis situations and high school considerations. The reader will find several practical strategies and suggestions, in addition to discussion questions and resource listings. This monograph is a must-have for professionals on both sides of campus (regardless of the role of sport on their campus) in order to help them better serve the student-athlete population.

**Levine, A. , & Cureton, J. S. (1998). *When hope and fear collide: A portrait of today's college student.* San Francisco: Jossey-Bass.**

In his 1980 book *When Dreams and Heroes Died*, Arthur Levine presented a portrait of a generation of college students without heroes, a generation that turned inward, away from activism and community and toward individual and material gain. But when Levine returned to campuses in the 1990s, he discovered a startling and encouraging shift in the attitudes of the new generation of students. *When Hope and Fear Collide* examines a generation motivated by a conflicting sense of hope and fear. While today's students fear a great many things both on a global and local level they are less pessimistic than the previous generation, as they look for ways to make a difference in their world. Campus faculty, administrators, and student services professionals are in a pivotal position, able to nurture students' hopes and help them confront and overcome their fears. Levine and Cureton give them the information they need to make a difference.

Contents:

- Generation Without a Name
- Flaws, Problems, and Decline: The New Localism
- Campus Politics: Let the Buyer Beware!
- Multiculturalism: The Campus Divided
- Personal Life: Retreat from Intimacy
- Academics: Search for an Insurance Policy
- The Future: Doing Well of Doing Good
- Conclusion: A Transitional Generation

Arthur Levine is president and professor of education at Teachers College, Columbia University.

Jeanette S. Cureton served as assistant to the president at Curry College in Milton, Massachusetts, and as a research assistant to Arthur Levine at the Harvard Graduate School of Education.

**Levine-Brown, P., Bonham, B.S., Saxon, D.P., & Boylan, H.R. (2008). Affective assessment for developmental students, part 2. *Research in Developmental Education, 22 (2), 1 – 4.***

Research in Developmental Education (RiDE) is a research-based, single article publication designed to review and analyze current developmental education practices or report on up-to-date research literature and studies.

**Life After Graduation, LLC. (2005) *Life during college*. Alexandria, Virginia: LLC.**

Do you know what it takes to be a successful college student? What skills and information will be most helpful when you attend class, take notes or prepare for an exam? Life During College will provide you the answers to these and other important questions.

**Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.**

Winner of the Virginia and Warren Stone Prize, Awarded Annually by Harvard University Press for an Outstanding Book on Education and Society

Why do some students in the United States make the most of college, while others struggle and look back on years of missed opportunities? What choices can students make, and what can teachers and university leaders do to improve more students' experiences and help them make the most of their time and monetary investment? And how is greater diversity on campus--cultural, racial, and religious--affecting education? How can students and faculty benefit from differences and learn from the inevitable moments of misunderstanding and awkwardness? Two Harvard University Presidents invited Richard Light and his colleagues to explore these questions, resulting in ten years of interviews with 1,600 Harvard students. *Making the Most of College* offers concrete advice on choosing classes, talking productively with advisors, improving writing and study skills, maximizing the value of research assignments, and connecting learning inside the classroom with the rest of life.

The stories that students shared with Light and his colleagues about their experiences of inspiration, frustration, and discovery fill the book with spirit. Some of the anecdotes are funny, some are moving, and some are surprising. Many are wise--especially about the ways of getting the best, in classroom and dormitory, from the new racial and ethnic diversity.

Filled with practical advice, illuminated with stories of real students' self-doubts, failures, discoveries, and hopes, *Making the Most of College* presents strategies for academic success.

**Lipsky, S. A. (2008). *College study: The essential ingredients*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For Study Skills or Learning Strategies courses, first-year seminars, or for use as a supplementary text for Peer Educator training courses.

Building on the success of the first edition, this revised edition of *College Study* contains a complete and balanced coverage of essential learning and study techniques, with an emphasis on critical thinking and problem solving at the college level. Using an active learning approach, this text integrates student behaviors, attitudes, and learning styles focusing on reader choice, application, and assessment of practical strategies. This concept creates an effective, efficient, and individualized system of study that guides students to become self-regulating learners. New features include The VARK Questionnaire, strategies for Online Learning, Critical Thinking Tasks, Comprehension checks, and Companion website.

**Longman, D., & Atkinson, R. H. (2002). *College learning and study skills*. (6<sup>th</sup> ed.). Australia: Wadsworth.**  
*CLASS: COLLEGE LEARNING AND STUDY SKILLS* provides an excellent in-depth examination of the academic strategies students need to succeed in class. The text offers detailed advice with little busy work and focuses on the essential areas that students need to pass their exams, complete assignments, and write informative term papers. Noted for its interactive text/workbook format and student-friendly style, all the exercises in the book help monitor students' comprehension of each chapter. Throughout the book there are numerous opportunities for the students to reflect on their own habits and to practice their writing, research, and use of the Internet. Detailed examples are integrated throughout the narrative so that students can see the application of essential study skills in a real-life context.

**Lowe, P. *Winners workbook*. Tampa, FL: Get Motivated Seminars, Inc.**

Michael Jordan's Bill Gates, Oprah Winfrey and other celebrities talk about their strategies for success and leadership.

**Lunding, S. C. (Ph.D.), Paul, H., & Christensen, J. (2000). *Fish!: A remarkable way to boost morale and improve results*. New York: Hyperion.**

Here's another management parable that draws its lesson from an unlikely source--this time it's the fun-loving fishmongers at Seattle's Pike Place Market. In *Fish!* the heroine, Mary Jane Ramirez, recently widowed and mother of two, is asked to engineer a turnaround of her company's troubled operations department, a group that authors Stephen Lunding, Harry Paul, and John Christensen describe as a "toxic energy dump." Most reasonable heads would cut their losses and move on. Why bother with this bunch of losers? But the authors don't make it so easy for Mary Jane. Instead, she's left to sort out this mess with the help of head fishmonger Lonnie. Based on a bestselling corporate education video, *Fish!* aims to help employees find their way to a fun and happy workplace. While some may find the story line and prescriptions--such as "Choose Your Attitude," "Make Their Day," and "Be Present"--downright corny, others will find a good dose of worthwhile motivational management techniques. If you loved *Who Moved My Cheese?* then you'll find much to like here. And don't worry about Mary Jane and kids. *Fish!* has a happy ending for everyone. --Harry C. Edwards

**Magnan, R. (2005). *147 practical tips for using icebreakers with college students*. Madison, WI: Atwood Publications.**

Building a sense of community in the classroom is key to fostering a safe and supportive environment for learning. Icebreakers are designed specifically for this purpose – to create that sense of a community of learners, working together.

If you are considering using icebreakers for the first time, these tips offer convincing reasons for using them and suggest specific icebreakers for specific situations. If you already use icebreakers, these tips will expand your repertoire and provide thought-provoking insights into other situations in which you could include community-building activities.

You'll find tips and icebreakers that will help students feel more comfortable, make introductions easier, give you a better sense of your students, help students get to know each other, and encourage them to share and explore differences. You will find tips to generate interest in your course, bring out students' feelings about the subject and the course, and to foster confidence and comfort in a virtual community.

**Malnarich, G. *Pedagogy of possibilities: Developmental education, college-level studies, and learning communities*. Olympia, WA: Washington Center for Undergraduate Education.**

This monograph invites developmental educators and learning community practitioners to create challenging and supportive learning environments for academically underprepared students. for adopting an approach to learning communities for developmental students and intentionally targets high-risk curriculum.

**Masters, A. (2009). *37 keys to college success: Balancing student life and academics*. Ballwin, MO: Hawthorn Publishing.**

This book provides the "real scoop" of how to ace college inside the classroom, while capturing a great college experience outside of the classroom. Principles include "Embrace Leadership Opportunities", "Consider the Great Benefits of a Double-Major", "Gain Job/Internship Experience", and "Capitalize on the Power of Networking". Great gift for High School Seniors, College Freshmen, and organizations/events!

**McDonald, B., Kristensen, K. (Producers), & McDonald, B. (Director). (2000). *White Face* [Motion picture]. United States: Angry Young Man Productions.**

In these politically correct times it is difficult to believe that America's most conspicuous minority group has been the most ignored by the mainstream media. In this illuminating documentary, filmmaker Brian McDonald follows the lives of three Clown-Americans and their families.

**McGlynn, A. P. (2001). *Successful beginnings for college teaching: Engaging your students from the first day*. Madison, WI: Atwood Publishing.**

Laying the groundwork for a successful semester starts with the first day of class. Author Angela Provitera McGlynn tells that the first day is not the day to pass out a syllabus and let everyone go. Rather, it's the day to set the context for the rest of the semester.

The author stresses the need for developing an atmosphere of respect for diversity while simultaneously providing a safe and exciting place to explore differences.

Included are a whole variety of ice breakers and other exercises to keep students engaged and interacting. In addition, such vital issues as classroom dynamics, motivating students, and dealing with incivility are addressed with suggestions for promoting positive interactions.

**Mendenhall, V., Nelson, J. (Writers). (2007). *Generation Next: Speak Up. Be Heard* [Television series episode]. In S. Mills (Producer), *The NewsHour with Jim Lehrer*. Films Media Group Co.**

In this revealing documentary, celebrated NewsHour and Frontline journalist Judy Woodruff takes viewers across the United States to examine the lives of 16 to 25-year-olds – a demographic that many are calling "Generation Next." The program demystifies an age group that is hooked on technology, generally supportive of gay rights and racial differences, but also swamped in debt and facing uncertain career paths. Traveling through the Northeast, the South, the Great Plains, and the West, the program combines the candor of face-to-face conversations with the findings of an extensive Pew Research Center survey conducted among Generation Nexters.

**Miller, G. (1998). *Prentice hall reader*. (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For Freshman Composition courses.

*The Prentice Hall Reader* is an engaging text for freshman composition courses, proven over time and through success to help students become better readers and writers. Widely adopted for George Miller's supportive voice and highly effective writing assignments, *The Prentice Hall Reader* illuminates the importance of revision in the writing process by presenting a student essay in both its first and final draft in *each* chapter.

**Montgomery, R.J., Moody, P.G., & Sherfield, R.M. (1997). *Cornerstone: Building on your best*. Needham, MA: Allyn Bacon.**

For courses in Freshman Orientation, Student Success, Study Skills Life Skills, and Career Development. This text offers one of the most complete, concrete student success programs in the country, with suggestions and strategies for academic success and personal improvement—including goals, change, and career/life planning. Visually stunning, conversationally written, and student-tested, the book provides students with a variety of

solutions to almost any problem faced in the first year of college and beyond. Included with every new copy is the Video Cases on CD-ROM Activity and Learning Guide to facilitate active learning.

**Montgomery, T. (2005). *Interpretations*. New York: Pearson Longman.**

The highest-level book in a three-book series, *Interpretations* helps developing writers make the connections between reading, writing, and critical thinking. Not a traditional workbook, this text takes a holistic, top-down approach to writing instruction and moves beyond traditional exercises, offering a wide variety of activities and opportunities for journaling, supplemental readings, quick reference guides, and unique step-by-step writing assignments. *Interpretations* guides developing writers gently through every stage of the writing process.

**Moore, M. P. (1995). *The Scribner ESL workbook for writers*. Boston: Longman.**

This workbook focuses on composition and is written for ESL students in university composition courses. Its chapters loosely correlate to *THE SCRIBNER HANDBOOK FOR WRITERS*. Accessible to the non-native speaker, the book's comprehension and production exercises are designed to move beyond sentence grammar to paragraph level discourse.

**Moore, R., Baker, B. A., & Packer, A. H. (1996). *College success*. Upper Saddle River, NJ: Prentice Hall.**

Written in an easily accessible writing style and taking into account that individual needs are unique, this text/workbook guides students through an innovative journey of life skills development that incorporates basic skills and workplace competencies as defined by the U.S. Dept. of Labor SCANS Report. It offers broad coverage of both study skills and personal development -- and integrates them throughout into real-life workplace applications. Along the way, students are encouraged to evaluate many theories, ideas, and values and to correlate them with their personal needs and abilities.

**Myers, I. & Myers, P. (1995). *Gifts differing: Understanding personality type*. Mountain View, CA: CPP, Inc.**

For more than 60 years, the Myers-Briggs Type Indicator (MBTI) tool has been the most widely used instrument in the world for determining personality type, and for more than 25 years, Gifts Differing has been the preeminent source for understanding it.

**NACADA Journal (many volumes)**

*The Journal of the National Academic Advising Association* starting with Volume 20 (2), Fall 2000.

**NACADA Comprehensive Advisor Training and Development: Practices that Deliver, 2nd Edition**

This book was created in response to the ongoing need for new and better information on how to create and improve training and development programs.

**NACADA Peer Advising and Mentoring: A guide for Advising Practitioners (2nd ed)**

Beginning with the current state of peer advising, this book takes the reader through a step by step guide for program creation.

**NACADA Pocket Guide Series**

This series of 8 small handbooks covers topics from the foundations of academic advising to advising students on probation to adult learners. Quick reads full of useful information.

**NADE Digest (many volumes)**

*National Association for Developmental Education Digest: Promoting Communication Among Developmental Education Professionals* starting with Volume 4 (1), Fall 2008

**Nadell, J., Langan, J., & Comodromos, E. A. (2005). *The longman reader*. (7<sup>th</sup> ed.). New York: Longman.**

Featuring the same superior teaching apparatus and thought-provoking selections as its widely-praised parent text, *The Longman Reader, Brief Edition* is a shorter and even more economical alternative to the best-selling, rhetorically-organized original, *The Longman Reader*.

The Seventh Edition offers fresh examples of professional essays that range widely in subject matter and approach, from the humorous to the informative, from personal meditation to argument. Each selection captures students' interest and clearly illustrates a specific pattern of development. The text also includes separate

chapters on reading and writing, detailed introductions to the patterns of development, “before and after” student essays for each pattern, and more activities and assignments than any comparable reader.

**Nathan, R. (2005). *My freshman year: What a professor learned by becoming a student*. New York: Penguin Group.**

After fifteen years of teaching anthropology at a large university, Rebekah Nathan had become baffled by her own students. Their strange behavior – eating meals at their desks, not completing reading assignments, remaining silent through class discussions – made her feel as if she were dealing with a completely foreign culture. So Nathan decided to do what anthropologists do when confused by a different culture: Go live with them. She enrolled as a freshman, moved into the dorm, ate in the dining hall, and took a full load of courses. And she came to understand that being a student is a pretty difficult job, too. Her discoveries about contemporary undergraduate culture are surprising and her observations are invaluable, making *My Freshman Year* essential reading for students, parents, and faculty alike.

**Newstrom, J. W., & Scannell, E.E. (1980). *Games trainers play: Experiential learning exercises*. New York: McGraw Hill Book Company.**

Get any training session off the ground fast--or jumpstart one whenever it lags--with the more than 400 proven activities in the bestselling Games Trainers Play series. Their names may range from “Tombstone Planning” to “The ‘Nobel’ Prize Winner,” but these brilliant offbeat, unexpected, disarming, fully reproducible games have one serious mission: to coax even the most reluctant groups to talk, laugh, think, and work together. Page after page of fun, easy-to-plant tearout exercises help you: break the ice and get participants acquainted; shake up outworn habits and perceptions; challenge with thought-provoking brainteasers; test learning and retention; develop communication and listening skills; bring out and involve participant-leaders; win back lethargic, distracted, low-energy groups; encourage creative problem-solving; boost or reinforce a group's self-image; forge cohesive work teams that value group effort; facilitate transfer of training to the job.

**Nilson, L. B. (2007). *Teaching at its best: A research-based resource for college instructors*. (2<sup>nd</sup> ed.). San Francisco: Jossey Bass.**

This best-selling handbook is an essential toolbox—a compilation of hundreds of practical teaching techniques, formats, classroom activities, and exercises—meant to give classroom instructors a go-to guide for help teaching any subject matter. It is for those who teach in traditional contexts as well as those who teach adult and diverse student populations; it is for those who use considerable technology and multimedia resources as well as those who rely on conventional classroom methods.

Newly revised and expanded, this edition covers more on the topics relevant to today's classroom such as technology and the Internet, simulations and games, diversity, service learning, and faculty evaluation systems. It also includes entirely new sections on teaching with laptops, course portfolios, three new sections on teaching problem solving, and a new chapter on getting your students to do readings. Other new sections include adult learning, the learning-centered syllabus, the cognitive profile learning styles model, and newly written chapters on classroom management, academic honesty, and grading.

Rich with quick tips on a wide range of current issues, this is a guide that all teachers will continuously refer to for development and support of their teaching.

**Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors*. (3<sup>rd</sup> ed.). San Francisco: Jossey Bass.**

This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vodcasts, and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman's Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more.

**Nist, S. L., & Diehl, W. (2002). *Developing textbook thinking: Strategies for success in college*. (5<sup>th</sup> ed.). Boston: Houghton Mifflin Co.**

The Fifth Edition of *Developing Textbook Thinking* continues to guide mid-to-high-level developmental students through a series of highly successful strategies based on the authors' own BCA system. A four-step process, BCA represents *Before Reading*, *Staying Connected During Reading*, and *After Reading* (Studying and Reviewing.) General strategies for reading and studying are taught in the context of the BCA system, including how to find the main idea, identify supporting details, and take lecture notes.

- *Plugging In* activities at the end of most chapters allow students to hone their Internet skills and learn to approach the Web as a learning tool.
- *Application Exercises* allow students to practice the strategies on the readings at the end of each chapter and in the appendix, then apply and adapt each of these strategies to textbooks in their other courses.

**Nist, S. L., & Holschuh, J. P. (2006). *College Success Strategies*. (Penguin Academic Series, 2nd ed.). New York: Longman.**

The concise and affordable Penguin Academic Edition of *College Success Strategies, 2/e*, teaches students the skills and strategies that will enable them to be lifelong learners capable of knowing how to approach new and challenging material in college and beyond.

Although the first priority of *College Success Strategies* is to help students learn effectively in their college courses, the skills they learn from this text will serve them well in the future in a variety of learning situations. *College Success Strategies* is designed to engage students in thought about their own learning and the important role they play in the learning process.

Because effective learning is a complex process, the authors have based *College Success Strategies* on the idea that there are four key factors that must interact for learning to occur: 1.) The characteristics of the learner (motivation, interest, beliefs, etc); 2.) The tasks that students are asked to do (both the level of thinking required and type of assessment); 3.) The strategies that students must use (previewing, annotation, mapping, etc); and 4.) The characteristics of the texts with which students interact (textbooks, lecture, internet, and other sources of information).

The strategies used in this book are based on the authors' many years of experience interacting with college students and professors, as well as their own research focusing on how college students study. Students are often unprepared for the study demands of college and therefore overwhelmed and frustrated with the work. It takes more than just a few simple tips for a student to succeed academically and this book is designed to help students obtain lifelong methods and strategies to achieve success in college and beyond.

The Student Success Center Resource Library two copies.

**Nist-Olejnik, S., & Holschuh, J. P. (2011). *College rules!: How to study, survive, and succeed in college*. New York: Ten Speed Press.**

And You Thought Getting into College Was Hard . . . Students who assume they can figure out college on the fly often learn things the hard way—they look back and think, “If only I’d known this from the start!” *College Rules!* will save you the time and trouble, setting you up for academic success from the get-go. Lesson #1: College is different from high school, and even those who were at the top of their class will need practical advice on how to successfully transition to college life.

**O’Brien, L. (2008). *How to get good grades in college*. Dayton, OH: Woodburn Press.**

This book is an excellent resource for college academic support programs, new student orientations, and “freshman success” courses.

More than a study skills booklet, this book shows students how to succeed in college. It's also a great handout for high school seniors getting ready to go to college.

**Oparah, D. C. (2006). *Make a world of difference: 50 asset-building activities to help teens explore diversity*. Minneapolis: A Search Institute Publication.**

A wide range of cultural competence is addressed in this creative resource for raising diversity awareness in teenagers. With a comprehensive approach that incorporates a variety of learning styles and skill levels, the three sections include personal-awareness activities for those with little exposure to diversity issues, a section for building cultural awareness around a particular topic, and practice activities for trying out new relationship-building methods. Each activity invites participants to examine their attitudes and behaviors about diversity and make the lesson tangible with group discussion. More than 20 reproducible activity sheets and scripts provide group leaders

with hands-on tools and ready-to-use lesson plans, and a section on facilitation techniques helps program leaders guide sensitive discussions.

**Osher, B. (Ph.D.), & Ward, J. (Ed.S.). (1995). *Learning for the 21<sup>st</sup> Century*. (2<sup>nd</sup> ed.). Dubuque, IA: Kendall/Hunt Publishing Co.**

The purpose of this book is to make you a better student, a better citizen, and, some day, a better professional. This book is by no means Revealed Truth, but we believe it contains much that is true. The truths it contains, however, won't take you very far if they are only answers to tests. Therefore, it is crucial that you question, consider, and contemplate the message of *Learning for the 21<sup>st</sup> Century*. And even then that's not enough. To get the maximum benefit from this book you must see how it applies to your life and use it to plan a better one. Throughout the book there are exercises, experiments, and invitations to make commitments and take actions. We recommend you engage in every one. Starting now!

**Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials: Planning, implementing and improving assessment in higher education*. San Francisco: Jossey-Bass.**

This step-by-step guide provides the most current practices for developing assessment programs on college and university campuses. *Assessment Essentials* outlines the assessment process from the first to the last step and is filled with illustrative examples to show how assessment is accomplished on today's academic campuses. It is especially useful for faculty members and others who may be new to the assessment process. In clear, accessible language, Palomba and Banta describe effective assessment programs and offer a thorough review of the most up-to-date practices in the field.

Each chapter of the book addresses a specific aspect of assessment and is designed to walk users through various steps of the assessment process. This comprehensive resource shows how to do the following:

- Develop plans and goals that are right for the needs of an individual campus
- Encourage involvement and support from students, faculty, alumni, and employees
- Select useful methods and approaches
- Use the most advantageous performance measures
- Develop tests and classroom assignments
- Choose appropriate surveys and focus groups
- Accurately assess general education, campus environments, and student experiences
- Effectively analyze, report, and use the assessment results

**Pattengale, J. A. (2010). *The Purpose-guided student: Dream to succeed*. New York: McGraw-Hill.**

Jerry Pattengale's **The Purpose-Guided Student: Dream to Succeed** helps students to find their way, and to be excited about doing so! Through connecting class work to life passions, Pattengale helps students to persist to graduation and beyond. The Purpose-Guided Student has a practical and engaging "**big picture approach**" that helps students "**to create dreams stronger than their struggles,**" and to **develop intrinsic motivation**. Engaging students in discussions about important questions relative to their future and capitalizing on the many classes and campus experiences students face, The Purpose-Guided Student motivates students find their passion and succeed in college and beyond.

**Patton, B. R., Giffin, K., & Patton, E. N. (1989). *Decision making: Group interaction*. (3<sup>rd</sup> ed.). New York: Harper Collins College Division.**

Providing a theoretical basis for making effective choices in group situations, this third edition combines the most current research with real-life application. Introducing the communication practices, patterns, and circumstances that promote or inhibit group interaction, it helps readers improve their own group performance while familiarizing them with the ever-growing body of knowledge on group processes.

**Piscitelli, S. (2008). *Choices for college success*. Boston, MA: Pearson**

This is a book about personal choices--responsible choices that will help students get what they want from school and life. Throughout the text, students are asked, "What are you doing to get what you want?" Each chapter and every activity demonstrates how responsible decision-making and follow-through put potential and ambition into action. Potential is the ability; ambition is the desire ; and initiative is the doing. It demonstrates how organized

action enhances academic success and helps create a healthy and balanced life. As one reviewer stated, "The text tells the reader WHAT they need to know and HOW they need to do it." Core changes to this edition include a pre- and post assessment, new financial management chapter, revised and enhance information literacy coverage, and test taking is expanded to two chapters (prep and performance).

**Piscitelli, S. (2008). *Rhythms of college success: A journey of discover, change, and mastery*. Upper Saddle River, NJ: Pearson Prentice Hall.**

His message is memorable; his energy is contagious. Building on Steve Piscitelli's classroom experiences and workshops, his new book *Rhythms of College Success: A Journey of Discovery, Change and Mastery* focuses on the whole student - both internally and externally. It embraces the power of personal choice and addresses the (sometimes) competing needs of first-year students. Using a universal theme of music, the book offers memorable messages that show how respect, responsibility, reflection, and renewal can fuel student success. Throughout the text, readers are introduced to the 4R's and how these, along with change and life balance, impact one's future and one's success. More than 100 activities, 75 figures and innovative part openers keep students engaged and help them on their own journey of discovery, change and mastery.

**Pogatchnik, S., & Kroh, M. (2007). *How to graduate from college the easy way... and other popular fairy tales*. York, PA: Campus ToolKit.**

We're all different. So what's with the *Fairy Tale* concept that one book about college success can work for everyone? How can anyone give you advice on the "easy" way through college when they don't know who *you* are?

The fact is, the easiest way through college is *YOUR* way. There is no secret formula that works for every student and we know that! Campus ToolKit has been helping students get better grades, make friends, and manage money based on their individual personality types for years using our revolutionary student success web site. We've now created this companion book to guide you through its many tools and assessments.

Why do you need this system in the first place? Well, the statistics about college graduation can be frightening. According to a report by the non-profit organization Education Trust, almost half of students entering four-year colleges will fail to graduate within six years.

But that's not going to be you! Campus ToolKit is the system that gets to know *you*. Our book and *integrated personal assessments* encourage and develop the areas that you'll need for success in college:

- Motivation, Vision and Purpose
- College Orientation
- Study Skills
- Time Management
- Money Management
- Stress Management
- Communication and Interpersonal Skills
- Getting Involved

**Power, T. A. (ACSW). (2004). *Formula for success in the first year*. USA: Elan Publishing Company, Inc.**

Going to college? This is the guidebook for you. Helps you develop strategies for success in school. Plus has place for notes, addresses, etc.

**Randel, J., & Randel, C. (2010). *The skinny on college success*. School Specialty, Inc.**

Basic tools for student success including making the transition to college, taking advantage of ones learning style, test taking, financial literacy health and many other useful topics for any college student. Brightly illustrated and easy to read format.

**Restak, R. (2003). *The new brain: How the modern age is rewiring your mind*. Emmaus, PA: Rodale Books.**

The New Brain is the story of technology and biology converging to influence the evolution of the human brain. Dramatic advances are now possible, as well as the potential for misuse and abuse.

Dr. Restak, author of more than 15 books on the brain, leads you through the latest research and the expanding field of cognitive science, explains its implications, and even offers practical advice such as how to:

- Understand and mitigate the affects of media images and technology on our thoughts and emotions
- Estimate the effects of stress on our brain function and how to predict who is at greatest risk for harm
- Develop the habits that result in peak brain performance

No longer science fiction or fantasy, *The New Brain* recounts what our brains are capable of-- today.

**Reynolds, J. A. (1996). *Succeeding in college: Study skills and strategies*. (1<sup>st</sup> ed.). Boston: Allyn & Bacon.**

For courses in Freshman Orientation Student Success, and Study Skills.

This lively and readable book covers time management, study methods, reading skills, and research skills through a variety of hands-on activities, collaborative exercises, engaging text, readings, photos, and visual aids. Study skills are discussed in the context of critical thinking and diversity throughout the book. Students learn skills to help them master the content in their college courses, as well as develop lifelong learning skills to emerge from college with a broadened awareness of the world around them.

**Ricchini, J., & Arndt, T. (2002). *Life during college: Valuable advice & tips for success*. (1<sup>st</sup> ed.). Alexandria, VA: Life After Graduation, LLC.**

*Life During College* is an easy-to-read and easy-to-understand introductory guide to college life. This book will help prepare your students for success by providing them with a variety of valuable advice and tips, like: how to choose courses, how to select a major, how to manage time, how to control debt, how to take effective notes, how to study for exams, how to develop a healthy lifestyle, and how to prepare for a career.

*Life During College* is the perfect gift for your incoming freshman students. However, it also can be easily implemented in a freshman orientation program as supplemental reading material.

**Ricchini, J., & Arndt, T. (2005). *Life during college: Your guide to success*. (2<sup>nd</sup> ed.). Alexandria, VA: Life After Graduation, LLC.**

Do you know what it takes to be a successful college student? What skills and information will be most helpful when you attend class, take notes or prepare for an exam? What activities and resources are available through your college? What steps to take to survive on a student budget and stay out of debt? What skills, experience and characteristics employers are seeking from college applicants?

Written in an easy-to-read and easy-to-follow format, *Life During College* will guide you through important decisions that will not only maximize your college experience, but also prepare you for your life after graduation.

**Ricchini, J., & Arndt, T. (2004). *Voyage to success: Your college adventure guide*. Alexandria, VA: Life After Graduation LLC**

*Voyage to Success* was developed to provide you with the tools you need to become a successful college student. The most comprehensive college adventure guide available, *Voyage to Success* addresses all aspects of a student's life in college, including academic, personal, social, financial and career planning.

Using *Voyage to Success* as your college adventure guide will enable you to answer questions like:

- What are the best classes to take?
- Am I taking effective lecture notes?
- What can I do to earn better grades?
- How can I become more confident in making decisions?
- What is preventing me from being successful?
- Am I using my money effectively?
- How can I avoid costly credit card mistakes?
- Am I developing the skills employers are seeking?
- What can I do now to best prepare for my career after college?

Packed full of bullet-point descriptions, charts, tables, real-life examples, inspirational quotes, and interesting tips, *Voyage to Success* is not only entertaining to read, but also educational and informative. In addition, the individual and group exercises are sure to produce plenty of opportunities for personal growth and interactive discussions.

**Ross, D.A. (1996). *Master math: Basic math and pre-algebra*. Canada: Delmar Cengage Learning.**

Master Math: Basic Math and Pre-Algebra teaches the reader in a very user-friendly and accessible manner the principles and formulas for establishing a solid math foundation. This book covers topics such as complex fractions, mixed numbers and improper fractions; converting fractions, percents, and decimals; solving equations with logarithms or exponents, and much more.

**Russert, T. (2004). *Big Russ and me*. New York: Miramax.**

Tim Russert is perhaps the most admired man in television news. As NBC's senior vice president and Washington bureau chief, he has helped shape the way today's news is reported and analyzed. As producer and moderator of *Meet the Press*, he has created and sustained the longest running TV news program of all time with panache and dedication. And as the anchor of *The Tim Russert Show*, he has garnered a huge and growing fan base with his quick wit and straight-talking candor. And every Tim Russert fan knows that Tim's #1 hero, hands down, is his dad--Big Russ.

*Big Russ and Me* offers a charming, down-to-earth look at Russert's roots, growing up a hometown guy in working-class Buffalo in the 1950s. From the indelible bond that links him to his father, to the lessons learned from his old-fashioned Catholic upbringing, from his passion for the Buffalo Bills, to the importance of patriotism in everyday life, Russert's reflections hit the very epicenter of American values.

Rich with personal anecdotes and Russert's easygoing style and straight-talking charm, *Big Russ and Me* will be embraced by his myriad fans--and will delight dads across the country on Father's Day and for years to come.

**Santrock, J.W., & Halonen, J.S. (2010). *Your guide to college success: Strategies for achieving your goals* (6<sup>th</sup> ed.). Boston, MA: Wadsworth Cengage Learning.**

YOUR GUIDE TO COLLEGE SUCCESS: STRATEGIES FOR ACHIEVING YOUR GOALS, 6th Edition, enables student self-awareness and facilitates active learning strategies in pursuit of college success goals. This practical, experiential textbook presents a six-step model that focuses students on achievable goals: "Know Yourself," "Clarify Your Values," "Develop Your Competence," "Manage Your Life," "Expand Your Resources," and "Build a Bright Future." These themes are consistently applied to such practical topics as goal setting, learning styles, time management, thinking and study skills, communication, relationships, money management, physical and mental health, and career planning. Self-assessments and exercises give students the chance to record their reflections, apply the strategies, and track their success throughout the course.

**Saunders, L. E., Call, N. A., & Green, C. L. (1995). *Your Utah State Experience: Strategies for Success*. (2<sup>nd</sup> ed.). Dubuque, IA: Kendall/Hunt.**

The Survival course is designed to rapidly familiarize students with the university environment, policies, procedures, and resources. In addition, the class gives a thumbnail sketch of learning and life skills necessary for success in college. To be discussed will be topics relating to physical, mental, and emotional wellness.

**Schein, H., Laff, N., & Allen, D. (with Bechtel, D. S., & Trimble R. W. (2004). *Giving advice to students: A road map for college professionals*. NACADA Monograph (Series No. 11). Manhattan, KS: NACADA.**

All members of the academic community are potential advice givers who want to help students map their own routes. However, many on campus frequently fail to incorporate their implicit knowledge about the academy into the thoughts they share with students. *Giving Advice to Students* is designed to help campus professionals, especially faculty and student affairs professionals, blend their expertise to help students understand the underlying assumptions that direct their education and to integrate their college experiences. The monograph is useful as a training handbook and dialog stimulus for professionals. Included essays can be reproduced as tip sheets for students that can help make campus resources readily accessible.

**Schoem, D. L. (2005). *College knowledge 101 tips*. Ann Arbor, MI: University of Michigan Press.**

College Knowledge is the perfect guide for students heading off to college with high expectations for learning, academic success, personal growth, and independence. Through lively tips and compelling student stories about life at college, it offers thoughtful, practical information for every student who wants to make a successful transition from high school to college. College Knowledge covers academics and classroom tips, faculty and the college learning environment, extra-curricular activities, diversity, personal and social growth, and the basics of dealing with family, finances, health, and safety.

Based on research on higher education and the author's twenty-five years of professional experience as a professor, dean, and vice-president focusing on the life of first-year college students, the book brings the best advice and wisdom on making the first year of college an exhilarating and successful adventure.

**Selby, N., & Bledsoe, P. S. (2004). *Writing simplified: A composition guide*. USA: Longman.**

Brief and inexpensive, this rhetoric covers the writing process, paragraphs and essays, and the rhetorical modes. And it includes a solid review of grammar and punctuation.

*Writing Simplified* is the latest title in Longman's Simplified Series. Both its format and brevity will attract instructors and students alike. *Writing Simplified* covers the entire writing process, from invention to proofreading, in a step-by-step fashion, while acknowledging the flexibility and non-linear path that writing often takes. Activities and exercises are included in each section.

**Seligman, M. E. P. (2006). *Learned optimism—how to change your mind and your life*. New York: Vintage Books (division of Random House, Inc.).**

Known as the father of the new science of positive psychology, Martin E.P. Seligman, draws on more than twenty years of clinical research to demonstrate how optimism enhances the quality of life, and how anyone can learn to practice it. Offering many simple techniques, Dr. Seligman explains how to break an “I—give-up” habit, develop a more constructive explanatory style for interpreting your behavior, and experience the benefits of a more positive interior dialogue. These skills can help break up depression, boost your immune system, better develop your potential, and make you happier.

With generous additional advice on how to encourage optimistic behavior at school, at work and in children, *Learned Optimism* is both profound and practical—and valuable for every phase of life.

**Sellers, D., Dochen, C., Hodges, R. (2005). *Academic transformation: The road to college success*. Upper Saddle River, NJ: Pearson.**

*Instructor's Manual also available*

Thoroughly grounded in theory and research, this engaging and practical text will help students build learning strategies to sustain them throughout their college careers. Innovative behavioral units focus on motivation, overcoming procrastination, and time and stress management.

**Shepard, A. (2011). *The best four years*. New York, NY: HarperCollins.**

Drawing on his visits to campuses across the country, expert advice, and his own rewarding college experience, Adam explores the most pressing concerns of today's university students and examines the many aspects (and surprises) of college living. From transitioning to a life away from home to managing on a tight budget; from the necessity of scheduling to taking your health seriously; from the subtleties of campus social life to the dos and don'ts of networking, Adam offers hope, motivation, and direction to help you sail smoothly through the best four years of your life and beyond.

**Sherfield, R. M., Montgomery, R. J., & Moody, P. G. (2001). *Capstone: Succeeding beyond college*. Upper Saddle River, NJ: Prentice Hall.**

For senior-year capstone courses.

Filled with extensive examples and real-world advice from both recently-graduated students and working professionals, this text helps students make the transition from college to the world of work more successfully.

**Sherfield, R. M., Montgomery, R. J., & Moody, P. G. (2004). *Case studies for the first year: An odyssey into critical thinking and problem solving*. Columbus, OH: Pearson Prentice Hall.**

*Case Studies for the First Year* takes students on a journey through collaboration and teamwork that will open their minds to new possibilities, require critical and creative problem solving, and help them develop sound decision-making abilities. This brief yet substantive approach to critical thinking is delivered in an inviting and relevant manner that will interest traditional and nontraditional first-year students. It includes an introduction on effectively using case studies in preparing students for participatory and proactive thinking. Forty-two dynamic case studies are used to engage student in evocative discussions, encourage cooperative learning and problem solving, teach

the value of team work, and strengthen listening and communication skills.  
The Student Success Center Resource Library has two copies.

**Sherfield, R. M., Montgomery, R. J., & Moody, P. G. (2008). *Cornerstone: Discovering your potential, learning actively, and living well.* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.**

For courses in First-Year Orientation, Student Success, Study Skills, Extended Orientation, Freshman Year Experience.

Filled with stories of inspiration, this book is founded on the hope that comes with education, goal-setting and determination and thus motivates students by concentrating on concrete academic and personal strategies which will help them navigate the changes they face. Utilizing Bloom's Taxonomy and SQ3R throughout, it is a text that actually uses reading and critical thinking strategies rather than just talking about them. This edition reflects a deeper focus on self-responsibility and active learning which is reinforced by its interactive design. Thoroughly updated, it now includes new chapters on money and debt management, and self-engagement. As suggested by its new subtitle, this edition also contains a wealth of activities to help students discover their potential, learn actively, and live well.

**Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2002). *Cornerstone: Building on your best.* (3rd ed. Instructor's). Upper Saddle River, NJ: Pearson Prentice Hall.**

This book offers one of the most complete, concrete student success programs in the country, with suggestions and strategies for academic success and personal improvement—including goals, change, and career/life planning. Visually stunning, conversationally written, and student-tested, the book provides learners with a variety of solutions to almost any problem faced in the first year of college and beyond. Chapter-opening vignettes contain advice from professionals in “the world of work” such as managers from General Motors, Wal-Mart, Disney, Marriott, Bank One, and Waddell and Reed.

**Sherfield, R. M., Williamson, J. C. & McCandrew, D. A. (2007). *Roadways to success, textbook and course manual.* Needham Heights, MA: Allyn Bacon.**

*Roadways to Success, 4<sup>th</sup> Edition*, moves study skills to a new level – first it uncovers the skills essential to better classroom performance, and then reveals how to use them to positively impact one's own academic and career success. So students learn how to understand what the professor wants, identify time-management strengths, overcome obstacles to listening, use successful studying techniques, tackle test anxiety, and more. They also discover how health and wellness can improve the chance for academic success, as well as understand why research and planning helps make career decisions easier, and ultimately better. This revision includes new critical thinking exercises, an integrated case study, and a new chapter on diversity. It offers solid coverage of technology, strong applications and new ways for college students to reach their academic potential.

**Shushan, J. H. (2014). *A pocket guide to college success.* Boston: Bedford/St. Martins.**

Brief and to-the-point, *A Pocket Guide to College Success* offers practical coverage on all the topics typically covered in full-size college success texts, from academic skills like time management, critical thinking, note-taking, and test taking to life skills such as staying healthy, reducing stress, and managing money.

**Smilkstein, Ra. (2003) *We're born to learn: Using the brain's natural learning process to create today's curriculum.* Thousand Oaks, CA: Corwin Press, Inc.**

Rita Smilkstein reframes traditional education, transforming the student who "can't" into the student who is simply not experiencing his or her birthright as a naturally motivated learner. This book provides research-based, concrete strategies for creating a student-centered curriculum in which every student can learn!

**Smith, B. L., MacGregor, J., Matthews, R. S., & Gabelnick, F. (2004) *Learning communities: Reforming undergraduate education.* San Francisco: Jossey Bass.**

*Learning Communities* is a groundbreaking book that shows how learning communities (LCs) can be a flexible and effective approach to enhancing student learning, promoting curricular coherence, and revitalizing faculty. Written by Barbara Leigh Smith, Jean MacGregor, Roberta S. Matthews, and Faith Gabelnick (acclaimed national leaders in the learning communities movement) this important book provides the historical, conceptual, and

philosophical context for LCs and clearly demonstrates that they can be a key element in institutional transformation.

**Smith, D.C. & Gordon, V.N. (2003). *A family guide to academic advising*. Columbia, SC: University of South Carolina.**

This short and simple guide answers many of the basic questions that families need to know about college.

**Smith, R. M. (1998). *Mastering Mathematics: How to be a GREAT math student*. (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.**

Provides solid tips for every stage of study, stressing the importance of a positive attitude.

The Student Success Center Resource Library has four copies.

**Sotirious, P. E. (2001). *Integrating college study skills: Reasoning in reading, listening, and writing*. (6<sup>th</sup> ed.). Australia: Wadsworth Publishing.**

This successful text shows students how to use study strategies by integrating their reading, writing, and listening skills. Through a balance of discussion and carefully sequenced exercises, Sotiriou covers basic college survival skills and progresses to specific strategies for studying, reading, note taking, and exam taking. Integrating College Study Skills is more sophisticated than many books on the market because it doesn't look or read like a workbook. It delves deeper into the understanding and application of basic learning strategies, more so than other study skills books, by guiding the student to use reasoning when studying.

**Staley, C. C. (2003). *50 Ways to Leave Your Lectern*. Australia: Thomson Wadsworth.**

Today's college teacher is caught between paradigms: to lecture or not to lecture. Lecturing is now described as ineffective and passé in today's world of higher education. In practice, however, most professors still lecture because they were taught by the lecture method; they were conditioned to become auditory learners, and they have had no formal training in alternative teaching methods. Faculty are biologists, art historians, or mathematicians, and they think of teaching in terms of quantifiable content. But if lecturing is "out," what is "in"? How does one move from "empty vessel" to active learning? How can we truly engage today's student? Trends in higher education have begun to shift the teacher's role from soloist or center-stage performer to conductor, orchestrating and synthesizing a dynamic, multifaceted learning experience. Yet the question lingers: How do we leave our lecterns? How can teachers engage students?

Staley's book offers you a proven way to stimulate thinking, discussion, and group interaction. Each exercise in *50 Ways to Leave Your Lectern* will ask you to identify your ABC Goals for the activity at the outset based on Bloom's Affective, Behavioral, and Cognitive goals. Professors may be accustomed to concentrating primarily on cognitive goals; however, all three types of goals are important. Unlike upper division courses with more specialized knowledge; affective, behavioral, and cognitive goals should be more equally balanced in first-year courses.

**Staley, C. C. (2009). *Focus on college success*. Boston: Wadsworth Cengage Learning.**

According to recent market research, students are less academically engaged than ever before--a downward trend that has nothing to do with intellect, but everything to do with motivation, focus, and discipline. An exciting new book is uniquely equipped to turn the tides. Visually appealing, research-based, and highly motivational, *Focus on college success* thoroughly engages students with direct applications and immediate results. Written by Connie Staley, one of the best-known names in the field of motivation and focus, this new text increases the credibility of the college success course by providing tools that helps students and improves retention. Thoroughly researched, the text covers the topics most important to student success and incorporates underlying themes of motivation and self-discipline throughout. Rather than talking down to students or speaking over their heads, *Focus on College Success* strikes a personal and informal conversation with readers--directly connecting with and drawing them into text discussions. Many students today are overoptionalized and over-obligated. *Focus on College Success* addresses those issues head-on, creating teachable moments in every class period--and concrete results

**Starke, M.C. (1997). *Strategies for College Success*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

This introduction to college life explores the academic, personal, and social aspects of attending college for both traditional and non-traditional students.

**Stern, L. (2007). *What every student should know about avoiding plagiarism*. New York: Allyn & Bacon/Longman.**

*What Every Student Should Know About Avoiding Plagiarism* teaches students to take plagiarism seriously and understand its consequences. Here, source usage methods—summary, paraphrase and quotation—are explained, with examples. The most common types of plagiarism are discussed, from simple mistakes such as forgetting to use quotation marks when using someone else's exact words, or failing to acknowledge another's thoughts and ideas, to wholesale fraudulence, such as purchasing student papers from online sites and claiming them as one's own work. A brief essential guide to citing sources using both MLA and APA documentation styles is also included.

**Stone, M.E., & Jacobs, G. (Eds.). (2008). *Supplemental instruction: improving first-year student success in high-risk courses* (Monograph no. 7, 3rd ed.). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.**

**Sukiennik, D., Bendat, W., & Raufman, L. (2001). *The career fitness program: Exercising your options*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

Publisher's description of book: (Taken from the 8<sup>th</sup> edition)

For Career Planning, Career Development, and Career Decision Making courses/workshops.

This revision retains and updates its' best-selling attributes(now including online course management) which are designed to help students choose, change, or confirm career choices, this best-selling text/workbook is firmly focused on *today's* career realities and economy—with sufficient breadth to encourage change and growth for students of all ages, backgrounds, and circumstances. It is user-friendly, easy to read, and is suitable for both 2-year and 4-year college students. *CFP* goes beyond facts and figures by offering critical questions that help students focus on "What's in it for me?" The organization of the book follows the standard sequence of career search and decision-making issues—Personal Assessment, The World of Work, and The Job Search. This enables the text to be used in short term courses or workshops while still giving students a comprehensive text for reference.

**Svinicki, M., & McKeachie, W. J. (2011). *McKeachie's Teaching tips: Strategies, research, and theory for college and university teachers*. (13<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning.**

This indispensable handbook provides helpful strategies for dealing with both the everyday challenges of university teaching and those that arise in efforts to maximize learning for every student. The suggested strategies are supported by research and adaptable to specific classroom situations. Rather than suggest a "set of recipes" to be followed mechanically, the book gives instructors the tools they need to deal with the ever-changing dynamics of teaching and learning.

**Swing, R.L. (Ed.). (2004). *Providing and improving, volume II: Tools and techniques for assessing the first college year* (Monograph No. 37). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.**

This second volume of *Providing and Improving* collects essays from the First-Year Assessment Listserv, which is hosted by the Policy Center on the First Year of College and the National Resource Center. Like the first volume, this one brings together the nation's leading experts and practitioners of assessment in the first college year. They offer overviews of commercially available instruments and provide case studies of qualitative assessment strategies. The monograph also includes a comprehensive introduction by Randy Swing, describing strategies for implementing an effective assessment effort, and a typology of assessment instruments that allows readers to identify and compare instruments geared to the issues and programs they want to assess.

**Thaler, R.H. & Sunstein, C.R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New York: Penguin Books.**

Every day, we make decisions on topics ranging from personal investments to schools for our children to the meals we eat to the causes we champion. Unfortunately, we often choose poorly. The reason, the authors

explain, is that, being human, we all are susceptible to various biases that can lead us to blunder. Our mistakes make us poorer and less healthy; we often make bad decisions involving education, personal finance, health care, mortgages and credit cards, the family, and even the planet itself.

Thaler and Sunstein invite us to enter an alternative world, one that takes our humanness as a given. They show that by knowing how people think, we can design choice environments that make it easier for people to choose what is best for themselves, their families, and their society. Using colorful examples from the most important aspects of life, Thaler and Sunstein demonstrate how thoughtful “choice architecture” can be established to nudge us in beneficial directions without restricting freedom of choice. *Nudge* offers a unique new take—from neither the left nor the right—on many hot-button issues, for individuals and governments alike. This is one of the most engaging and provocative books to come along in many years.

**Thompson, A., & Cuseo, J.B. (2009). *Diversity & the college experience: Research-based strategies for appreciating human differences*. Dubuque, IA: Kendall Hunt Publishing Co.**

Educating students about diversity helps to increase their self-awareness and allows them to participate in the process of becoming culturally competent.

Diversity and the College Experience helps students understand the educational, vocational, and personal benefits that diversity can bring to them. This book is different from classic sociology and ethnic books by connecting diversity with liberal arts and critical thinking. It provides the basic information about what diversity is, but then takes that information further by providing a model for overcoming bias and a strategic plan for making the most of diversity with specific action-oriented steps.

Topics include:

- Variety of forms of diversity, including: ethnic, racial, gender, sexual socioeconomic, religious, generational, and individual diversity
- Benefits of diversity
- Taking action to overcome bias(es) through a sequential process of four stages
- A strategic plan for making the most of diversity inside and outside the classroom

**Tieger, P. T. & Barron-Tieger, B. (2001). *Do what you are: Discover the perfect career for you through the secrets of personality type*. (3rd ed.). Boston: Little, Brown and Company.**

Unlock the secrets of personality type – how you process information, make decisions, and interact with the world around you – and discover the career that is right for you. *Do What Your Are* has already helped more than half a million people find truly satisfying work. After helping you discover your Personality Type, it provides real-life case studies of people who share your Type and introduces you to the key ingredients your work must have for it to be truly fulfilling. Whether you're a recent college graduate, job seeker, or mid-life career switcher, this lively guide will help you discover the right career for you. Using workbook exercises and explaining specific job-search strategies, *Do What You Are* lists occupations that are popular with your Type and offers a rundown of your work-related strengths and weaknesses. It also shows, step by step, how to use your unique strengths to customize your job search, ensuring the best results in the shortest period of time.

**Timpson, W. M., & Burgoyne, S. (2002). *Teaching and performing: Ideas for energizing your classes*. (2<sup>nd</sup> ed.). Madison, WI: Atwood Publishing.**

To be or not to be. That is the question. To be a teacher-performer or not to be. Authors Timpson and Burgoyne assert that teachers are inherently performers and as such, techniques from the stage enhance and expand a teacher's ready repertoire of discipline-based content.

While teachers are trained as planners and scholars, very few are trained as performers. Using performance theory, the authors show how an educator can transform ordinary classroom experiences into occasions that attract and engage the students.

In this second edition of *Teaching and Performing*, the authors expand on the possibilities of using warm-up exercises, assuming roles, props, lighting, blocking, energy, concentration, and a variety of other techniques important to good theatre and good teaching.

**Timpson, W. M., Yang, R., Borryo, E., & Canetto, S. S. (2005). *147 practical tips for teaching diversity*. Madison, WI: Atwood Publishing.**

Diversity is vitally important to today's classroom, but many college teachers remain uncertain as to how to handle this sensitive subject. Compiled from the real-life experiences of over a dozen professors and experts, *147 Practical Tips for Teaching Diversity* tackles this question head on. Taking you from the classroom to the committee meeting to the the community at large, this book offers hands-on advice for improving diversity discussions all through the semester.

You will find the following topics:

Safe space: How to create a safe and welcoming learning environment

Prejudice: How both you and your students can work together to unlearn stereotypes

Challenges: How to address taboo subjects and handle conflicts preemptively

Curriculum: How to broaden the subject matter and address current events

Community: How to deepen your institution's commitment to diversity

Whatever your past experiences with teaching diversity, this book is sure to help both you and your students expand your thinking and understanding, both inside and outside of the classroom.

**Tobias, S. (1993). *Overcoming math anxiety: revised and expanded*. New York: W.W. Norton & Company.** Sheila Tobias said it first: mathematics avoidance is not a failure of intellect, but a failure of nerve. When this book was first published in 1978, Tobias's political and psychological analysis brought hope and made "math anxiety" a household expression.

The new edition retains the author's pungent analysis of what makes math "hard" for otherwise successful people and how women, more than men, become victims of a gendered view of math. It has been substantially updated to incorporate new research on what we know and don't know about "sex differences" in brain organization and function, and it has been enlarged to include problems, puzzles, and strategies tried out in hundreds of math anxiety workshops Tobias and her colleagues have sponsored.

What remains unchanged is the author's politics. She sees "math anxiety" as a political issue. So long as people themselves to be disabled in mathematics and do not rise up and confront the social and pedagogical origins of their disabilities, they will be denied "math mental health." Tobias defines this as "the willingness to learn the math you need when you need it." In an ever more technical society, having that willingness can make the difference between high and low self-esteem, failure and success.

**Troxel, W. G., & Cutright M. (Eds.). (2008). *Exploring the evidence: Initiatives in the first college year* (Monograph No. 49). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.**

For more than 25 years, educators have developed and institutionalized efforts to help first-year students succeed. This monograph celebrates those efforts by sharing case studies from 22 institutions that have created programs and initiatives to support their first-year students. The programs range from encouraging civic engagement and academic achievements to institutional structures that aid in the delivery of programs to entering students. This monograph is a great resource for educators who are seeking ideas for new programs or to improve existing initiatives to help first-year students thrive.

**Tschohl, J., Hovland, M., & Hillman, J. (2003). *Connections: Practice for excellence, path to success*. Minneapolis, MN: Quality Institute.**

Staff members who care about the feelings of students are an institution's greatest resource. Students don't appreciate even the best academic program unless they feel "at home" at a school. When students feel that way, they get connected to the environment and they stay. Connections will sharpen your awareness of the needs of students and help you make positive connections with them.

**Ukens, L. (2000). *Energize your audience: 75 quick activities that get them started...and keep them going*. San Francisco: Jossey-Bass.**

Get 'em started and keep 'em going ? quick! Choose from the 75 hands-on activities in this book to

- Raise the comfort level of your participants
- Jumpstart a training session
- Energize a presentation
- Stimulate group discussion

The key word here is quick! While there are tons of books containing icebreakers and energizers, many of the activities are too involved for the limited time available. This book solves that problem.

"A great way to get your session off to an active start is by adding Energize Your Audience! to your bookshelf. Lorraine Ukens has that special knack of writing exercises that immediately capture and energize your audience. And, isn't that what you want in an icebreaker?"

**Vance, M.L. & Bridges, L. (Eds.). (2009). *Advising students with disabilities: Striving for universal success* (NACADA Monograph Series No. 19). (2<sup>nd</sup> ed.). Manhattan, KS: Kansas State University.**

Since the first edition (1996) of this monograph, many changes have taken place in the realm of disability law as well as in the number of students with disabilities attending postsecondary institutions. In this monograph, editors Mary Lee Vance and LaDonna Bridges have gathered articles from respected researchers and practitioners in the NACADA and AHEAD communities who update existing practices and provide insight on the many new challenges faced by academic advisors and disability service providers.

Each chapter has been written to address the following overarching themes:

- advising strategies for students with disabilities
- building self-advocacy skills
- coordinating services with disability offices and others on campus
- recognizing the existence of multicultural issues or multiple perspectives
- incorporating universal design or access techniques to a broader population

**VanderStoep, S.W., & Pintrich, P.R. (2003). *Learning to learn: The skill and will of college success*. Columbus, OH: Prentice Hall.**

Using a broad-based approach to college success that is grounded in current theory and research in cognitive and motivational psychology, this text shows students how **skill** AND **will** are both necessary for success in learning in college and throughout life. Strategy-based rather than learning-style based, it takes students from where they are *currently* on the skill-will continuum (high skill, low will; low skill, high will; low skill, low will; or high skill, high will), helps them develop a variety of learning strategies, tells them when to use them, and explains how to generate the energy, desire, and self-confidence to make those strategies work for them. Multiple assessments throughout help students evaluate their progress, and hands-on activities allow them to try out new strategies. Increased coverage of Life Skills is new to this edition.

**Van Blerkom, D. L. (2000). *College study skills: Becoming a strategic learner*. (3<sup>rd</sup> ed.). Australia: Wadsworth Thomson Learning.**

Publisher's description of book: (Taken from the 5<sup>th</sup> edition)

This comprehensive text/workbook strives to get the student involved with the learning process and helps the student learn how to learn. Students are exposed to different strategies and are encouraged to find the strategies that complement their own learning styles.

The author's step-by-step guidance combined with the book's many wonderful applications and exercises give the hands-on practice that help students quickly apply the newly learned skills to coursework. *College Study Skills: Becoming a Strategic Learner* also includes excerpts from college textbooks—psychology, history, biology, and sociology—so students can practice new skills on real course material.

**Van Blerkom, D. L. (2002). *Orientation to college learning*. (3<sup>rd</sup> ed.). Australia: Wadsworth.**

A concise text focused just on the essentials students need to achieve academic success! This straightforward, all-in-one guide covers basic college survival skills related to studying and course preparation. Its step-by-step approach to studying effectively, complemented with in-depth explanations for each skill presented will equip students with all the learning skills and strategies they need. No other text does a better job of building on the student's previous years of studying to prepare them for intensive, fast-paced college courses.

**VanGundy, A. (ed.) (1998). *101 great games and activities*. San Francisco: Jossey-Bass/Pfeiffer.**

Training mastermind Arthur VanGundy, author of the best-selling Brain Boosters for Business Advantage, has assembled 101 original games and activities guaranteed to satisfy almost every conceivable training need.

These dynamic exercises are accompanied by:

- \* Concise objectives
- \* Recommended uses
- \* Suggested audience
- \* Required time
- \* Necessary materials
- \* Detailed procedures
- \* Potential discussion topics
- \* Possible variations . . . and more!

**Van Horne, K. (2009). *Against the odds: The success phenomenon of Latino developmental community college students*. Boone, NC: Appalachian State University**

This is a peer-reviewed article outlining various barriers that Latino Students might face.

**Varney, J. & Peck, L. (2011). *Academic advising for student retention and persistence: Understanding and addressing the needs of adult learners*. Manhattan, KS. CD media from a NACADA webinar.**

**Velasquez, O. (2010). *BAMS: The essential guide to becoming a master student*. Belmont, CA: Wadsworth.**

BAMS: THE ESSENTIAL GUIDE TO BECOMING A MASTER STUDENT is a new text created to promote student success by helping students discover their abilities and reach their full potential. The 160 page brief text encourages first-year students in an easy-to-read, short article format. Each page invites students to put new ideas into action immediately and select additional strategies as they plan for their future.

BAMS: THE ESSENTIAL GUIDE TO BECOMING A MASTER STUDENT is integrated with technology on every page. "One Click Away" is a feature noted within the text, highlighting in depth topic coverage available on the web site, as well as in the Online Multimedia ebook.

**Voller, J., Miller, M., & Neste, S. (2010) *Comprehensive Advisor Training and Development: practices that deliver* (2nd ed.) NACADA.**

This book is a collection of essays full of practical ideas for training and for developing academic advisor skills and knowledge.

**Wahlstrom, C. M., & Williams, B. K. (2002). *Learning success: Being your best at college and life*. (3<sup>rd</sup> ed.). USA: Wadsworth.**

The authors have written the book not only for traditional on-campus students but also for the growing number of part-timers, parents, working students, commuters, and other nontraditional students. The book provides a practical philosophy based on action. The book's goal is to help students be the best in college by showing students how to master the academic and personal skills needed to succeed in higher education--how to manage their time, improve their reading and note-taking skills, handle finances, work toward their career goals, and so on. It also shows students that the skills one needs for success in college are the same skills one needs for success in life. The Third Edition is enhanced by an interactive CD-ROM (packaged with every text) that reinforces and extends the texts content.

In a unique fashion, this book describes the three keys to success in college and life: staying power, mindfulness, and technology literacy. Persistence, commitment, and discipline are necessary for achievement-in college and out. Becoming a mindful learner and thinker leads to greater success. Achieving information literacy means learning how to find, evaluate, and use information of all kinds.

**Walter, T. L., Knudsvig G. M., & Smith D. P. (2003). *Critical thinking: Building the basics*. (2nd ed.). Canada: Thomson/Wadsworth.**

Part One: A Basic Strategy For Learning And Thinking Smart: The TCDR (Topic-Class-Description-Relevance) Strategy. Part Two: Making The TCDR Strategy Work For You.

Exercise Set A: Developing and Evaluating Your Answers. Improving Your Thinking By Getting Feedback. More Points for You to Evaluate. Where Do You Go From Here? Using Your Own Textbooks. Your Next Challenge.

Learning From Another Person's Input. Exercise Set B: Another Strategy for Improving Thinking. Evaluating Your

Own Answers. Getting a Second Opinion. More Points For You To Evaluate. Your Next Challenge. Your Five Questions and Answers. It's Time To Move On. Reading Excerpt. Answer Key. Part Three: Learning From Your Computer.

Learning From Your Computer Need Not Be a Problem. Simulating a Computer Learning Experience. Principles of Success. How to Use Your Computer To Find Questions and to Develop Answers. The Missing Link: What Do Good Questions and Answers Look Like? Using TCDR. Learning From Professional Journals. Learning From Books of Fiction and Nonfiction. The Psychology Behind Learning to Learn.

The Student Success Center Resource Library has two copies.

**Walters, S. T., & Baer, J. S. (2006). *Talking with college students about alcohol: Motivational strategies for reducing abuse*. New York, NY: The Guilford Press.**

Grounded in current best practices, this book offers flexible, readily applicable guidelines for assessing and working with college drinkers. Provided is a wealth of practical advice on interacting with students in a range of contexts, from brief conversations in medical settings to motivational counseling sessions and group interventions. Also described are effective ways to weave alcohol prevention and intervention services into the fabric of campus life. Over a dozen appendices feature reproducible assessment instruments and other indispensable tools, in a large-size format for ease of photocopying and use. For optimal utility, supplemental materials for use in workshops, seminars, and other educational and training events are available online as PowerPoint slides

**Watson, D. L. (2000). *Learning skills for college and life*. Australia: Wadsworth.**

*Learning skills for college and life* is devoted to the self-development of learning skills. Students learn how to deal with psychological stumbling blocks, to cope with their ambivalence and anxiety about learning skills, to solve problems, to structure the environment to encourage desired behavior, to take small steps, and to get feedback on their progress. It is easy to tell first-year students what to change but it is challenging to explain how to change. David Watson meets this challenge. Speaking more as a mentor than an academician, Watson shows the reader how to carry out self-change projects to build new skills.

**Watts, M. M. (2007). *College: We make the road by walking*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For courses in First Year Experience, College Orientation, and College Success.

“A journey of a thousand miles begins with one step.” —Lao-tzu

Taking a personal approach to learning, *College: We Make the Road by Walking, 2<sup>nd</sup> Edition* encourages readers to examine their own story—their background, learning styles, knowledge base and values—and how it can contribute to their future learning experiences and the entire learning community. A truly unique freshman experience text, it is organized in a four part format, offers journeys in self-exploration, knowledge, research, and contribution, and emphasizes information literacy throughout. Filled with scholarly readings, journal activities, writing assignments and more, it emphasizes the progressive nature of learning and the personal responsibility one has to make it meaningful and significant.

**Watts, M. M. (2007). *Student orientation series (SOS): Service learning*. Upper Saddle river, NJ: Prentice Hall.**

For courses in Student Success, Freshman Seminar/Orientation, or any course with a Service Learning component.

Watts, in *Service Learning*, discusses the various programs available to students; the difference between service learning and internships; how to find these programs; and how such experiences help students determine their majors, give back to the community, and find the right career fit.

Part of our *Student Orientation Series* (S.O.S.) which consists of various short booklets on special interest topics—an excellent resource for when assignments or the course focus takes you beyond the standard coverage.

**Wilks, J. (2007). *Your expanding intelligence*. Southlake, TX: Fountainhead Press.**

Industrial intelligences focuses on IQ scores, which lock people into an unchanging and limited intelligence, often creating further resistances. Knowledge-age definitions, on the other hand, focus on the ability to direct thoughts, feelings and actions to achieve a desired outcome and/or well recognized standard.

**Willden, G. D. (2004) *Outdoor education: Methods, lessons and more! Syllabus for WSU REC 4930/6930.***

This book is a collection of games and activities, geared toward teaching across the curriculum in and about for the out-of-doors.

**Williamson, J. C., McCandrew, D. A., & Muse, C. T.Sr. (2007). *Roadways to success.* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For courses in College Orientation and Study Skills.

*Roadways to Success*, 4<sup>th</sup> Edition, moves study skills to a new level – first it uncovers the skills essential to better classroom performance, and then reveals how to use them to positively impact one’s own academic and career success. So students learn how to understand what the professor wants, identify time-management strengths, overcome obstacles to listening, use successful studying techniques, tackle test anxiety, and more. They also discover how health and wellness can improve the chance for academic success, as well as understand why research and planning helps make career decisions easier, and ultimately better. This revision includes new critical thinking exercises, an integrated case study, and a new chapter on diversity. It offers solid coverage of technology, strong applications and new ways for college students to reach their academic potential.

**Wood, N. V. (1995). *College reading and study skills.* (5<sup>th</sup> ed.). Fortworth,TX: Harcourt.**

In *College Reading and Study Skills*, students are taught to read textbooks and exam questions; to listen and take notes on lectures, assignments, and other instructions; to speak in organized groups, class discussions, reporting situations; and to plan and write college papers and essay exams. In this edition, students are also taught improved ways to integrate higher levels of thinking into all of these communication situations.

**Young, M. E. (2005). *Learning the art of helping: Building blocks and techniques.* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.**

For counseling techniques and for basic skills courses in counseling, social work, and psychology departments. Assuming no prior knowledge of counseling techniques, this highly interactive text takes students, step-by-step through the acquisition of the skills and techniques for effectively helping their future clients. The author’s straightforward writing style, clearly-stated instructions, and numerous practice exercises prepare students to use assessment information, plan treatment, and implement helping strategies. Coverage encompasses the full complement of commonly used techniques, from basic "building block" skills to more advanced therapeutic skills.

**Zachary, L. J. (2012). *The mentor’s guide: Facilitating effective learning relationships.* San Francisco, CA: Jossey-Bass.**

Thoughtful and rich with advice, The Mentor’s Guide explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. Now managers, teachers, and leaders from any career, professional, or educational setting can successfully navigate the learning journey by using the hands-on worksheets and exercises in this unique resource.

**Zitrin, R. A., & Langford, C. M. (2000). *The moral compass of the American lawyer –truth, justice, power and greed.* New York: Ballantine Books.**

These are perilous times for Americans who need access to the legal system. Too many lawyers blatantly abuse power and trust, engage in reckless ethical misconduct, grossly unjust billing practices, and dishonesty disguised as client protection. All this has undermined the credibility of lawyers and the authority of the legal system. In the court of public opinion, many lawyers these days are guiltier than the criminals or giant corporations they defend. Is the public right? In this eye-opening, incisive book, Richard Zitrin and Carol Langford, two practicing lawyers and distinguished law professors, shine a penetrating light on the question everyone is asking: Why do lawyers behave the way they do? All across the country, lawyers view certain behavior as "ethical" while average citizens judge that same conduct "immoral." Now, with expert analysis of actual cases ranging from murder to class action suits, Zitrin and Langford investigate lawyers’ behavior and its impact on our legal system. The result is a

stunningly clear-eyed exploration of law as it is practiced in America today--and a cogent, groundbreaking program for legal reform.

The Student Success Center Resource Library has two copies.

**Zlotkowski, E. (Ed.). (2002). *Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility* (Monograph No. 34). Columbia, SC: University of South Carolina, National Resource for The First-Year Experience and Students in Transition.**

This monograph combine a research-based argument for the value of service-learning in the first year of college with a practical discussion of the issues related to implementation. Readers will fine program and course models from a variety of disciplines, curricular structures, and institutional types. Connecting service-learning to the broader issues of the first college year, this monograph allows readers to examine where and how learning takes place best. 167 pages.

**Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. (2<sup>nd</sup> ed.) San Francisco, CA: Jossey-Bass.**

The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth. This second edition of this important book offers new samples of print and electronic learning portfolios. An academic understanding of and rationale for learning portfolios and practical information that can be customized. Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration. Includes revised sample assignment sheets, guidelines, criteria, evaluation rubrics, and other material for developing print and electronic portfolios.

## Student Success Center Resource Library Video List

### **10 Things Every Student Needs to Know to Study [Motion picture]. (2004). United States: Wadsworth Study Skills Video Series**

Video clips to supplement College Success textbooks. There is a critical thinking question to reinforce the main point and stimulate classroom discussion.

### **60 Minutes II, Power of Plastic: When America's Love Affair with Credit Card Goes Sour [Television broadcast]. (2001, January 23). United States: CBS Video**

(CBS) If the bill for America's love affair with credit cards came due today, it would cost \$600 billion dollars, an expensive affair. And now, the power of plastic is seducing the college crowd. Big profits are at stake, and, believe it or not, colleges are making millions of dollars for letting banks hawk their credit cards, right on campus. The General Accounting Office is taking a look at all this, as is Congress and a few states. Under pressure, some colleges are now kicking banks off campus. But, as *60 Minutes II* Correspondent Vicki Mabrey reported earlier this year, all this concern comes too late for a mother who lost her child to the lure of plastic.

### **Brandon Tells His Story [Motion Picture]. United States: The Century Council**

*Brandon Tells His Story* features Brandon Silveria, a permanently disabled man who crashed his car after drinking at age 17. Brandon and his father, Tony, tour America's high schools to educate students - over three million to date - about the dangers and consequences of drunk driving and underage drinking. In addition to the lecture program, their lifesaving message reaches thousands more students with a half-hour video and accompanying classroom activity guide that brings Brandon's story to high schools across the country.

### **Career Decisions for College Students: Pathways to Success [Motion picture]. United States: National Resource Center for the First-Year Experience & Students in Transition.**

Carter, C. & Kravits, S. L. (Writers/Directors). (1996). *Key Advice to accompany Keys to Success: How to Achieve Your Goals* [Motion picture]. United States: Prentice Hall.

### **Cheating Crisis in America's Schools [Television broadcast]. (2004, April 29). United States: ABC News Productions, Primetime Live.**

Angelo Angelis, a professor at Hunter College in New York City, was recently grading some student papers on the story of Paul Revere when he noticed something strange. A certain passage kept appearing in his students' work, he said. It went like this, Angelis told Primetime's Charles Gibson: "Paul Revere would never have said, 'The British are coming, the British are coming,' he was in fact himself British, he would have said something like, 'the Red Coats are coming.' " Angelis typed the words into Google, and found the passage on one Web site by a fifth-grade class. Half a dozen of his college students had copied their work from a bunch of elementary school kids, he thought. The Web site was very well done, Angelis said. For fifth graders, he would give them an "A." But his college students deserved an "F". Lifting papers off the Internet is one of the newer trends in plagiarism — and technology is giving students even more ways to cheat nowadays.

### **CNN Today: College Success [Motion picture]. (2002, 2003, and 2004). United States: Thomson/Wadsworth**

These videos consist of numerous CNN News segments documenting current events that have taken place on college campuses nationwide, and discusses related topics that today's students face. Many of these short clips correspond with topics from the UNIV 100 course test, and would serve as excellent discussion starters. — Source: Bowling Green State University

### **Dan Litchford's BIONIC Training [Motion picture]. (1995). United States: WSU from Training Week.**

Ellis, D. B., & Gardner, J. N. (1997). *A meeting of the Minds: Two Perspectives on New Student Seminars* [Teleconference video]. United States: National Resource Center for the Freshman Year Experience at University of South Carolina.

**Issues Forum: John Edgar Wideman, Fiction Writer. (2000). United States: CATS**

**Life Map: A Learning Centered System for Students Success [Motion picture]. (2000). United States: CATS.**

**Organizing for Enrollment Management: Keys to Student and Institutional Success [Motion picture]. (2001). United States: The National Resource Center for the First-Year Experience and Students in Transition.**

**Prepare for Success [Motion picture]. United States: Premier School Agendas**

**Ready or Not: Talking with Kids about Alcohol [Motion picture]. United States: The Century Council.**

**Smith, C. (Producer), & Barnett, D. (Director). (2008). Happy valley [Motion picture]. United States: Forever Green Pictures.**

One miracle after another occurs through the passion of one full time single father whose original intention was to reunite his 12-year-old daughter with her addicted mother.

Deep in the heart of Utah, commonly referred to as "Happy Valley," residents enjoy one of the lowest crime rates, highest literacy and language fluency - even the most Jell-O consumption - across the nation. Yet under the glossy exterior of this beautiful community, there are less popular categories that Happy Valley contends in but doesn't advertise, including prescription drug abuse, double the national average of anti-depressant drugs, even suicide. In Happy Valley at least one teen per week dies from drug overdose.

The real-life true story, Happy Valley, sheds light on the growing problem of prescription drug abuse in Utah County and, as importantly, the associated issues of denial, conformity, social pressure and guilt. The film intimately follows several lives and families that have been dramatically affected by prescription drug abuse leading to street drug abuse and addiction. From these stories and a single father's journey to reunite a family emerge unconditional love, forgiveness, acceptance... even transformation.

**Test Taking Strategies [Motion picture]. (1997). United States: College Survival, a Program of Houghton Mifflin Co.**

**Today's Heroes [Motion picture]. Sponsored as a service by The Hitachi Foundation. United States: The Points of Light Foundation, National Youth Leadership Council.**

**Wadsworth Study Skills Video Series [Motion picture]. (1999). United States: Wadsworth Publishing Co.**

Volume 1: Improving Your Grade

Volume 2: Lectures for Practice Notetaking

**World of Diversity, A [Motion picture]. United States: Brooks/Cole Publishing Co.**

Video 1: Expanding your Cultural Awareness

Video 2: Developing your Diversity Skills

A video that shows the effect cultural back-ground can have on communication on campus

**Your College Experience: Strategies for Success [Motion picture]. United States: South Carolina ETV.**

**Your Guide to Agenda Program Orientation: "If I plan to learn I must learn to plan" [Motion picture]. (1995). United States: Premier School Agendas.**

**Your Life, Your Money: Empowering Young Adults to Get Their Money Right [Motion picture]. (2009). United States: Western New York Broadcasting Association.**

Filled with straightforward guidance and practical knowledge, this program empowers young adults to get their financial lives on track and "give purpose to every penny." Hosted by actor Donald Faison (Clueless and TV's Scrubs), the video raises fiscal awareness and builds financial skills in a wide variety of areas—from banking and credit to investing, budgeting, insurance, and self-employment. Insights from hip-hop icon Russell Simmons and

other artists are combined with advice from leading personal finance experts, including New York Times money reporter Ron Lieber and author Beth Kobliner (*Get a Financial Life: Personal Finance in Your Twenties and Thirties*). Distributed by PBS Distribution. (60 minutes).

At the Student Success Centre (SSC), we provide a number of services to help you build and improve on your skills. Even if you're an A+ student, you can benefit from learning new tips, tricks, and strategies for writing, reading, communicating, and managing your time! Do you want to get a few quick resources for starting an essay or managing your time, but don't want to book a full appointment to talk about it? Brainstorming Topic and thesis development Constructing a strong argument Essay organization and structure Revising your first draft Referencing and formatting Clarity, word choice and sentence structure Polishing your final draft. The Undergrad Writing Centre is located in the Learning Commons (Mills Library, second floor), L213H, L213D, and L213E.