

TWELFTH EDITION

YOUR COLLEGE EXPERIENCE

Strategies for Success



JOHN N. GARDNER
BETSY O. BAREFOOT

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Strategies for Success

John N. Gardner

President, John N. Gardner Institute for Excellence in Undergraduate Education
Brevard, North Carolina

Distinguished Professor Emeritus, Library and Information Science Senior Fellow,
National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina, Columbia

Betsy O. Barefoot

Senior Scholar
John N. Gardner Institute for Excellence in Undergraduate Education
Brevard, North Carolina

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Dear Student,

More than ever before, a college education is an essential step in preparing you for almost any career. A few years ago, many well-paying jobs required only a high school diploma, but most employers today require that job applicants have a college degree.

Higher education is becoming more expensive, and some people are questioning whether a college degree is worth the cost. Yes, college is expensive, but the benefits of a college education are well worth the price tag. According to current statistics, a college-educated person receives a better salary and enjoys a healthier life, more confidence, and a more promising future for his or her children than a person who does not attend college. Of course we can all name a few exceptions: Mark Zuckerberg of Facebook and Bill Gates of Microsoft were college dropouts who still managed to be highly successful. Such success stories are very rare, however.

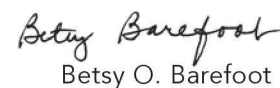
While you might have many reasons for being in college, we hope your primary goal is graduation, and you will be more likely to graduate if you have a successful first year. When we were in our first year of college, college success courses, with few exceptions, did not exist, and there was no “textbook” like *Your College Experience* that provided strategies for making the most of college. Most colleges and universities allowed new students to sink or swim. As a result, some students did well, some hardly survived, and some dropped out or flunked out.

Beyond graduation, some of you will want to continue your education in professional or graduate school, but others will want to begin a career. While it may be tough to land your ideal job immediately, your college education is an investment that will make you competitive in the marketplace.

You are likely reading *Your College Experience* because you are enrolled in a college success course—a special course designed to help you be successful. Although this book might seem different from your other textbooks, we believe that it could be the most important book you read this term because it’s all about improving your chances for success in college and in your career. This book will help you identify your own strengths, as well as areas where you need to improve. We know that if you apply the ideas in this book to your everyday life, you are more likely to enjoy your time in college, graduate, and achieve your life goals.

As college professors, researchers, and administrators with many years of experience working with first-year students, we know that starting college can be challenging. But through your college success course, the faculty, staff, and academic resources on your campus will help you meet that challenge. Welcome to college!


John N. Gardner


Betsy O. Barefoot

abouttheauthors



John N. Gardner brings unparalleled experience to this authoritative text for first-year seminar courses. He is the recipient of the University of South Carolina's highest award for teaching excellence. He has twenty-five years of experience directing and teaching in the most respected and most widely emulated first-year seminar in the country: the University 101 course at the University of South Carolina. He is recognized as one of the country's leading educators for his role in initiating and orchestrating an international reform movement to improve students' transition to college. He is also the founding leader of two influential higher education centers that support campuses in their efforts to improve the learning and retention of first-year college students: the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina (sc.edu/fye), and the John N. Gardner Institute for Excellence in Undergraduate Education (jngi.org), based in Brevard, North Carolina. The experiential basis for all of John Gardner's work is his own miserable first year of college, which he spent on academic probation—an experience that he hopes to prevent for this book's readers.



Betsy O. Barefoot is a writer, researcher, and teacher whose special area of scholarship is the first year of college. During her tenure at the University of South Carolina from 1988 to 1999, she served as codirector for research and publications at the National Resource Center for The First-Year Experience and Students in Transition. She taught University 101, in addition to special-topics graduate courses on the first-year experience and the principles of college teaching. She conducts first-year seminar faculty training workshops around the United States and in other countries, and she is frequently called on to evaluate first-year seminar outcomes. She currently serves as Senior Scholar in the Gardner Institute for Excellence in Undergraduate Education. In her Institute role, she led a major national research project to identify institutions of excellence in the first college year. She currently works with both two- and four-year campuses to evaluate all components of the first year.

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Anyone who teaches beginning college students knows how much they have changed in recent years. Today's students are increasingly job focused, technologically adept, and concerned about the future. More than ever, students worry about how they will pay for college. Recently, popular media sources such as the *Washington Post* have raised questions about whether the benefits of college are worth the cost.¹ While it is tempting to focus on the few individuals who succeed without finishing college, we know that for the overwhelming majority of individuals, a college degree is more essential than ever before.

Today, we see diverse students of all ages and backgrounds enrolling in two- and four-year public and private institutions, bringing with them the hopes and dreams that a college education can help fulfill—as well as expectations that may or may not be realistic. *Your College Experience* is designed specifically to give all students the practical help they need to gain self-knowledge, set goals, succeed, and stay in college so that those hopes and dreams have a better chance of becoming realities.

While maintaining its approach on goal setting, the twelfth edition of this text offers a new emphasis on the ten high-impact practices identified by the American Association of Colleges & Universities, and it now incorporates information on the value of peer leaders in supporting students. *Your College Experience* teaches skills and strategies in areas where students often need the most help and that are critical for success in college and the workplace. These include time management, academic reading, test taking, research, and career preparation. At a time when institutions are increasing class sizes and mainstreaming developmental students, students will need more individual attention and the skills to ask for the help they need. Of course, concerns about student retention remain, as do pressures on college success administrators to do more with less. These realities of college and university life mean that giving students strategies they can use immediately is more important than ever.

To help you meet the challenges of engaging and retaining today's students, we have created a complete package of support materials, including an Instructor's Annotated Edition and an Instructor's Manual. In the Instructor's Annotated Edition, you will find clearly marked retention strategies and activities to help you engage and retain students. These activities, and all of the instructor support materials, are valuable for both new and experienced instructors as they prepare to teach the course.

What has not changed in the forty years since the inception of the first-year seminar is our level of commitment to and deep understanding of our students. Although this edition of *Your College Experience* has been significantly revised, it is still based on our collective knowledge and experience in teaching new students. It is grounded in the growing body of research

¹www.washingtonpost.com/blogs/she-the-people/wp/2014/08/22/do-the-benefits-of-a-college-education-outweigh-the-cost

on student success and retention and includes valuable contributions from leading experts in the field. Most of all, it is a text born from our devotion to students and to their success. Simply put, we do not like to see students fail. We are confident that if students both read and heed the information herein, they will become engaged in the college experience, learn, and persist to graduation.

We have written this text for students of any age in both residential and commuter institutions. Our writing style is intended to convey respect and admiration for students while recognizing their continued need for challenge and support. We have addressed topics that our experience, our research, and our reviewers tell us are concerns for students at any type of college or university and with any kind of educational background. We have also embedded various reading and writing strategies to support students' efforts to comprehend the material and apply the skills presented in each chapter, and we have included technology tools and tips that can enhance students' studying experience.

Your College Experience uses a simple and logical organization. Part One, Foundations, sets the stage by challenging students to explore their purpose for attending college and by helping them learn how to apply that purpose to both short- and long-term goal setting. Students are armed with solid time-management strategies in Chapter Two, and then they explore the topics of emotional intelligence and learning styles. Part Two, Preparing to Learn, enumerates essential learning skills like critical thinking, reading, note taking, studying, and test taking, and guides students in communicating and finding information. Part Three, Preparing for Life, emphasizes practical and realistic considerations such as relationships, diversity, wellness, and money management. Part Four, Next Steps, features a comprehensive chapter on majors and careers with a wealth of tools and strategies that students can use during their first-year experience and beyond.


Whether you are considering this textbook for use in your first-year seminar or have already made a decision to adopt it, we thank you for your interest, and we trust that you will find it to be a valuable teaching aid. We also hope that this book will guide you and your campus in understanding the broad range of issues that can affect student success.

A Revision Focused on Research-Based Strategies to Help Students Succeed

While retaining many of the hallmark features that characterize the Gardner/Barefoot text, we have added new areas of emphasis grounded in the latest research on student success.

1. **A focus on high-impact practices.** An exciting new aspect of the twelfth edition is the inclusion of strategies for using “high-impact practices”—ten educational activities that have been shown to increase student learning, retention, and engagement throughout the undergraduate years.² The first chapter of the book introduces the concept of high-impact practices (HIP) for students, lists and describes

²G. D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Washington, DC: Association of American Colleges and Universities, 2008). www.aacu.org/leap/hips

them, and discusses their benefits. New annotations in each chapter of the Instructor's Annotated Edition feature suggestions for utilizing one or more HIPs in the context of chapter content. This new category of instructor's annotations is denoted with the heading "HIGH-IMPACT PRACTICE." Also, a special icon  identifies content in the features and narrative of the student edition that relates to HIPs. For instance, readers will see the HIP icon adjacent to the Your Turn: Work Together and Your Turn: Write and Reflect activities, and with content coverage related to writing, collaboration, diversity, global learning, or service learning. Furthermore, icons placed within the table of contents and the list of Your Turn features show you where to find HIP material.

- 2. An emphasis on motivation and the importance of the choices students make.** Through the narrative and special features, the new edition helps students see how good choices bring them closer to their goals, guides them in understanding how being resilient involves bouncing back from poor choices and making increasingly smarter ones, and motivates them to make these smarter decisions. Each chapter includes a Your Turn: Stay Motivated feature, a Your Turn: Make Good Choices feature, and an ending exercise that invites students to Reflect on Choices through writing. Collegiate success is often determined by both large and small choices that students make in the first term of college, and we want students to be aware of how their choices can dramatically change the outcomes of their college experience.
- 3. Updates across all chapters, with extensive revisions to fundamental coverage in one chapter in each major part.** In Chapter 3, Emotional Intelligence, we present strong links between emotional intelligence concepts and the daily events of college life. In Chapter 5, Thinking in College, students explore what college-level thinking involves. Chapter 13, Wellness, presents the mental, physical, and spiritual aspects of wellness. Chapter 15, Majors and Careers, offers effective guidance on and tools for exploring different careers and industries in today's job market and economy. See more information about changes in each chapter on pages xxiv– xxvi.
- 4. Assistance for using peer leaders in college success courses.** As many colleges and universities now recognize the importance of upper-level students as coteachers or peer leaders for the first-year seminar, the Instructor's Annotated Edition now includes special annotations for and about them. Each chapter includes suggestions that peer leaders (or the instructor of record) can use in designing special activities that can be led by peer leaders. The Use Your Resources section includes peer leaders as valuable sources for student support.
- 5. An increased focus on four-year higher education.** With the publication of a new edition of *Your College Experience* specifically developed for students attending two-year and community colleges, the twelfth edition now focuses more intentionally on the particular issues of students in baccalaureate colleges and universities. Given that students attending open-enrollment institutions are becoming increasingly broad and diverse, the twelfth edition provides support, information, and guidance appropriate for students at all higher education institutions.

The twelfth edition continues the Gardner and Barefoot tradition of helping students self-assess their strengths, practice goal setting, focus on purpose and motivation, and maintain their engagement in this course. A section on goal setting in Chapter 1 gets students thinking immediately about this important skill. Assess Your Strengths and Set Goals boxes early in each chapter ask students to set goals, and Reflect on Choices and Apply What You Have Learned exercises at the end of each chapter ask students to think back on how the chapter relates to choices they make and to apply what they have learned in the chapter to current and future academic work.

The following features return in the twelfth edition, with many exciting enhancements:

Chapter-opening profiles help students see themselves in the text. Each chapter of the text opens with the story of a recent first-year student who has used the strategies presented in the chapter to succeed in college. The profiled students come from diverse backgrounds and attend diverse colleges and universities around the country.

Thought-provoking photographs and cartoons in every chapter—many of them new to this edition—with carefully written titles and captions reinforce concepts in the narrative and encourage critical thinking. For instance, in the Time Management chapter, a captioned photo of NFL coach Pete Carroll and his players encourages students to “Set Priorities like the Pros.” In the communication chapter, a new photo of Ellen DeGeneres hosting the Academy Awards provides a great example of audience interaction, and its caption discusses how the comedy icon used to be scared to speak before an audience. In the careers chapter, a new photo of a career fair for military veterans emphasizes the importance of making professional connections.

Your Turn collaborative learning activities foster peer-to-peer communication, collaboration, and critical thinking. These activities can be used in class, as homework, or as group activities to strengthen the bond between students and their college communities. They are organized into four types based on what students are asked to do or to consider: Work Together, Write and Reflect, Make Good Choices, and Stay Motivated. A complete list of all Your Turn activities, organized by type and with page numbers included to make it easy for instructors to assign them, can be found on p. xviii.

Is This You? boxes speak directly to students in circumstances that are commonly found among students taking first-year experience courses. Look for these special messages to first-generation college students, returning students, veterans, students with children, and student athletes. They also cover common first-year issues that many students encounter, such as being disappointed in a class, weight gain, financial problems, and the clash of new ideas with old beliefs. The feature directs students to specific content within the chapter. Here is a list of these features:

Is This You? I Don’t Know What I’m Doing Here (Chapter 1)

Is This You? Time Flies (Chapter 2)

Is This You? Older than Average (Chapter 3)

Is This You? Disappointed in My Classes (Chapter 4)

Is This You? When New Knowledge and Old Beliefs Collide (Chapter 5)
Is This You? The Challenge of Being “First” (Chapter 6)
Is This You? Balancing Sports and Study (Chapter 7)
Is This You? Making A’s without Studying (Chapter 8)
Is This You? Bouncing Back from a Bad Grade (Chapter 9)
Is This You? Dreading Writing Assignments (Chapter 10)
Is This You? In a Long-Distance Relationship (Chapter 11)
Is This You? From Another Country (Chapter 12)
Is This You? My Favorite Pants Don’t Fit (Chapter 13)
Is This You? Too Much Month, Too Little Money (Chapter 14)
Is This You? No Plan for Life after College (Chapter 15)

Coverage of technology and learning. The link between technology and learning is highlighted in every chapter of the twelfth edition with a Tech Tip feature. These features introduce critical technology skills that span the classroom and real life. All Tech Tip features have been extensively revised for the new edition, with titles such as Get Digitally Organized (Chapter 2); Use Blogs and Twitter (Chapter 3); Correlate Online Learning with Your Learning Style (Chapter 4); Take Better Notes in Better Ways (Chapter 7); Use the Cloud (Chapter 8); Conduct Effective Searches (Chapter 10); Build a Digital Persona (Chapter 11); Go Beyond the Filter (new, Chapter 12); and Join the Professional Community (Chapter 15).

Models (including **digital models**) let students see principles in action. Because many students learn best by example, full-size models—more than in any competing book—show realistic examples of strategies for academic success such as using time-management tools, annotating a textbook, using mind maps, and taking notes in various formats. Digital models are included to reflect the tools today’s students use in their everyday lives.

Expanded examples from across the curriculum. The text now includes more concrete scenarios, pages, exercises, and problems from STEM, humanities, and social science courses.

Use Your Resources boxes connect students to their campus, faculty, and other students. To help students take more control of their own success, every chapter includes a quick overview of additional resources for support, including learning-assistance centers, books, Web sites, and fellow students—with a prompt for students to add their own ideas.

Skills-based practice exercises provide hands-on, point-of-use reinforcement of major concepts. Students use these exercises to practice skills that they can then apply to other academic courses. For instance, the Time Management chapter includes a tool for students to conduct a Procrastination Self-Assessment, and the test-taking chapter includes a new Test Anxiety Quiz.

Retention Strategies in every chapter of the Instructor’s Annotated Edition offer best practices from John Gardner and Betsy Barefoot to help students persist in the first year. In addition, a 16-page insert at the beginning of the Instructor’s Annotated Edition includes chapter-specific exercises and activities designed as retention strategies to support writing, critical thinking, working in groups, planning, reflecting, and taking action.

Key Chapter-by-Chapter Revisions

In addition to new features that appear across all chapters of the book, each chapter also features key new and updated content:

Chapter 1, *Welcome to Your College Experience*, introduces students to the concepts of purpose and goal setting and explores the value of higher education. New to this reorganized chapter is a summary of high-impact practices that are featured throughout the book, an introduction to the role of peer leaders in the college success course, and new material on academic planning and working with an academic adviser. In addition, the authors introduce students to the concept of resilience, a topic that is addressed throughout the new edition.

Chapter 2, *Time Management*, addresses the tools today's students use to stay organized. This chapter includes information about the relationship between locus of control and one's ability to manage time. Students are guided in using time-management tools and understanding how to avoid procrastination. The chapter includes a new procrastination self-assessment and a valuable tool for measuring the impact of distractions.

Chapter 3, *Emotional Intelligence*, has been improved by linking emotional intelligence concepts to the daily events of college life, with additional explanation on the concepts of resilience and making good choices. The chapter also includes self-assessments that help students evaluate and improve their own level of emotional intelligence.

Chapter 4, *How You Learn*, introduces students to learning styles and learning preferences. The chapter includes the VARK Inventory, which can be used in class. Also, three other learning-styles theories are described in the chapter: David Kolb's Experiential Learning Theory, the Myers-Briggs Type Indicator, and Howard Gardner's Theory of Multiple Intelligences. A brief version of the Multiple Intelligences Inventory is included. The chapter ends with coverage of learning disabilities to help students know how and when to seek help for themselves or other students.

Chapter 5, *Thinking in College*, has been heavily revised and reorganized to give students a better understanding of what is involved in college-level thinking and practical strategies on how to achieve that high level of thinking. Students are clearly shown how concepts like fast and slow thinking, problem solving, creativity, and collaboration all relate to critical thinking. The chapter includes a critical-thinking assessment that is new to this edition, as well as a new application of Bloom's Taxonomy.

Chapter 6, *Reading to Learn*, helps students meet the particular challenges of reading college textbooks across the various disciplines. It introduces them to the steps involved in active reading and explains how to use strategies such as outlining and mapping to understand and retain important content for tests and exams. Strategies for reading with concentration, reading improvement, and monitoring are provided. New visuals include a sample organizer, several new photos, and sample textbook pages from an economics and chemistry textbook, which reflect the text's increased attention to the STEM fields.

Chapter 7, *Getting the Most from Class*, covers topics such as preparing for class, listening, taking notes, and participating. The chapter introduces

students to various note-taking methods, particularly the Cornell method. The chapter's Tech Tip presents helpful note-taking apps. Students are encouraged to overcome any reluctance they might have about asking a question in class or participating out loud in a group discussion.

Chapter 8, *Studying*, includes an essential focus on the basics—how to study and how to remember. Students are warned about the pitfalls of multitasking and the downsides of trying to study in an environment that is full of distractions. The chapter opens with a new assessment that asks students to determine their willingness to make tough choices to improve their study habits and includes a new figure showing a sample mind map.

Chapter 9, *Test Taking*, helps students learn how to prepare for tests and exams, understand and deal with test anxiety, and appreciate the value of maintaining academic integrity. The chapter covers different types of tests and different test environments, including online testing. A major theme in the chapter is the importance of being resilient—not allowing a poor grade on a test to negatively affect a student's motivation. A new visual showing a sample page from a math textbook reinforces the value of working practice problems as a great way to study for tests.

Chapter 10, *Information Literacy and Communication*, connects writing and speaking to the important topic of information literacy. The chapter now more clearly walks students through the steps of the writing process. The chapter emphasizes doing good research and getting comfortable using the resources at the campus library. Students are also introduced to ways to evaluate and cite sources and recognize bias.

Chapter 11, *Relationships*, includes a major focus on the value of students building positive relationships with their instructors. The chapter also addresses the changing nature of interactions with family members, roommate issues, and romantic relationships. The chapter contains a new section on communicating in a digital age, with a new table outlining best practices for online communication. The chapter's Tech Tip has been reoriented around building a digital persona in an attempt to educate students about being responsible with their online presence, especially as it relates to employment. This chapter also covers the value of involvement in campus life.

Chapter 12, *Diversity*, takes a broad view of diversity and considers the many advantages of a diverse campus environment that includes differences in gender, race, ethnic group, sexuality, age, economic status, religion, and learning and physical abilities. The chapter advises students to refrain from stereotyping and instead get to know others as individuals before drawing conclusions about an entire group.


Chapter 13, *Wellness*, takes a new, holistic view of wellness, including mental, physical, and spiritual health. A major focus of this chapter is stress and how to prevent and manage it through proper nutrition, sleep, and exercise. The chapter includes a stress self-assessment exercise and a Tech Tip that introduces students to ways that technology can help monitor health. This chapter includes new coverage of cyberbullying and the latest information about the federal government's actions against sexual assault, including strategies that students can use to protect themselves and others from becoming victims.

Chapter 14, *Money*, emphasizes the importance of budgeting and gives students a template for designing their own budget. The chapter also explores

responsible use of credit and debit cards, and ways for students to obtain and maintain financial aid.

Chapter 15, *Majors and Careers*, helps students understand how to consider different majors and to make a decision that sets them up for success and fulfillment. The chapter also provides a wealth of guidance on and tools for exploring different careers and industries. This chapter offers a cutting-edge evaluation of the new economy and guidance in developing the right mind-set for creating a strong future, before moving on to discuss clear strategies for career planning, enhancing marketability, conducting industry and company research, gaining experience while in college, and searching for jobs.

Extensive Resources for Instructors

-  **LaunchPad for *Your College Experience*, Twelfth Edition.** LaunchPad combines an interactive e-book with high-quality multimedia content and ready-made assessment options, including LearningCurve adaptive quizzing. Prebuilt units are easy to assign or adapt to your material, such as readings, videos, quizzes, discussion groups, and more. LaunchPad also provides access to a grade book that provides a clear window on performance for your whole class, for individual students, and for individual assignments. The result is superior, book-specific content in a breakthrough user interface in which power and simplicity go hand in hand. To package LaunchPad for *Your College Experience* with the text, use ISBN 978-1-319-03845-8. To order LaunchPad standalone, use ISBN 978-1-319-01263-2.
- ***LearningCurve for College Success 2.0.*** *LearningCurve for College Success 2.0* is an online, adaptive, self-quizzing program that quickly learns what students already know and helps them practice what they don't yet understand. LearningCurve motivates students to engage with key concepts before they come to class so that they are ready to participate; it also offers reporting tools to help you discern your students' needs. This updated version of LearningCurve features a larger question pool with new multiple-choice questions. To package *LearningCurve for College Success 2.0* for free with the text, use ISBN 978-1-319-03846-5. To order LearningCurve standalone, use ISBN 978-1-4576-7999-5.
- **The Academic and Career Excellence System (ACES).** This instrument measures student strengths in twelve critical areas and prompts students to reflect on their habits, behaviors, attitudes, and skills. Norm-referenced reports indicate whether students are at a high, moderate, or low skill level in particular areas. For more information, go to macmillanhighered.com/ACES/catalog.
- **Instructor's Annotated Edition.** A valuable tool for new and experienced instructors alike, the Instructor's Annotated Edition includes the full text of the student edition with abundant marginal annotations, chapter-specific exercises, and helpful suggestions for teaching, fully updated and revised by the authors. In this edition are numerous retention strategies and high-impact practice tips and exercises to help you help your students succeed and stay in school.

- **Instructor’s Manual.** The Instructor’s Manual includes chapter objectives, teaching suggestions, an introduction to the first-year experience course, a sample lesson plan for each chapter, sample syllabi, final projects for the end of the course, and various case studies that are relevant to the topics covered in the text. The Instructor’s Manual is available online.
- **Computerized Test Bank.** The Computerized Test Bank contains more than 800 multiple-choice, true/false, short-answer, and essay questions designed to assess students’ understanding of key concepts. This edition features 150 new multiple-choice questions and more challenging scenario-based questions that ask students to apply their understanding to concepts in the text. An answer key is included. A digital text file is also available.
- ***French Fries Are Not Vegetables.*** This comprehensive instructional DVD features multiple resources for class and professional use. Also available online on Video Central: College Success. ISBN 978-0-312-65073-5.
- **Custom Solutions program.** Bedford/St. Martin’s Custom Publishing offers the highest-quality books and media, created in consultation with publishing professionals who are committed to the discipline. Make *Your College Experience* more closely fit your course and goals by integrating your own materials, including only the parts of the text you intend to use in your course, or both. Contact your local Bedford/St. Martin’s sales representative for more information.
- **CS Select custom database.** The CS Select database allows you to create a textbook for your College Success course that reflects your course objectives and uses just the content you need. Start with one of our core texts, and then rearrange chapters, delete chapters, and add additional content—including your own original content—to create just the book you’re looking for. Get started by visiting macmillanhighered.com/csSelect.
- **TradeUp.** Bring more value and choice to your students’ first-year experience by packaging *Your College Experience*, Twelfth Edition, with one of a thousand titles from Macmillan publishers at a 50 percent discount from the regular price. Contact your local Bedford/St. Martin’s sales representative for more information.

Student Resources

- **LaunchPad for *Your College Experience*, Twelfth Edition.** LaunchPad is an online course solution that offers our acclaimed content, including e-books, videos, LearningCurve adaptive quizzes, and more. For more information, see the Extensive Resources for Instructors section. To package LaunchPad for *Your College Experience* with the text, use ISBN 978-1-319-03845-8. To order LaunchPad standalone, use ISBN 978-1-319-01263-2.
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- **College Success companion site: macmillanhighered.com/collegesuccess/resources.** The College Success companion site offers a number of tools to use in class, including videos with quizzing, downloadable podcasts, flashcards of key terms, and links to apps that students can use on their phones or computers to reinforce success strategies. From the companion Web site, you can also access instructor materials whenever you need them.
- **VideoCentral: *College Success*** is a premiere collection of videos for the college success classroom. The site features the 30-minute documentary, *French Fries Are Not Vegetables and Other College Lessons: A Documentary of the First Year of College*, which follows five students through the life-changing transition to the first year of college. Learn more at macmillanhighered.com/videosuccess/catalog. *VideoCentral* also includes access to sixteen brief Conversation Starters that combine student and instructor interviews on the most important topics taught in first-year seminar courses, and sixteen accompanying video glossary definitions with questions that bring these topics to life.
- **Bedford e-Book to Go for *Your College Experience*, Twelfth Edition.** For roughly half the cost of a print book, **Bedford e-Book to Go** offers an affordable alternative for students. To learn more, visit macmillanhighered.com/aboutebooks.
- **Additional e-book formats.** You can also find PDF versions of our books when you shop online at our publishing partners' sites: CourseSmart, Barnes & Noble NookStudy, Kno, CafeScribe, or Chegg.
- ***The Bedford/St. Martin's Planner*** includes everything that students need to plan and use their time effectively, with advice on preparing schedules and to-do lists, along with blank schedules and monthly and weekly calendars for planning. Integrated into the planner are tips and advice on fixing common grammar errors, taking notes, and succeeding on tests; an address book; and an annotated list of useful Web sites. The planner fits easily into a backpack or purse, so students can take it anywhere. To order the planner standalone, use ISBN 978-0-312-57447-5.
- ***Bedford/St. Martin's Insider's Guides*.** These concise and student-friendly booklets on topics that are critical to college success are a perfect complement to your textbook and course. One Insider's Guide can be packaged with *any* Bedford/St. Martin's textbook at no additional cost. Additional Insider's Guides can also be packaged for additional cost. Topics include:
 - **New!** *Insider's Guide for Adult Learners*
 - **New!** *Insider's Guide to College Etiquette, 2e*
 - **New!** *Insider's Guide for Returning Veterans*
 - **New!** *Insider's Guide to Transferring*
 - *Insider's Guide to Academic Planning*
 - *Insider's Guide to Beating Test Anxiety*
 - *Insider's Guide to Building Confidence*
 - *Insider's Guide to Career Services*
 - *Insider's Guide to College Ethics and Personal Responsibility*
 - *Insider's Guide to Community College*

- *Insider's Guide to Credit Cards, 2e*
- *Insider's Guide to Getting Involved on Campus*
- *Insider's Guide to Global Citizenship*
- *Insider's Guide to Time Management, 2e*

For more information on ordering one of these guides with the text, go to macmillanhighered.com/collegesuccess.

- **Journal Writing: A Beginning.** Designed to give students an opportunity to use writing as a way to explore their thoughts and feelings, this writing journal includes a generous supply of inspirational quotes placed throughout the pages, tips for journaling, and suggested journal topics. To order the journal standalone, use ISBN 978-0-312-59027-7.

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