

Suggested First Year Experience Resources

Below is an excerpt of some of the useful resources available in the First Year Experience Resource Library. You can check out resources through April Kendell in the FYE office (or Janet Shaner if April isn't available). When you return resources, give them directly to April or Janet, or leave them on April's desk with a prominent note indicating the return from you. FYE students may not borrow materials from the library.

Mentoring

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.

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.*

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.

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.

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 faster 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.

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.

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!

Study Skills

Carter, C., Bishop, J., & Kravits, S.L. (2011). *Keys to effective learning: Study skills and habits for success*. (6th 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)

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.

Wadsworth study skills video series [Motion picture]. (1999). United States: Wadsworth Publishing Co.

Volume 1: Improving Your Grade

Volume 2: Lectures for Practice Notetaking

Test-taking

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

Effective Reading/Critical Thinking
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Goshgarian, G. (2005). *The contemporary reader*. (8th 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.

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.

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.

Majors

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

Publisher's description of book: (Taken from the 8th 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.

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 You 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.

Wellness

Bell, I., McGrane, B., & Gunderson, J. (2004). *This book is not required*. (3rd 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.

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.

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.

Thaler, R.H. & Sunstein, C.R. (2008). *Nudge: Improving decisions about health, wealth, and happiness. New Haven, CT: Yale University Press.*

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.

Finances

***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.

***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).

Diversity

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.

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

Timpson, W. M., Yang, R., Borrayo, 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.

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

Writing

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.

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.

Glazier, T. F. (1987). *The least you should know about English: Basic writing skills form C*. (3rd 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.

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.

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.