FOCUS on Community College Success 6th edition Staley Solutions Manual

SKU: 9780357792025-SOLUTIONS

Instructor Manual

Staley, FOCUS on Community College Success, 9780357792063; Chapter 1: Starting Strong, Building Resilience

Table of Contents

Purpose and Perspective of the Chapter 2
Cengage Supplements 2
Chapter Objectives 2
Complete List of Chapter Activities and Assessments 2
Key Terms 3
What's New in This Chapter 4
Chapter Outline 4
Discussion Questions 6
Additional Activities and Assignments 7
Appendix 8
Generic Rubrics 8
Standard Writing Rubric 8
Standard Discussion Rubric 9

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

Purpose and Perspective of the Chapter

Chapter 1 opens by having students personally examine why they are in college and takes a look at the different types of higher learning opportunities that are available. Expectations from instructors and for students themselves are listed to foster academic professionalism. In order to meet these expectations, students must first realize who they are and intentionally focus to advance toward what they truly want. From there, motivation can be enhanced by the suggestions made around creating attitudes of positivity and hope. The interconnectedness of course content is examined to stress the value of transferring knowledge from one class to another.

Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

- Test Bank
- PowerPoint Slides

Chapter Objectives

The following objectives are addressed in this chapter:

- 01.01: Identify your reasons for attending college.
- 01.02: Explain how to select college courses and a college major.
- 01.03: Summarize standards for academic professionalism.
- 01.04: Explain the strategies used to build grit and resilience.

Complete List of Chapter Activities and Assessments

For additional guidance refer to the Teaching Online Guide.

Chapter Objective	PPT Slide	Activity/Assessment	Duration
01.01	10	Activity: We'd Like to Get to Know You	40 minutes
01.02	18–19	Activity: Finding the Resources Your Campus Offers	60 minutes
01.03	26	Activity: Write Your Own FOCUS Challenge Case	Varies
01.04	27	Activity: Life Maps	60 minutes

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

Key Terms

GED: stands for general education development; passing these tests is an alternative to earning a traditional high school diploma

marketplace of ideas: a place where many ideas are exchanged freely

articulation agreement: a formal partnership between two or more institutions of higher education

academic professionalism: the respectful and considerate behavior and good judgment required in an academic setting, whether in an on-campus class or an online course, or when communicating with fellow students, faculty, and staff

learning curve: a measure of how long it takes you to learn something and how hard it is

Guided Pathways: a model used in some community colleges which leads you through structured courses in a particular major

concentration: focused effort; specialization

core: basic

grade point average (GPA): an average of all your grades for a single semester or a running average across all your coursework

developmental: designed to develop or improve a skill

rubric: a document that explains the criteria for grading or scoring assignments and projects within a course

resilience: the ability to recover quickly from difficult situations

self-absorption: only thinking about yourself and your own problems

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Updated to include more diversity and inclusion, with more diverse images, quotations, and examples so that all readers "see themselves" in the text's contents
- New content addressing the challenges of, and coping strategies for, the stress, anxiety, and isolation common to college students, especially those living in a pandemic
- Updated content that addresses contemporary trends in online learning and technology, including tips for coping with new challenges
- Enhanced content addressing strategies for developing vital soft skills such as teamwork, communication, emotional intelligence, critical thinking, time management, and creative problem solving
- Updated content that focuses on the need for college students to *learn how to learn*

[return to top]

Chapter Outline

In the outline below, each element includes references (in parentheses) to related content. "CH.##" refers to the chapter objective and "PPT Slide #" refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center)"". Introduce the chapter and use the Ice Breaker in the PPT if desired. Review learning objectives for Chapter 1 (PPT Slide 6).

I. Why Choose a Community College? (01.01, PPT Slides 7–9)
   a. Analysis of the benefits of community college
   b. Discussion of two most common pathways to community college
      - Reason 1: transitioning from high school to college
      - Reason 2: going back to school after a break
   c. **Activity: We'd Like to Get to Know You . . .** (01.01, PPT Slide 10), 40 minutes total
      - Self-assessment of individual goals and values
      - Discussion

II. Earning a Two-Year Degree (01.01, PPT Slides 11–12)
   a. Information about what a two-year degree encompasses
   b. Discussion and advice about transferring to a four-year institution

III. Academic Professionalism: What Instructors Will Expect from You (01.02, PPT Slide 13)
   a. Academic professionalism defined
   b. Don't just pile on
   c. Choose class over competing options
   d. Don't be an ostrich!

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

e. Show respect
f. Know the rules
g. Take charge
h. Invest enough time
i. Learn to work in groups
j. Check your email regularly
k. Engage!

IV. How to Help Yourself Succeed (01.02, PPT Slides 14–17)
a. Discuss the concept of a learning curve
b. Develop a degree plan and plan your coursework
- Sample degree plan

c. Be advised! advising mistakes students make
- Not using the campus advising office or your faculty advisor
- Not planning ahead
- Procrastinating
- Skipping prerequisites
- Choosing the wrong major
- Taking too many credits or too few
- Ignoring problems
- Being afraid to drop a course

d. Making the grade: computing your GPA
- Definition and discussion of the value of GPA

e. Realize the value of developmental courses
f. Master the syllabus
- Syllabus analysis

g. Take advantage of campus resources
h. **Activity: Finding the Resources Your Campus Offers** (01.02, PPT Slides 18–19), 60 minutes total
- 10 sample scenarios which each pose a particular problem
- Respond to scenarios by researching campus services and offices

V. Toughing It Out: What College Takes (01.03, PPT Slides 21–29)
a. The good news and the bad news (benefits and obstacles)
- Benefits
  (1) Higher earning potential
  (2) Lower unemployment rates
  (3) Insight
  (4) Wisdom
  (5) Lifelong learning
- Obstacles
  (1) Time pressures
  (2) Financial pressures

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

(3) Energy expended

b. Generation 1: first in the family?
   - Discussion and advice for first-generation college students
     (1) Communicate with your family
     (2) Keep your stress level in check
     (3) Get going
     (4) Find a true mentor
     (5) Get involved

c. The bottom line: resilience
   - Discussion of the value of resilience

d. How can you "grow" your grit?
   - Cultivate "realistic optimism"
   - Fail forward
   - Realize that becoming resilient is a process
   - Recognize how you contribute to your own need for resilience
   - Look around

e. This course has a proven track record
   - Discussion of the value of this text
   - Statistics

f. How to read a FOCUS challenge case

g. **Activity: Write Your Own FOCUS Challenge Case** (01.03, PPT Slide 26), Timing varies
   - Write your personal story.
   - Choose images to surround your story.
   - Write 3–5 questions to go along with your "case."

[return to top]

Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS, as whole-class discussions in person, or as a partner or group activity.

a. Think about why you are in college.
   i. What factors were the most important to you in choosing this school?
   ii. What personal aspects of your life did you consider before enrolling?
   iii. Discuss your motivation and the goals you have set for yourself for life after earning your degree.
   iv. Answers will vary.

b. Think about resilience as it relates to you personally.
   i. How do you know if you have grit?

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

ii. Identify a time when you faced a difficult situation and had to show strength of character and a willingness to persevere through challenging times.
iii. Discuss how you faced the problem and whether or not you were able to remain optimistic and possibly "fail forward" in its aftermath.
iv. Answers will vary.

[return to top]

Additional Activities and Assignments

1. **Activity: Life Maps** Designed to help students create a visual representation of the journey that brought them to your class and what they want for themselves in their personal and professional lives (1.04, PPT Slide 27), 60 minutes
    a. Have students go through magazines and cut out pictures, phrases, or words that represent their journey.
    b. They should then arrange these on their poster in a meaningful way that tells the story of where they have come from and where they want their path to lead.
    c. Afterward, have them share the finished product with their classmates and reflect on what they need to do to reach the future destinations on the map.

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

Appendix

Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students' work through timely and detailed feedback.

Customize these rubric templates as you wish. The writing rubric indicates 40 points, and the discussion rubric indicates 30 points.

Standard Writing Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Content	The assignment clearly and comprehensively addresses all questions in the assignment. 15 points	The assignment partially addresses some or all questions in the assignment. 8 points	The assignment does not address the questions in the assignment. 0 points
Organization and Clarity	The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent. 10 points	The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent. 7 points	The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent. 0 points
Research	The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work. 5 points	The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work. 3 points	The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work. 0 points
Research	The assignment follows the required citation guidelines. 5 points	The assignment follows some of the required citation guidelines. 3 points	The assignment does not follow the required citation guidelines. 0 points
Grammar and Spelling	The assignment has two or fewer grammatical and spelling errors. 5 points	The assignment has three to five grammatical and spelling errors. 3 points	The assignment is incomplete or unintelligible. 0 points

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual

Standard Discussion Rubric

Criteria	Meets Requirements	Needs Improvement	Incomplete
Participation	Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses. 5 points	Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses. 3 points	Does not participate in discussion. 0 points
Contribution Quality	Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond. 20 points	Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond. 10 points	Does not participate in discussion. 0 points
Etiquette	Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback. 5 points	Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback. 3 points	Does not participate in discussion. 0 points

[return to top]

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

FOCUS on Community College Success 6th edition Staley Solutions Manual