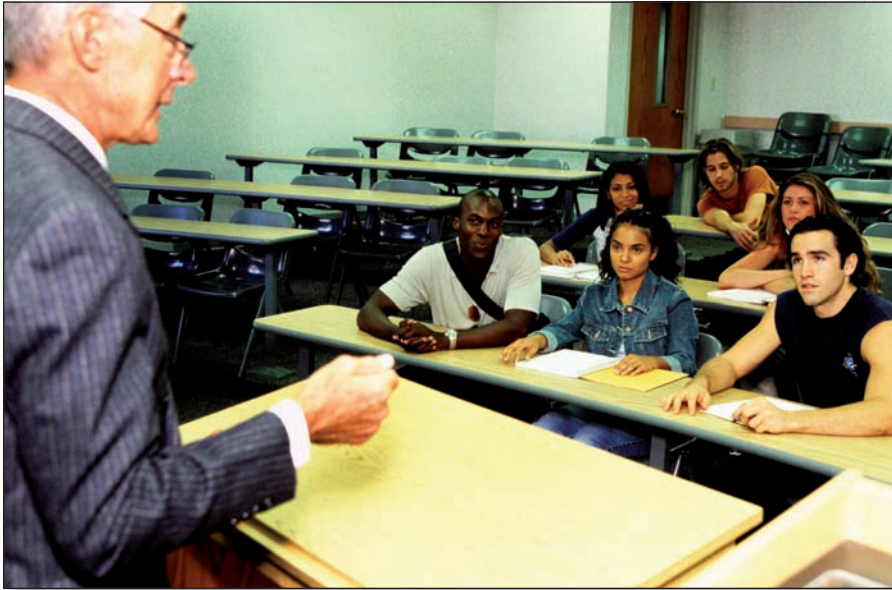


PREFACE

Our Mission

Our mission is to provide **Instructor Materials** that easily support a social learning environment.

- Traditionally, publishers provide materials that support a lecture.



- We have created a new design, specifically developed to help you:
 - Break away from the front of the classroom.
 - Encourage discussion.
 - Work away from the text, while still having full support.
 - Get your students working together effectively.



- 95% of the active instructors we surveyed agreed that instructor materials need to be easily implemented and should be available immediately, especially if an instructor has minimal prep time.



- Jon Doyle and Heather Fullerton worked together to bring this new approach to you and your students.



How Do the Active Classroom Guides Do All That?

Lesson Plans

At-a-glance overview of the module, with time estimates built in. You can plan and adjust ahead of time, or use the Guide to always be prepared in an instant!

Click-Back Links

If you're viewing the Instructor Materials online, it is hyperlinked throughout so you can navigate without endless scrolling.

TAKING CHARGE Module Overview

This module focuses on assisting new students with recognizing and accessing available resources, as well as teaching them how to create and modify plans for utilizing these resources to the fullest. The goals of this module are for students to:

1. Develop a proactive student mindset to increase academic success
2. Learn how connecting with others can help students make it to graduation
3. Explore the variety of personal and community resources available to support your academic efforts
4. Identify the critical school departments and personnel who can provide the guidance and answers you need to be successful
5. Improve your ability to prioritize, plan, and adjust to changing situations as you progress through college

First Section: Students explore how get involved with various on campus resources for support, as well as how to overcome barriers through accountability, which concludes with an activity that asks students to list important information from their college catalog.

Second Section: Students examine their available support services at home, at school, and in the community, as well as how to take advantage of them, which includes an activity that asks students to list all of their resources on campus.

Third Section: Students develop smart planning habits, learn the importance of flexibility, and how to make positive choices, which are supported in an activity designed to have students identify support services and indicate how they will utilize those services.

Lesson Outlines: Before each section's lesson plan, you will find an overview of that lesson, indicating learning outcomes, time on task, and resources.



TAKING CHARGE 1

Taking Charge, Section 1

In this section, students will discuss approaches to college—the hard way versus the easy way. They will also begin to build connections with peers, learn about academic accountability, and utilize your school's college catalogue.

LESSON OVERVIEW

SECTION 1: GETTING INVOLVED, OVERCOMING BARRIERS		
Learning Outcomes	1. Develop a proactive mindset to increase academic success 2. Learn how connecting with others can help students make it to graduation	
Lesson Flow Overview	60 minutes	<ul style="list-style-type: none"> Lecture and Discussion Get Ready! Exercise—Warm-Up LO 1: The Hard Way versus the Easy Way <ul style="list-style-type: none"> Lecture/Activity Discussion Transition—Common Ground Activity LO 2: Connecting at College <ul style="list-style-type: none"> Lecture/Activity Discussion Student Activity: College Catalogue Resources Lesson Review, Wrap-Up, and Discussion
Lecture and Discussion	30 minutes	<ul style="list-style-type: none"> Get Ready! Exercise Refer to the Instructor Guide on pages 4–10 for lecture/discussion notes Common Ground Exercise PowerPoint slides
Student Activity	25 minutes	<ul style="list-style-type: none"> Students work individually or in groups for the exercise presented on page 12 in the textbook – College Catalog Scavenger Hunt






TAKING CHARGE 2

Printable

Get away from your computer screen! Print out the pieces you need for reference.

Active Classroom Guides

You won't find a more comprehensive walk-through of material anywhere. Use it as you see it, or use it as a jumping-off point for your own material, but you'll never be lost for words.

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Resources PowerPoint Slides 8- Slide 10, Connecting at College 	Build on Background- Ask students to think about someone in their life who has been involved in their college career and how it's help them in the process. Express that students should gain encouragement and support by including these individuals into their academic decisions. Connect: Give students 1 minute to reflect on these questions. Call on a student to answer each question, or just provide a moment to share with a partner.	GOT TIME?  Direct students to take out a piece of paper and write down three people in their lives who have been involved in their college career. + People involved can vary from family members to school employees.
Slide 11, Accountability 	1. Describe a way a student can gain academic support . 2. List two tasks a student could be accountable for. 3. Identify two ways a student can be proactive and get involved in his/her education. Define accountability.	+ This discussion provides a good connection to the course catalog activity. + You may need to define accountability before the activity: Accountability --The quality or state of being accountable; an obligation or willingness to accept responsibility or to account for one's actions.
Slide 12, Academic Accountability 	Explain academic accountability: <ul style="list-style-type: none"> Attending classes and study group meetings Understanding course requirements and schedules Learning material, and properly preparing for exams Managing personal obligations to ensure school remains a top priority Inform your students that one of the best strategies for embracing accountability is to be proactive and get involved in their education.	TRY IT  Tip: Encourage your students that as they begin their college studies, to use the knowledge they gained from past experiences to improve their chances for success. Emphasize being honest with themselves and being willing to change those things that are holding them back.

Section 1: Detailed Activity Notes

COLLEGE CATALOG SCAVENGER HUNT

This activity educates students on the importance of understanding their college catalog, as well as identifying crucial information contained within it.

Preparation: This activity requires copies of the college catalog for each student if completed individually or one per each group if completed in teams.

Classroom Management: This activity can be completed individually or in assigned teams. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

LESSON FLOW	INSTRUCTOR GUIDE
Instructor Guide Explain to your class that they will be looking up specific information in their college catalog, which will be important for them to be educated on in order to become a more self-sufficient, confident, and better student. <ul style="list-style-type: none"> To begin, have each student or group take a college catalog. Ask your class to turn to page 16 in their textbooks. Explain to your students that they will research the information noted in this activity in their book, as well as record their answers in the space provided in the textbook. If any students struggle with a particular section, feel free to offer them some assistance. <ul style="list-style-type: none"> Once a student or group completes this activity, you should review their answers to ensure accurate responses. Refer to the discussion questions on page 6 of the lesson notes in the Lesson Review and Wrap-Up Discussion 1 Ask your students the following discussion questions (from page 6 of the lesson notes): Did you and your team find everything? Did you find some things you didn't know before?	Student Actions <ul style="list-style-type: none"> All students or groups should be in possession of a college catalog. Students should be following along to directions on page 16 of their textbooks. Students should start looking up the information requested in the activity and recording their answers in their textbooks. <ul style="list-style-type: none"> Students should have completed this activity. Students should reconvene as a class to begin the discussion

Activity Guides

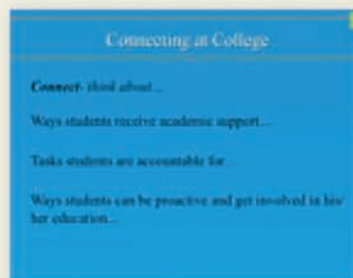
There's more to the activities than what's in the text. Guide the students through the activities more effectively with the Activity Guides. See page xxii for more detail!

Lesson Guides for Easier Classroom Management

LESSON FLOW

Resources

PowerPoint Slides 8-
Slide 10, Connecting at
College



Slide 11, Accountability








Slide 12, Academic
Accountability



Lesson Flow: *Where Should We Be?*

This column gives you time estimates, links to the book, and is tracked to an accompanying PowerPoint presentation.

LESSON FLOW	INSTRUCTOR GUIDE	ADDITIONAL RESOURCES
Resources PowerPoint Slides 8- Slide 10, Connecting at College  Slide 11, Accountability  Slide 12, Academic Accountability 	<p>Build on Background- Ask students to think about someone in their life who has been involved in their college career and how it's help them in the process.</p> <p>Express that students should gain encouragement and support by including these individuals into their academic decisions.</p> <p>Connect: Give students 1 minute to reflect on these questions. Call on a student to answer each question, or just provide a moment to share with a partner.</p> <ol style="list-style-type: none"> 1. Describe a way a student can gain academic support. 2. List two tasks a student could be accountable for. 3. Identify two ways a student can be proactive and get involved in his/her education. <p>Define accountability.</p> <p>Explain academic accountability:</p> <ul style="list-style-type: none"> • Attending classes and study group meetings • Understanding course requirements and schedules • Learning material, and properly preparing for exams • Managing personal obligations to ensure school remains a top priority <p>Inform your students that one of the best strategies for embracing accountability is to be proactive and get involved in their education.</p>	<p>GOT TIME? </p> <p>Direct students to take out a piece of paper and write down three people in their lives who have been involved in their college career.</p> <p>+ People involved can vary from family members to school employees.</p> <p>+ This discussion provides a good connection to the course catalog activity.</p> <p>+ You may need to define accountability before the activity: Accountability --The quality or state of being accountable; an obligation or willingness to accept responsibility or to account for one's actions.</p> <p>TRY IT </p> <p>Tip: Encourage your students that as they begin their college studies, to use the knowledge they gained from past experiences to improve their chances for success. Emphasize being honest with themselves and being willing to change those things that are holding them back.</p>

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INSTRUCTOR GUIDE

Build on Background- Ask students to think about someone in their life who has been involved in their college career and how it's help them in the process.

Express that students should gain encouragement and support by including these individuals into their academic decisions.

Connect: Give students 1 minute to reflect on these questions. Call on a student to answer each question, or just provide a moment to share with a partner.

1. Describe a way a student can gain academic **support**.
2. List two tasks a student could be **accountable** for.
3. Identify two ways a student can be proactive and **get involved** in his/her education.

Define accountability.

Explain academic accountability:

- Attending classes and study group meetings
- Understanding course requirements and schedules
- Learning material, and properly preparing for exams
- Managing personal obligations to ensure school remains a top priority

Inform your students that one of the best strategies for embracing accountability is to be proactive and get involved in their education.

Instructor Guide: What Should I Say?

For an instructor new to this course, this section provides suggestions for what to say and do. For a more experienced instructor, this column can act more as a jumping-off point for his or her own class notes.

ADDITIONAL RESOURCES

GOT TIME?



Direct students to take out a piece of paper and write down three people in their lives who have been involved in their college career.

+ People involved can vary from family members to school employees.

+ This discussion provides a good connection to the course catalog activity.

+ You may need to define accountability before the activity:
Accountability --The quality or state of being accountable; an obligation or willingness to accept responsibility or to account for one's actions.

TRY IT



Tip: Encourage your students that as they begin their college studies, to use the knowledge they gained from past experiences to improve their chances for success. Emphasize being honest with themselves and being willing to change those things that are holding them back.

Additional Resources: Is There More?

This column contains anything else that may help you in your class including links to activities, recommendations for class preparation, links to outside information, online options, or other resources.

Activity Guides

Choose Your Activities

- Three activities per module in the text.
- 3–5 *additional* activities in the Instructor's Materials.
- Expand the number of activities your class does, or choose activities that better fit your educational focus.

Section 1: Detailed Activity Notes

COLLEGE CATALOG SCAVENGER HUNT

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LESSON FLOW	INSTRUCTOR GUIDE
Instructor Guide	Student Actions
<p>Explain to your class that they will be looking up specific information in their college catalog, which will be important for them to be educated on in order to become a more self-sufficient, confident, and better student.</p> <ul style="list-style-type: none"> To begin, have each student or group take a college catalog. Ask your class to turn to page 16 in their textbooks. Explain to your students that they will research the information noted in this activity in their book, as well as record their answers in the space provided in the textbook. <p>If any students struggle with a particular section, feel free to offer them some assistance.</p> <ul style="list-style-type: none"> Once a student or group completes this activity, you should review their answers to ensure accurate responses. Refer to the discussion questions on page 6 of the lesson notes in the Lesson Review and Wrap-Up Discussion 1. <p>Ask your students the following discussion questions (from page 6 of the lesson notes):</p> <p>Did you and your team find everything?</p> <p>Did you find some things you didn't know before?</p>	<ul style="list-style-type: none"> All students or groups should be in possession of a college catalog. Students should be following along to directions on page 16 of their textbooks. Students should start looking up the information requested in the activity and recording their answers in their textbooks. Students should have completed this activity. Students should reconvene as a class to begin the discussion.

TAKE ACTION

Planning for Support

Take another look at the different school resources support categories from Section II (Figure 10) and consider ways in which you can take advantage of the services or support they have to offer. In the first section of this two-part activity, identify one or more service or support items from three different resource categories that you could use to help you to be a more effective student. The example below illustrates how you might approach one category.

PART 1

Example

Category 1: Academic Support

Service or Support Item: 1. I will spend at least 30 minutes each day using the software available on campus.

2. I will meet personally with a tutor at the school.

3. I will form a small study group with two other students and meet weekly.

Category 2:

Service or Support Item: 1. _____

2. _____

3. _____

Category 3:

Service or Support Item: 1. _____

2. _____

3. _____

Section 2 Additional Activity: School and Community Resources

FINANCIAL SUPPORT OPPORTUNITIES

This activity teaches students about how they can utilize bank and credit union accounts for responsible financial management assistance and support.

Preparation: This activity will require computers with Internet connectivity. To assist with the completion of this activity, you may want to gather possible banks and credit unions to select from.

Classroom Management: This activity will be completed individually, and then students will form groups of three or four to teach their classmates about the financial institution they researched.

LESSON FLOW	INSTRUCTOR GUIDE
Instructor Guide	Student Actions
<p>Introduce this activity by acknowledging the academic and personal support students receive, but have they considered their financial support services?</p> <ul style="list-style-type: none"> Explain to your class that managing your money with a bank or credit union will help them to create financial responsibility and future financial stability. <p>Ask your class the following questions:</p> <p>Should you open an account with a bank or should you examine your eligibility to open with a credit union?</p> <p>What are the typical requirements to open an account with a credit union?</p> <ul style="list-style-type: none"> After discussing these questions, ask your students list the financial institution they will consider opening an account in, in this activity section in their textbooks. 	<ul style="list-style-type: none"> Students who are familiar with these financial institutions should respond verbally to these questions. Students should write their selection in their textbook.

TAKE ACTION

TAKING CHARGE OF YOUR EDUCATION

Section 1: Detailed Activity Notes

COLLEGE CATALOG SCAVENGER HUNT

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Classroom Management: This activity can be completed individually or in assigned teams. Once everyone is finished, you will reconvene as a class for the wrap-up discussion.

LESSON FLOW	INSTRUCTOR GUIDE
Instructor Guide	Student Actions
<p>Explain to your class that they will be looking up specific information in their college catalog, which will be important for them to be educated on in order to become a more self-sufficient, confident, and better student.</p> <ul style="list-style-type: none"> To begin, have each student or group take a college catalog. Ask your class to turn to page 16 in their textbooks. Explain to your students that they will research the information noted in this activity in their book, as well as record their answers in the space provided in the textbook. <p>If any students struggle with a particular section, feel free to offer them some assistance.</p> <ul style="list-style-type: none"> Once a student or group completes this activity, you should review their answers to ensure accurate responses. Refer to the discussion questions on page 6 of the lesson notes in the Lesson Review and Wrap-Up Discussion 1. <p>Ask your students the following discussion questions (from page 6 of the lesson notes):</p> <p>Did you and your team find everything?</p> <p>Did you find some things you didn't know before?</p>	<ul style="list-style-type: none"> All students or groups should be in possession of a college catalog. Students should be following along to directions on page 16 of their textbooks. Students should start looking up the information requested in the activity and recording their answers in their textbooks. Students should have completed this activity. Students should reconvene as a class to begin the discussion.

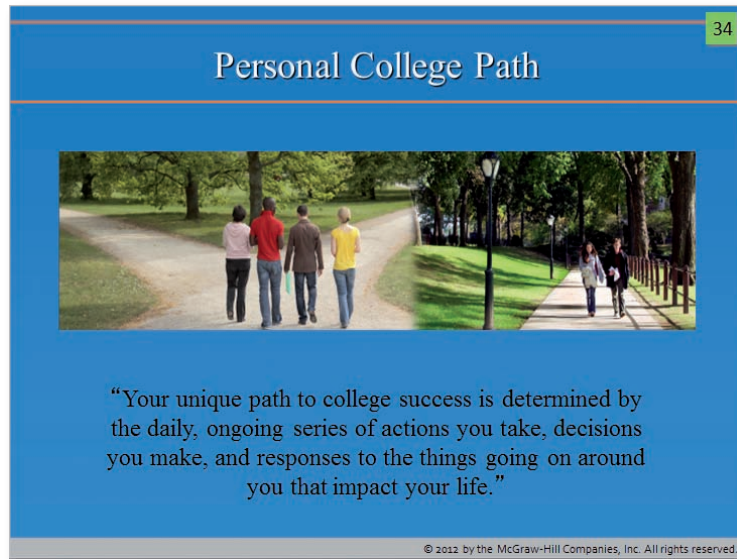
TAKE ACTION

TAKING CHARGE OF YOUR EDUCATION

Structured for Ease of Use

- An introductory paragraph describing the purpose and output of the activity.
- A two-column guide to follow both sides of an activity.
 - What should student be doing?
 - What should I be encouraging?
- As a Word document, it is easily printed for use as a worksheet.

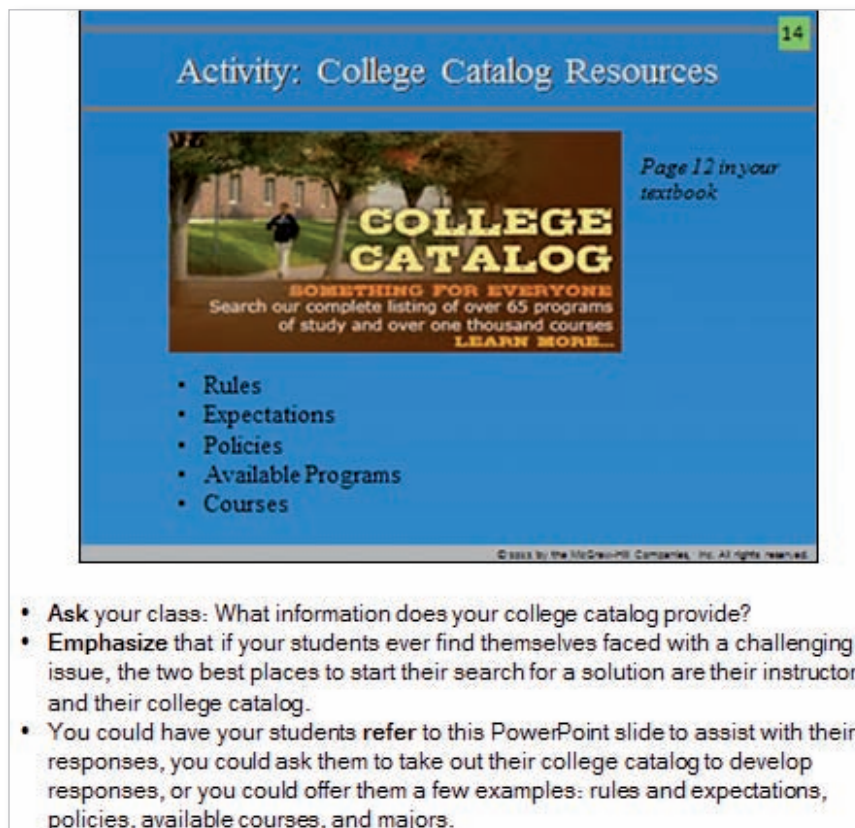
PowerPoint Presentations



Strategically Designed

Our presentations are designed to feature only images and keywords.

- Our intention is to facilitate discussion rather than lecture.
- Encourage student interaction.
- Take the focus off the front of the class, and put it on group activity.



Printable Section

The information from the Active Classroom Guides is embedded in the PowerPoint's notes sections.

Online Accessibility

CreateSuccess JON DOYLE

Help Feedback

Information Center

- Feature Summary
- Table of Contents
- Book Preface
- Sample Chapter
- Supplements
- About the Authors
- Connect

Create Success

Jon Doyle

ISBN: 0073375136
Copyright year: 2013

Research shows the best chance a student has at completing and succeeding at school is to get **involved** in **relationships**, whether with an instructor, staff, or other students. **Create Success** provides the student with **Agile Social Learning** instructors can immediately facilitate an active and engaged classroom environment the school community.

The **modular** approach of **Create Success** allows for complete and easy **customization** from the start. Each workshop, and can be taught in any order. New modules can also be created easily and added with this app.

Create Connections, Create Success

Click the image for a sample chapter E-Mag!

Online Learning Center

[Student Edition](#)
[Instructor Edition](#)

How Do you Prefer to Deliver Your Class?

- Access all the materials for your classroom at the Online Learning Center.
www.mhhe.com/createsuccess
 - All the Active Classroom Guides.
 - Additional activities with worksheets.
 - Full testbanks for your custom exams.
- Track your students' progress with *Connect Plus*, fully integrated with Blackboard or other learning management systems.
www.mcgrawhillconnect.com
 - Assign online homework assignments.
 - Conduct a fully online course.

assignments add assignment add / edit groups

Find out all you can do with Connect Assignments. [view our success tips](#)

create new from question bank
Create an assignment from end-of-chapter questions, test bank or your own question banks.

group assignment
Create assignments for students to work on as a team.

discussion board assignment
Use this assignment if you want to allow students to discuss.

file attachment assignment
Create a manually graded assignment that your students can respond to with an attached file (Word documents, Excel spreadsheets, etc.).

web activity
Create an activity with your instructions and web links.

my assignments
View all the assignments that you've created.

Want to see all the assignments that you've created? [View my assignments](#)

Faculty Development

McGraw Hill **READY TO TRANSFORM EDUCATION?... TALK TO US AGAIN.**

Home Disciplines Digital Learning Training & Support Custom & Institutional Solutions Talk to Us Shop McGraw-Hill

McGraw Hill

Tools, Technology, Training, & oh yeah... Textbooks

[Home](#) > [Disciplines](#)

COLLEGE EDUCATION + LIFE ON A LUXURY ISLAND? NOT LIKELY.

MORE LIKELY?

EDUCATION IN CAREER-FOCUSED DISCIPLINES FOCUSED ON WORKFORCE READINESS.

We're focused on the disciplines that get students ready for success in the workforce and success in life. While our list is always growing, right now we're focused on the following:

1. HEALTH PROFESSIONS & NURSING

Not sure about you, but we're not getting any younger. Opportunities for employment in health professions are skyrocketing as the baby boomers age and as new technologies enable us to care for health better than ever. Our [Health Professions & Nursing](#) education solutions for training in medical assisting, electronic health records, medical insurance, billing, and coding, and more...

2. STUDENT SUCCESS

If you can't learn it, you can't apply it. Many students arrive at college with poor study and time management skills - and this impacts their ability to succeed academically. McGraw-Hill content for [Student Success and Academic Strategies](#) help students optimize their study, organization, professionalism, time management skill...for college and beyond.

FACTOID OF THE WEEK!

TWELVE out of TWENTY of the fastest growing occupations are in healthcare. ([BLS.gov](#))

- Are you interested in learning more about **Create Success?**
- Workshops are available on these and many other subjects for anyone conducting or even just considering a first-year experience program.
- Each workshop is tailored to the needs of individual campuses or programs.
- For more information, contact your local representative, email us at fye@mcgraw-hill.com, or visit <http://www.talktousagain.com/faculty-development.html>.