

Answer Key

Many of the questions in *Strategies for College Success* are open-ended to allow for students to connect to readings and lectures and to express their opinions. Answers are provided here for **Key Words, Vocabulary Strategy, and Understanding the Reading** activities.

Getting Started

(page xxv)

- 1: a. 2 parts; b. 8 chapters; c. time, learning, communities, innovations, health, work; d. page 14; e. page 81; f. page 220
- 2: Vocabulary Log, Blank Schedule, Listening Transcripts for Lectures
- 3: Answers will vary.

Chapter One

Keywords (page 4)

1. flexible 2. precise 3. conflict 4. simultaneously 5. put off 6. tasks
7. disorganized 8. organized 9. time management 10. procrastination

Vocabulary Strategy (page 8)

priorities: yes—the word repeats

tasks: yes—word repeats

according: no—part of an introductory phrase

Holt: no—it is a person's name

Shorewood: no—it is a place name

productive: answers may vary—yes, it relates to the main idea of the paragraph;
no—the word is used only once and in no other word form

procrastination: yes—the word repeats

anxiety: answers may vary—yes—a similar word, stress, is given near it; no—it appears in no other word form and does not repeat

effectively: yes—the word repeats

Reading Strategy (page 13)

Answers will vary.

Reading Review and Discussion (page 17)

A. Understanding the Reading

1. Dr. Lindquist is researching time management styles in the workplace.
2. Time personality is a series of each individual's time styles.
3. Three examples of time styles are monochronic, polychronic, and balanced.
4. a. M; b. M; c. P; d. M; e. M; f. M; g. P; h. P; i. P; j. P; k. M; l. M; m. M
5. Answers may vary. Possible answer: The results might be used to identify workers' time management styles to assign them to work assignments they will perform well with, or to avoid time management conflicts between employers and employees.
6. Answers may vary. Possible answer: Dr. Lindquist is researching this topic to establish guidelines and benchmarks of time personality and time style so that behavior in the workplace can be predicted.
7. Professor Lindquist is a professor of marketing.

Chapter Two

Key Words (page 38)

1. e 2. a 3. c 4. b 5. g 6. i 7. h 8. j 9. f 10. d

Vocabulary Strategy (page 40)

The chart should be completed with the following information:

1. tip-of-the tongue phenomenon. Possible meaning: the inability to remember something from long-term memory. Type of context clue: short explanation in the margin, example, definition appearing between punctuation signals (dashes).

2. recollections. Possible meaning: memories, things that you recall. Type of context clue: synonyms nearby (memory, information, material in long-term memory).
3. vast. Possible meaning: large, having a big capacity. Type of context clue: synonym nearby: broad; also an example.
4. images. Possible meaning: pictures, mental pictures, descriptions of how things look. Type of context clue: example (of how a childhood home looked).
5. retrieval cue. Possible meaning: a stimulus that allows us to recall information that is in long-term memory more easily. It could be a word, emotion, or sound that brings back a memory, like the smell of roasting turkey bringing back a Thanksgiving memory. Type of context clue: definition, examples.

Reading Review and Discussion (page 48)

A. Understanding the Reading

1. The eight types of intelligence are linguistic-verbal, musical, mathematical-logical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, environmental-naturalist.
2. Teachers should understand these intelligences so they can accommodate different learning styles in their classrooms and optimize learning for the whole class.
3. The chart should be completed with the following information:

Musical. Description: understands pitch, rhythm, timbre; conveys emotions through music; usually able to read music, critique performances, and use musical-critical categories. Good jobs: not stated directly in the article, answers will vary. Ways that teachers can teach people with this intelligence: introduce formal musical analysis and representation.

Mathematical-logical. Description: detects patterns, reasons deductively, thinks logically, calculates quickly. Good jobs: not stated directly in the article, answers will vary. Ways to teach: not stated directly in the article.

Spatial. Description: able to manipulate and create mental images to solve problems, perceive the visual world accurately,

perform transformations and modifications upon one's initial perceptions, re-create initial perceptions. Good jobs: hunter, traveler, architect, lighting designer, chess player, and artist. Ways to teach: use pictures or photographs; have students draw their ideas; use films, overheads, diagrams, and other visuals.

Bodily-kinesthetic. Description: understands the world through the body, uses the body in very expressive, skilled ways for a distinct purpose, has fine and gross motor skills, can manipulate objects, carry out delicate movements using precise controls. Good jobs: surgeon, sculptor, carpenter, plumber, athlete, dancer, mime. Ways to teach: use of manipulatives and physical movement.

Interpersonal. Description: ability to understand, perceive, and discriminate between people's moods, feelings, motives, intelligences. Good jobs: teaching, politics, religious leader, salesman, parent, therapist, counselor. Ways to teach: have students work together, learn and use a culture's symbol system, observation and experience.

Intrapersonal. Description: ability to know oneself and understand one's own inner workings, imaginative, original, patient, disciplined, motivated, great deal of self-respect. Good jobs: not directly stated in the article, answers will vary. Ways to teach: need frequent praise, imagination exercises, long-term projects with various stages that need to be checked before moving on.

Environmental-naturalist. Description: has ability to understand nature's symbols and respect the delicate balance, appreciate nature, put the future of the world first, recognize and classify plants and animals. Good jobs: molecular biologist, herbalist. Ways to teach: observing nature, labeling and mounting specimens from nature, noticing changes in the environment, sorting articles from nature, using binoculars or telescopes to study nature, taking nature hikes or field trips, caring for pets.

Chapter Three

Key Words (page 65)

1. values
2. ethnicity
3. characteristics
4. interact
5. integrate
6. dominant
7. generalization
8. excluded
9. identity
10. voluntary

Vocabulary Strategy (pages 66, 68)

1. The following Key Word suffixes should be underlined: characteristics, dominant, ethnicity, excluded, generalization, identity, integrate, interact, values, voluntary.
2. The chart should be completed with the following information:

Nouns: identity, characteristics, cohesion, hatred, allegiance, ideals, experiences, newcomers, exposure, effects, circumstances

Verbs: identify, exacerbate

Adjectives: distinct, biological, characterized, emotional, desired, preoccupied, fundamental, social, deepest, earliest, stressful, negative

Adverbs: indirectly, particularly, alternatively

Reading Review and Discussion (page 74)

A. Understanding the Reading

1. Subcultures are groups that share in some parts of the dominant culture but have their own distinctive values, norms, language, or material culture.
2. The chart should be completed with the following information. Characteristics of subcultures according to most people: physical traits, ethnicity, religious background, geographic region, age, gender, socioeconomic or

occupational status, dress, behavior defined as deviant by society. Characteristics of subcultures according to sociologists: whether they share a language, values, norms, or a territory.

3. Identifying subcultures is a more complicated process than it might seem because it goes beyond simply including everyone who shares a particular trait.
4. Three factors that can result in a subculture's total or limited separation from the rest of society are those that are voluntary, result from an accident of geography, or are imposed consciously or unconsciously by a dominant group.
5. A subculture is "institutionally complete" when their members do not interact with anyone outside their subculture to shop for food, attend school, receive medical care, or find companionship because the subculture satisfies these needs.

Chapter Four

Key Words (page 92)

1. d 2. f 3. j 4. a 5. c 6. i 7. b 8. g 9. h 10. e

Vocabulary Strategy (pages 93, 95)

1. The following words from the Key Words box could be used as technical jargon: *transmit, browse, navigate, multimedia, links, graphics*.
2. The chart should be completed with the following information:

Technical jargon: telecommunications, vacuum tubes, silicon chip, process, bits, chip, transmitting, signals, fiber-optic cables, satellites, data, hypertext, links

Non-technical words: mind-boggling, volume, overheat, Census Bureau, process, widespread, transmitting, data, equivalent, exploited, diameter, traffic, feat, remotely

Reading Review and Discussion (page 104)**A. Understanding the Reading**

1. The intended audience is probably people who are planning / designing a website, or students who are taking a class to learn how to do this.
2. The purpose of the reading is to help people understand the many possibilities for communicating over the Internet and to select the best website functions and structures to serve their site's purposes.
3. Three main forms of information used on the World Wide Web are text, images, and multimedia.
4. The four elements of multimedia are animation, sound, video, and virtual reality.
5. The chart should be completed with the following information:

Text/HTML. Definition: A system of coding text files for retrieval and display over the Internet. Examples: To communicate content, help users navigate and execute commands. Advantages: The fastest and most compact way to communicate a lot of ideas quickly. Disadvantages: Reading from a computer screen can be uncomfortable.

Animation. Definition: A series of still images played one after the other to give the appearance of motion and change. Examples: Flashing banner ads; moving diagrams. Advantages: Capture the viewer's eye or illustrate a process; flashing banner ads are easy to create and take little bandwidth to receive. Disadvantages: Moving diagrams require careful development and take more time to download; animation can play so quickly that it is hard to see or so slowly that it creates a somber mood.

Sound. Definition: Answers may vary. In general, what can be heard such as voice and music. Examples: Voices on Web broadcasts or to assist with following steps one by one; to help a student learn a foreign language online; to listen to music online; to put a viewer in a mood; to listen to university students' compositions. Advantages: Answers may vary. In general, voice

and music can have appeal. Disadvantages: Given. In addition, unsolicited sound may annoy visitors.

Video. Definition: A series of still images that are played back rapidly so that they create a feeling of motion, accompanied by a synchronized sound track. Examples: News organizations can send a live video stream on their websites 24 hours a day; online university courses can include video archives of guest speakers and lecturers; a manufacturer can show key product features using short video clips; live video WebCams can send video from remote locations. Advantages: Video technologies are rapidly improving; viewers can get a live, up-to-date, or more realistic idea of what things look like. Disadvantages: Video files are larger than sound files requiring significant compression and bandwidth.

Virtual Reality. Definition: Panoramas of a 360-degree view of a location, achieved by moving the mouse as if you were moving your viewpoint. Also, views of objects that you manipulate with the mouse and rotate as if they were in your hand. Examples: Viewing real estate sites, features of automobiles, museum displays, retail products; looking at objects that are part of an online course. Advantages: Fairly easy to produce and don't require much bandwidth; very useful for many purposes; users are presented with an experience that is close to reality. Disadvantages: Answers will vary, no disadvantages stated in reading. (Possible answer: requires a lot of bandwidth, even more than is needed for animation and video; could be slow or not possible for some users to download.)

Chapter Five

Key Words (page 123)

1. symptoms
2. insufficient
3. sleep-deprived
4. drowsy
5. nocturnal
6. chronic
7. impaired
8. hygiene
9. cite
10. variation

Vocabulary Strategy (page 126)

The chart should be completed with the following information. Answers to possible meanings may vary. Some word collocations may also be idioms; therefore, some words may appear on the chart more than once.

Word collocations: plunge into depression; job loss; get depressed; depression-prone people; boost their mood; snap out of them (or it); think your way out; speaking in public; do it for real

Idioms: bounce back (possible meaning: recover); life's cruel curveballs (possible meaning: unexpected events that can occur; unexpected, negative setbacks); pulling yourself up by your own bootstraps (possible meaning: improve a situation through your own efforts, not through outside assistance); (are) blue (possible meaning: to feel sad or depressed); snap out of them (or it) (possible meaning: to quickly recover from a depressed state or a bad mood, to feel better immediately); a funk (possible meaning: a bad mood, a depressed state)

Reading Review and Discussion (page 134)

A. Understanding the Reading

1. The first three and a half weeks of Professor Maas's class are about the importance of sleep.

- 2a. Sleeping is as important as learning.
- 2b. Coming to class without enough sleep is a waste of tuition money.
3. Sleep is so important for college students because they can't learn effectively without enough sleep; sleep-deprived students are mentally impaired.
4. Two tips for getting more sleep are going to bed at the same time on weekends and weekdays, and taking a 15–20 minute power nap.
5. According to a survey of 802 of Professor Maas's undergraduates, 30% were getting more sleep each night and 23% said they were napping more frequently, from one to four times a week.
6. Delayed sleep syndrome is the habit of not getting enough sleep during the week and then sleeping long hours on the weekend.
7. Sleep hygiene is the practice of healthy habits that lead to getting enough sleep on a regular basis (for example, going to bed at the same time every night).
8. The chart should be completed with the following information:

Causes of Sleep Difficulties in College Students: Irregular schedules; classes that meet at different times of the day; late-night parties; a lifestyle of alcohol, drug, and tobacco use

Effects of Sleep Difficulties in College Students: Depression; anxiety; reduced physical health; general cognitive (thinking) difficulties like poor problem-solving and attention difficulties; increased use of drugs and alcohol; deficits of attention, concentration, memory, and critical thinking; irritability; reasoning and psychomotor difficulties

Good Sleep Hygiene Practices: Waking up at the same time each day, getting regular exercise, reducing caffeine intake, taking late-afternoon naps, curtailment (limiting or omitting) alcohol consumption

9. The study by Pilcher and Walters found that students who stay up all night before examinations rated their performances better than students who slept eight hours before examinations. However, the performance by the students who stayed up all night was actually much worse. This suggests that students do not have a clear understanding of how much sleep they need and how sleep relates to their academic performance.

10. Students' social and academic schedules might negatively affect their sleep by promoting variations in their sleep schedules (making it hard to go to sleep and get up at the same time each day). According to one study cited in the article, students with early classes during the week had more sleep-wake variations than students with classes later in the day. Also, students with more variations in their sleep schedules slept fewer hours per night and had a harder time waking up during the week.
11. According to the authors, college students know very little about sleep hygiene, and they also don't practice sleep hygiene very much. One theory is that the more students are aware of sleep hygiene knowledge and practices, the more likely they are to use them. Other researchers have suggested that there is no correlation between knowledge and practice. The purpose of this study is to investigate more closely the relationship between sleep-hygiene knowledge and practice among college students. The study might help to find more factors that impair students' sleep quality, and to help clinicians develop treatment and prevention programs to improve students' sleep quality.

Chapter Six

Key Words (page 159)

1. f 2. d 3. j 4. h 5. i 6. g 7. b 8. c 9. e 10. a

Vocabulary Strategy (page 160, 162)

1. Answers may vary. Possible synonyms of the Key Words in the box: aptitude: ability, talent; attributes: qualities, characteristics; compensate: make up for; discrimination: prejudice, bias, unequal treatment; equilibrium: balance; labor: work, efforts, exertion; monetary: financial; productive: useful; prospective: potential, future, possible; wages: payments, salary, paychecks
2. The chart should be completed with the following information. Answers / choices of additional synonyms may vary.
know: synonym in the reading: learn; additional synonyms: comprehend, understand

interest: synonym in the reading: special attention; additional synonym: curiosity

perseverance: synonyms in the reading: drive, persistence; additional synonyms: stamina, focus, goal-orientation

passion: synonym in the reading: energy; additional synonyms: eagerness, excitement, strong interest

focus: synonym in the reading: persistence; additional synonyms: concentration, goal-orientation

motivation: synonym phrase in the reading: desire to get results; additional synonyms: desire, willingness to make an effort

drive: synonyms in the reading: motivation, persistence, hard work; additional synonyms: stamina, goal-orientation

caring: synonyms in the reading: understanding, empathy; additional synonyms: concern

pliable: synonyms in the reading: adaptable, nonrigid; additional synonyms: flexible, malleable

your word: synonym phrase in the reading: what you said you would do; additional synonyms: promise, vow, commitment

humor: synonym in the reading: enjoyment; additional synonyms: joy, delight

amusing: synonym in the reading: comical; additional synonyms: funny, humorous

smartly: synonyms in the reading: cleverly, efficiently; additional synonym: intelligently

expecting: synonym in the reading: dwelling on; additional synonyms: concentrating on, focusing on, awaiting, waiting for

hopeful: synonym in the reading: positive; additional synonym: optimistic

considerate: synonym in the reading: courteous; additional synonym: respectful

developed: synonym in the reading: improved; additional synonyms: expanded, grown.

Reading Review and Discussion (page 174)

A. Understanding the Reading

1. A doctor in the U.S. usually makes about \$200,000 a year. A farmer makes about \$20,000.
2. Some factors that may explain why earnings vary are compensating differentials, human capital, ability, effort, and chance. (Also possible: beauty, attractiveness).
3. The chart should be completed with the following information:

Compensating differential. Meaning: a difference in wages that comes from nonmonetary characteristics of jobs. Examples: Coal miners are paid a higher wage than other workers with similar education to compensate them for dirty and dangerous work; night shift factory workers are paid more than day shift workers to compensate them for the undesirable working hours; professors are paid less than lawyers and doctors with similar amounts of education, but the intellectual and personal satisfaction of teaching compensates professors for the comparatively lower wages.

Human Capital: Meaning: the accumulation of investments in people (as opposed to things like equipment or structures). Example: Education.

Natural ability. Meaning: Physical and mental attributes based on heredity and upbringing; natural ability may vary from person to person and may affect their wages. Examples: Some people are physically strong and others are weak; some people are smarter than others; some people are outgoing and some are shy.

Effort. Meaning: How hard people work, which may vary from person to person and be reflected in the wages people earn. Examples: Some people work hard, and others are lazy. Some firms pay people more on the basis of what they produce (how productive they are). Salespeople are paid a percentage of the sales they make. Effort can also be rewarded with a higher salary or a bonus.

Chance. Meaning: Learning a skill or information—or NOT learning it—by random circumstances. It is a phenomenon that economists recognize but have not shed much light on. Examples: A person attends a trade school to hear how to repair televisions with vacuum tubes but then discovers that this knowledge or skill is not up to date; therefore, he or she earns a lower wage compared with someone else who learned the more current information somewhere else.

4. The chart should be completed with the following information:

Human-Capital View: Education raises workers' wages because it makes them more productive. Possible Effect of Increasing Educational Levels: Education should raise workers' productivity and therefore raise their wages.

Signaling View: Education doesn't make workers more productive, but it signals, or shows, their natural ability (or potential) to prospective employers. It suggests that the worker is likely to work hard and be productive because he or she put effort into obtaining an education, which is not easy. Possible Effect of Increasing Educational Levels: Since education does not lead to increased productivity (it only signals the potential), increased education would not lead to increased wages.

5. The three interpretations of how beauty can account for variations in wages are as follows:

- a. Good looks indicate (or signal) a type of natural ability that can determine productivity and wages. They are useful for any job where workers present themselves to the public. Attractive workers are more valuable to such businesses, so the company will pay more for attractive employees.
- b. Attractiveness can indicate other abilities and attributes that suggest the prospective employee will be a good worker. An attractive image might signal other abilities and intelligence.
- c. Considering attractiveness as a factor in determining wages is a form of discrimination.