

New from Townsend Press

An Academic Success & Study Skills Program!

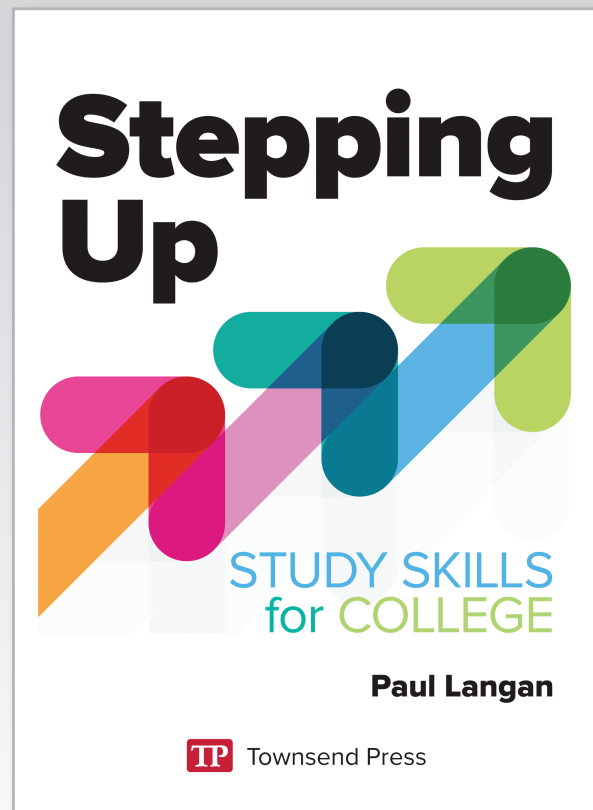
Introducing...

Stepping Up

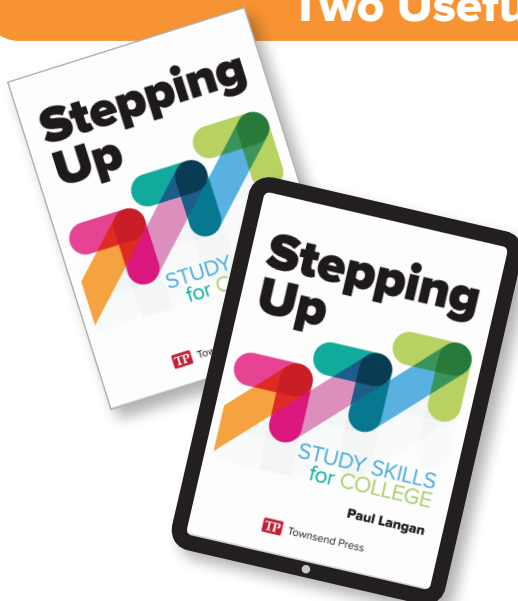
A concise, hands-on academic skills program to help new and aspiring college students thrive in their courses.

Offered as a web app or as a printed text, *Stepping Up* uses lively readings and abundant practice to teach note-taking, test-taking, time management, reading skills, study skills, and more.

**Available now for a
2-week FREE TRIAL
in the Learning Center!**



Two Useful Formats. One Helpful Program.



Whether you choose **print** or **digital**, *Stepping Up* will teach your students skills and learning strategies to help them succeed in their courses.

See details inside!

Check out *Stepping Up*
today at

www.townsendpress.net

What's Inside *Stepping Up*

Time Management

Stepping Up uses surveys, sample syllabi (complete with deadlines), and an academic calendar to familiarize students with the many demands college will put on their time. Accompanying activities help students learn to prioritize, schedule, and plan for tasks weeks or months in advance. The goal: to equip students with the time management strategies they'll need to thrive in college from day one.

Note-Taking

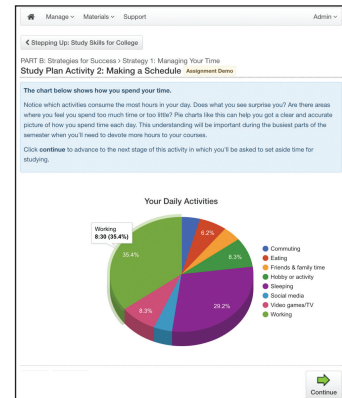
Stepping Up features lectures from a variety of academic disciplines, giving students hands-on practice taking and evaluating notes—a scenario they are likely to experience in college. Accompanying activities coach students on how to recognize cues that speakers use to signal important ideas and concepts. *Stepping Up* teaches students what to look and listen for in class so they can take better, more complete notes.

Study Skills

Studying is an essential activity in college. Unfortunately, many students don't know how to do it effectively. *Stepping Up* prepares students to study by first introducing them to key concepts about how learning and memory function. Building on this research, *Stepping Up* goes on to provide practice activities that teach students different ways to store and recall information from memory. Activities also work to help students create study plans, evaluate their own knowledge, and prepare for tests.

Test-Taking and Reading Skills

Drawing from actual textbook passages, *Stepping Up* teaches active reading strategies anchored in the PRWR method, an approach proven to help students understand and retain information. Instruction and practice in identifying main ideas, supporting details, and key transitions is also included. In addition, *Stepping Up* features a learning module devoted to test-taking. Topics covered include test anxiety, item-specific exam strategies, and ways to build and gauge test readiness.



1. Begin Notes by Writing the Date and the Topic of the Lesson

Why? This step will alert you of when a particular topic or lesson comes up in class. It will also set the tone in your mind for what to expect in that day's lesson. You might even ask yourself when you know about that the topic and what you expect to learn, getting your mind focused on the lesson. Later, if you find that you are struggling with the material, you'll be able to identify when you first encountered it and what topic to go to when you're stuck. This could help you in a future study session or in a chat with a professor during office hours (see section 1). Here is an example of a notebook page in which the student wrote the date and lesson topic at the very start of class.

	Biology 101
	11-17-22
	Dr. McGurt
	The Krebs Cycle

Read, review, and annotate your notes.

It may seem obvious, but many students forget and overlook a basic fact: To remember material—notes, articles, or textbook chapters—you must read and interact with it. The more interaction you have, the better. One simple form of interaction is to reread your notes. When you do this, don't rush to read everything from start to finish. Instead, read in chunks, a couple pages at a time. This gives your mind time to process and store information in manageable doses. When you are rereading, try to do so thoughtfully. If you can, underline or highlight key words or concepts as you read. Repeat them back to yourself silently or out loud (if you won't disturb anyone around you). This focused repetition can help reinforce the material. Also as you read, think about examples, an experience in your own life, or an image or interesting detail that relates to the information you are trying to remember. These strategies help your mind make connections to the new material. Such connections are like threads that weave this new information into your memory so you can retrieve it in the future, during an exam—or later in life.



**Do you have questions? Want a demo?
Email us at cs@townsendpress.com.**

Stepping Up Teaches through Real-World Practice by Using:

MODEL SYLLABUS 1 of 2

Course Syllabus

ENV 101: Introduction to Environmental Science
 Great Bay Community College • Spring 2022
 Professor: Maribel Najjar
 Office Hours: M&W 1-3pm, 305 Wister Hall

Course Description:

The course examines basic theories, concepts, and methods used in studying the environment. Drawing from natural and social sciences, the course explores key environmental topics including habitat types, land and water use, water and air quality, waste disposal, biodiversity, sustainability, and environmental ethics. This class also assesses humanity's impact on the environment and implications for the future.

Course Objectives:

- To familiarize students with basic environmental concepts and processes.
- To acquaint students with contemporary environmental issues.
- To examine possible solutions to pressing environmental problems.
- To provide students with information needed to make informed decisions with respect to the environment.

Required Textbook:

Environmental Studies: A Globe in Crisis, 10th Edition by Stephen Gaber and Karen Phelps.

COURSE CALENDAR:

Week 1 • January 21
 Topic: Introduction, course goals, class policies, and definitions

Week 2 • January 28
 Topic: What is Environmental Science? Intro to ecology, habitats, and environmental systems
 Assignments: 1) Read Chapter 1. 2) Hand in writing assignment #1: Personal Reflection

Week 3 • February 4
 Topic: Water. The water cycle, freshwater ecology. Rivers and lakes and human impacts
 Assignment: Read Chapter 2

Sample Syllabi and Course Schedules to Practice Time Management

CHILDHOOD STRESS AND RESILIENCE
 by Diana E. Papalia and Sally Wendkos Olds

Preview

Have you ever met people who, despite misfortunes, seem to be able to recover unharmed? Have you ever wondered why those people could successfully deal with problems that would have stopped others? In the following selection from the college psychology textbook *A Child's World*, Sixth Edition, the authors search for answers to these questions. They explore factors that enable some children to bounce back from hardship, and they note that any person may find the strength to rise above difficult circumstances.

Stressful events are part of every childhood. Illness, the birth of a sibling, frustration, and parents' temporary absence are common sources of stress. Other nonroutine stresses are all too likely to occur in a child's world. Divorce or death of parents, hospitalization, and the day-in, day-out grind of poverty affect many children. Some children survive wars and earthquakes. The increase in the number of homeless families in the United States has brought severe psychological difficulties to children. Violent events like kidnappings and playground sniper attacks make children realize that their world is not always safe and that parents cannot always protect them. This realization is stressful to children in the short run and may affect them in the long run as well.

What Children Are Afraid Of

Adults have become increasingly concerned about the number of dangers facing children and worry about children's own fears of personal or global catastrophe. Children do have anxieties about homelessness, AIDS, drug abuse, crime, and nuclear war, but most childhood fears are about things much closer to youngsters' daily lives. According to research in six countries—Australia, Canada, Egypt, Japan, the Philippines, and the United States—children from many different cultures are remarkably alike in what they are afraid of.

When third- through ninth-grade children were asked to rank a list of twenty events in order of how upsetting they would be, the primary fear among children in each country was the same: fear of losing a parent. Close in importance to this were

Sample Textbook Passages to Practice Reading Skills

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PART B: Strategies for Success > Strategy 2: Taking Good Notes
Read: Building Note-Taking Skills

2a. Listen for Key Terms and Definitions—and Write Them Down

Often a professor will introduce a new or unusual term and immediately underline it and/or define it. Write this information down and be sure to review and learn it! This is almost certainly something important that your teacher wants you to know. This is especially true in social science and hard science classes where key concepts are central to course understanding and future lessons.

Listen to the sample excerpt from a biology class. See if you can hear the key term and its definition.

0:00 / 0:33

AUDIO CLIP 1: "To the general public, fruits are tasty items that you buy in a grocery store. But to the scientific community, and therefore to everyone in this class, fruit has a much more specific meaning. To biologists, fruit is the ripened ovary of a flowering plant and contains its seed or seeds. As a result, fruit encompasses far more foods than most of us realize, including cucumbers, eggplants, olives, peas, squash, string beans, and tomatoes. They are all fruits."

4 of 10 | Edit | Restart | Back | Continue

Sample Audio Lectures to Practice Note-Taking Skills

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← Stepping Up: Study Skills for College

PART B: Strategies for Success > Strategy 5: Test Taking Skills
Test-Taking Activity 1: Applying Concepts

Use your understanding of test-taking strategies learned in this chapter to answer the questions that follow.

3. Which objective test-taking strategy helps lead to the correct answer in the sample question below?

Sample question:

Which are common reasons why students struggle on exams?

- They suffer from test anxiety.
- They don't get enough sleep.
- They don't read all the directions and answer choices.
- All the above.

a. If two answer choices have opposite meanings, one is correct.

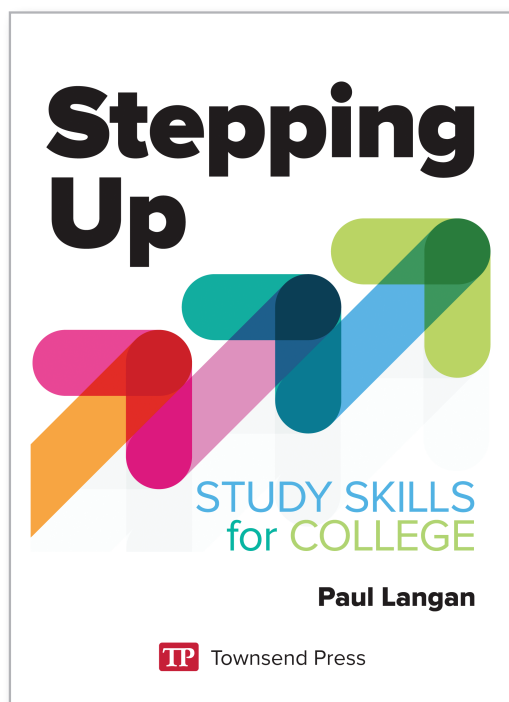
b. Answers with qualifiers such as *generally*, *probably*, or *most* are frequently correct.

c. Read all answers choices before selecting an answer.

d. The longest answer is often the correct answer.

2 of 2 answers correct | Edit | Restart

Sample Test Questions to Practice Test-Taking Skills



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No matter the format, *Stepping Up*
features student-friendly pricing.

Each 4-Month Digital Subscription to *Stepping Up* Features:

- **Open-Ended Assignments** that prompt students to explore their campus, boost their motivation, and assess their readiness as they embark on their college journey.
- **Informative Readings** that introduce each key skill area in a practical and relevant context that will resonate for new and aspiring college students.
- **Review Activities** after each section to reinforce concepts taught in the readings. Students can revisit each passage as they work and complete activities multiple times at their own pace to achieve mastery.
- **Real-World Practice Assignments** that encourage students to apply the concepts they've learned. *Stepping Up* includes textbook excerpts, audio lectures, course syllabi, and sample test items to prepare students for what they will encounter in their own classes—and equip them for success.
- **Immediate Feedback** that is clear and instructive. All review and practice activities feature meaningful feedback that explains key concepts and deepens understanding.
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