The First Page of a Scholarly Article might look similar to this:

**Title**

Cell Phones, Text Messaging, and Facebook: Competing Time Demands of Today’s College Students

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**Abstract**

This study of time use and entertainment choices of college students used a triangulated approach to discover how college students use and manage their time. From the data we gathered through time diaries, students indicated that the greatest amount of personal time is spent in some form of communication (talking face to face, texting, talking on the phone, and using social networking Web sites). Students spent about the same amount of time studying for courses ($M = 11.91$ hours per week, $SD = 5.27$) as they do actually attending courses each week ($M = 12.35$, $SD = 4.51$). By comparison, students reported spending $14.35$ hours each week texting and $6.49$ hours talking on the phone. Females had statistically higher GPAs than males and scored higher on academic striving. Data indicated that students were engaged by instructors who seemed passionate about the content they were teaching, viewed their college education through the lens of a consumer model, and expected to have a personal connection with their professors. Recommendations for adapting instructional strategies are provided.

**Keywords**

Keywords: Millennial students, student engagement, texting, time management, time use

For decades, college professors have admonished their students when reviewing their course syllabi on the initial day of class that students should “expect to spend three hours studying for every one hour spent in the classroom.” According to the National Survey of Student Engagement (NSSE) (2007), the number of hours full-time students spend studying per week had remained constant since 2001 at about 13–14 hours, which is only about half of the time that many and our methodological approach are explained, followed by discussion of the results.

**Teaching Millennial Students**

The Millennial generation seeks to be more connected and is more focused on social interactions than students of previous years. This generation has grown up in a technologically rich world using mobile phones, chat rooms, email...
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we must adapt the way we teach, capitalizing on what we know about this generation of students.

REFERENCES


APPENDIX

FOCUS GROUP PROTOCOL

1. Tell us a little about yourselves.
2. How much time do you spend on: studying, TV, Internet, chatting, texting, and video games?
3. Describe how you prioritize activities: studying, class work, friends, other?
4. Describe your confidence level in your ability to do the work assigned in your classes?
   a. Do you think you are an above average, average, or below average student when compared to your class peers?
5. Describe the things that motivate you in general.
   a. Describe the things that motivate you to read your textbooks. Study, Attend class.
6. Describe how you manage your time.
7. Describe your expectations of your professors.
8. Is there anything else you would like to add?