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From Surviving to Thriving
Making the Most of Your First Year Experience
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INTRODUCTION
Why Do I Have to Take This Course Anyway?

If you are like many students here at Molloy, you probably have come to college with the expectation that having a college degree will be the ticket to an exciting career later on in life. To a certain extent you are correct in this assumption: getting a degree from a respectable liberal arts college like Molloy will indeed make opportunities available to you that would otherwise not be possible.

But let’s not kid ourselves either. Far too many students enter college unprepared for the demands that higher education places upon them, and either don’t achieve to their full extent as students, or self-destruct completely before they even have the opportunity to graduate from college. Such unfortunate students rack up a tremendous amount of debt by taking on student loans and have little to show for it by the end of their four years.

We here at Molloy certainly don’t want you to fall into this trap. We believe that with a little foreknowledge and the development of some basic skills, any reasonably intelligent student should be able to have a successful, and even enjoyable, time in college.

From Surviving to Thriving has been prepared by faculty at Molloy College for one reason and one reason only: to give you the basic tools that you will need to thrive in a college environment. No matter what your major or career goals, the ideas and exercises in this book are aimed at helping you to realize your full potential as a college student.

Here are just some of the goals that we hope to achieve in this text:

- To familiarize students with the academic rules, procedures, requirements and resources of Molloy College
- To develop or improve those skills which will help students to excel in college (e.g., time management, academic reading, note-taking, test-taking, and research skills).
- To provide students with an opportunity to reflect thoughtfully on their life goals and their career possibilities.
- To familiarize students with the advisement and registration process at Molloy College.

Although we can’t guarantee that simply doing the exercises in this text will ensure that you graduate from college summa cum laude, we do promise that if you listen to our advice and try to the best of your ability to incorporate as many of the ideas presented in this text as possible into your academic life, you stand a pretty good chance of actually making it to Graduation Day.

Good luck with this course and throughout your next four years at Molloy College!
Welcome to Molloy College. Situated in the heart of Long Island, Molloy enjoys a reputation for providing a quality, value-centered education. Molloy’s focus is on you – the student. Our mission is to provide the best possible education, an education which deepens your understanding of the world and of self, an education which prepares you to solve problems and contribute to society.

Drawing on 800 years of Catholic, Dominican education tradition, Molloy College is committed to the ideals of truth, academic excellence, and openness to world views. You will find the campus environment friendly and welcoming, a place where people matter and relationships are respected and treasured.

Each of the more than 50 undergraduate programs is based on a strong liberal arts curriculum, which provides a multifaceted understanding. Our graduate programs are founded on rigorous inquiry into professional practice and research. You will find access to technology woven throughout the campus and curriculum. Most importantly, you will find a well-respected faculty dedicated to engaging you, the student, in the active process of learning. The total Molloy College community is ready to assist you in the exciting journey of discovery and learning.

Drew Bogner, Ph.D.
President

Welcome to Molloy. I am pleased that you have chosen the College for your undergraduate education. The Freshmen Studies Program will provide a good orientation to the College and a great start to your academic career. Please take advantage of the support personnel available to assist you in the Library, Information Commons, Academic Support Services, and the Student Solution Center.

Dr. Marion Flomenhaft, the Associate Dean for Academic Services (Kellenberg Hall, Room 119) is available to answer any questions that you may have as you become oriented to the College and your academic program. You will also be assigned an Academic Advisor this semester who will work with you to plan your registration for subsequent semesters.

Molloy is fortunate to have a dedicated faculty focused on providing the best education in your field of study. Our undergraduate programs, based on a strong liberal arts curriculum, are well respected in the New York Metropolitan area. You will have a variety of choices for your major in areas such as humanities, social sciences and natural sciences, as well as many professional programs. Best wishes as you begin your first semester at Molloy.

Valerie Collins, Ph.D.
V.P. for Academic Affairs and Dean of Faculty
CHAPTER 1
WELCOME TO MOLLOY COLLEGE

Case Study 1: That Lonely Feeling

Mary Beth was an honors student and basketball player at Plainview High School. Although she had the choice of attending any number of colleges on Long Island, she eventually settled on Molloy College because she had always wanted to be a social worker and had heard that Molloy had one of the best social work departments.

Classes at Molloy started on September 2nd, and Mary Beth was excited about some of the courses that she had selected for her first semester. As soon as she got onto campus, however, she found herself becoming strangely depressed. For four years she had been a shining star at her local high school, was well known by students and faculty alike, and was extremely involved in several different extra-curricular activities. Now she found herself in a strange environment, taking classes with people she didn’t know, and with professors who didn’t realize what a wonderful student she was. Although she wanted to get involved with student government, athletics, and perhaps campus ministries at Molloy, she had absolutely no idea where to go to find out information about these programs.

As she sat in her college composition class listening to Dr. Robert Kinpointner speak eloquently about how important it was to have a command of the English language, she suddenly felt out of place and lonely. And, even worse, she began to wonder if college was really the right thing for her.

Discussion:

It is perfectly normal for students like Mary Beth to feel nervous and insecure as they enter a new phase in their lives. What do you think Mary Beth can do to help make her college experience more positive? What feelings are you experiencing as you begin your first semester of college? What could you learn from Mary Beth’s experience?

Welcome To the Big Leagues

After four years of high school, many incoming freshmen find college life liberating. For one thing, you have far fewer classes to take—usually no more than five in a given semester. And, once you get into these classes, the amount of “homework” you have will often seem much less than in high school. You will also probably have more freedom in college than you did in high school: no one will be breathing down your neck to make sure that you do everything that you’re supposed to, or that you study for exams.

All this freedom can be a really great thing. You get to choose the teachers and courses that you want to take, create a class schedule that fits your own needs and time commitments, and choose the level of involvement that you want to have in the life of your college community. Indeed, some students thrive on the freedom that college allows them to pursue their own interests and to develop at their own pace.

Unfortunately, many others self-destruct in this same climate of freedom. Some students who are used to having teachers, guidance counselors, and their parents tell them exactly what to do, when to do it, and how to do it may very well find the lack of direct guidance in college bewildering and at times even overwhelming. Instead of being liberated by the freedom that college provides, they feel set adrift in an ocean of endless choices and often flounder in the process.
There are some other major differences between high school and college that are well worth keeping in mind if you plan to succeed:

• College teachers tend to lecture more often than high school teachers and give fewer objective exams and written assignments.
• You will have much more reading in college than you ever had in high school, and it will be up to you to find the time in your busy schedule to do all this reading.
• A college teacher will not keep after you the way a high school teacher would to make sure that you are completing all the work assigned in his or her class. You’ll have to be much more responsible about doing this for yourself.
• If you want to discuss a problem or difficulty in a class that you are taking, it will be up to you to seek out your course instructor, often during the limited number of office hours that he or she has made available for this purpose.
• In general, you will be treated like an adult in college and be expected to act like one. This means taking complete responsibility for your behavior both in and outside of class.

One of the most important things you need to keep in mind, if you plan to graduate from college at the end of four years, is that you are your own boss. It is up to you to set your own standards of excellence and commit yourself to working to the best of your ability. No one else can do this for you.

What Makes Molloy So Special?

Every college has its own unique history and traditions. Molloy is no different, except that its history goes back as far as the Middle Ages with the rise of the teaching orders of the Catholic Church. Firmly rooted in the Catholic faith and inspired by its Dominican heritage, Molloy is part of a proud legacy of academic excellence that is over 800 years old.

A College Steeped in Tradition

What makes Molloy unique is that its history is intimately connected with the history of the Dominican order of the Catholic Church. St. Dominic de Guzman, the founder of the Order of Preachers (as the Dominicans are officially known), was born in Spain to a noble family in the year 1172. Dominic was deeply concerned about the misinformation about the Catholic faith being spread by heretical groups throughout Europe.

The Albigensian Heresy, which was started in southern France, had become rampant throughout Europe by the beginning of the 13th century. Albigensians preached that the material world was evil and rejected the idea that God had taken on human form in the person of Jesus.

Dominic saw it as his mission to preach authentic gospel values to the average Christian of his times in order to combat the errors spread by groups such as the Albigensians. In 1206, Dominic founded the Order of Preachers in Fanjeaux, France. In 1216 he received confirmation from Pope Honorius III, thus officially sanctioning the Order of Preachers within the Church. The members would be educated enough to take on the task of teaching and preaching the truths of the Catholic faith. Within a short time, the Dominicans had established themselves at most of the major universities of Europe and were recognized for their teaching excellence. By the time of Dominic’s death on August 6, 1221, the order was one of the most influential in Europe and had expanded to include both a second order of nuns and a third order of laymen.

The two mottos associated with the Dominican Order gives some idea about the focus of the Order’s work both then and now: *Contemplare et contemplata* (to contemplate and to share the fruits of contemplation) and *laudare, benedicere et predicare* (to praise, to bless and to preach.) Unlike purely contemplative orders, Dominicans are called to balance study and prayer with service to others and engagement with the world. Wherever Dominicans
Dominican life throughout the centuries has been founded upon what has become known as “the four pillars” of Dominican life. These four pillars are: study, prayer, community, and service. As mentioned above, prayer and study form and re-form all Dominicans as they live in community and respond to the needs of the times.

If the story of the Dominican Order ended with St. Dominic and his friars, there would have been no Molloy College. Fortunately for all of us, a small group of intrepid Sisters living in Germany in the 19th century were willing to leave their homes and journey forth to the wilds of Brooklyn. Molloy’s own contribution to the history of the Dominican order begins with the work of these pioneering Sisters.

A College with a Unique History

From the very beginning, Molloy’s story has been one of matching service to circumstances. In 1853, four Dominican nuns left their convent in Bavaria, answering a call from a Benedictine Abbot to serve German immigrants in Pennsylvania. Arriving in New York Harbor, the four waited all day at the docks, but no one came to meet them. So the Sisters took action themselves, finding a local priest whose name they had brought with them to America. He gave them shelter and a chance to consider their options.

The four stranded Sisters might have chosen to leave this unfamiliar land and return to their centuries-old cloister in Germany—after all, they spoke no English. Instead, these pioneers found German immigrants in New York to help, and taught those in Brooklyn’s Holy Trinity parish in exchange for an opportunity to live in the rectory’s cellar. It would not be the last time the Sisters accepted temporary lodging themselves to administer to the long-term needs of others.

Over time, the fledgling Dominican community expanded its educational offerings to the elementary and secondary levels. With a mission to embrace the needs of the poor, they established their schools throughout Brooklyn and New York, and as far afield as Puerto Rico. Soon the sisters progressed from simply meeting immediate needs to anticipating future ones. As early as 1910, the Sisters began developing a faculty for a future Dominican college, as seven young Sisters received baccalaureate degrees from the College of New Rochelle—ten years before women were guaranteed the right to vote in this country. Some Sisters began instructing at a collegiate summer school at St. Josephs in Monticello, New York, starting in 1918, as a means to gain college teaching experience. Even then, Molloy’s forebears knew the value of experiential learning.

Coinciding with the sisters’ ambitions was the remarkable foresight of the Brooklyn Diocese, which had anticipated by 1929 the future growth of Nassau and Suffolk Counties—over a decade before the post-World War II population boom. The Diocese approached the Sisters about establishing a college for women on the south shore of Long Island, somewhere between Jamaica and Freeport. The Sisters jumped at the suggestion, as did an enthusiastic Monsignor Peter Quealy of St. Agnes Church in Rockville Centre, who drove many miles with diocesan officials to find a suitable location…only to discover no site as ideal as Rockville Centre.

It was fortunate that the Sisters’ far vision was coupled with extraordinary patience. Only in 1942 did they obtain the deed to the land that would become Molloy’s campus. Architectural plans were not begun until 1948. Mother Anselma Ruth, Prioress General of the Dominican Sisters and first President of the future college, announced in 1950 that she expected the first building to be completed by 1953—the Centenary of the pioneer Sisters’ settling in Brooklyn. The calendar date passed, but Mother Anselma Ruth and the Dominican community paid a more fitting tribute to the four Sisters from Bavaria by continuing to embody the pioneering spirit. They, too, regarded their Dominican heritage as something tied inextricably to service, both providing a resource to be drawn
upon and issuing a challenge to be met. They exemplified the kind of can-do faith that—to borrow an image from G.K. Chesterton—transforms a sinking ship into a submarine. Molloy welcomed its first class two years later, on September 12, 1955, finally realizing the sisters’ decades-old dream of providing education from kindergarten through college.

As they waited for campus construction to finish, students took classes at an old house on North Village Avenue. It also provided a home to eight Sisters—the first stop in what would become a nine-year stretch of temporary lodging that ended with the dedication of Maria Regina Hall in 1964.

“If a lot of unpleasantness and trouble in the beginning of an enterprise is supposed to be an indication of the importance of the work and its ultimate success,” said Mother Anselma Ruth, looking back on those decades leading up to the College’s founding, “then Molloy…was destined to become great.” And so it has. Fifty years later, Molloy College boasts success by any criteria: a top-rate faculty; over 50 areas of studies at undergraduate, graduate and post-graduate levels; the best student/faculty ratio (11:1) and graduation rate of any college on Long Island; five years of record-breaking enrollment; 16,000+ alumni; 16 NCAA Division II athletic teams; and a strong regional reputation complemented by a growing international presence.

At Molloy’s official campus dedication in 1958, Rockville Centre Mayor W. Harry Lister remarked that Molloy had transformed it from a village of comfortable homes and shaded streets to a college town. It would be a new kind of college town, however, free from the “town vs. gown” animosity between a disdainful college—with its “dreaming spires”—and the host community. In its early days, Molloy drew students from Rockville Centre and neighborhoods throughout Long Island, returning them home energized with a new vigor to effect social change. If any architectural feature were to characterize Molloy, it would be the cupola atop Kellenberg Hall: a beacon of light shining far and wide with Veritas, the cherished legacy of the Dominican commitment to truth and learning.

The campus has grown, and today, some students live in our two dorms, Fitzgerald Hall and Maria Regina Hall. But whether students commute or live on campus, they become part of a college that remains committed to its community.

Since its earliest years, Molloy has also welcomed those beyond traditional matriculated students—whether underserved children, the disabled, or adults seeking to be enriched by education later in life. These traditions have continued and evolved; Molloy now also serves as a regional forum for discussing the major issues of our time, from world-troubling religious tensions to the essence of leadership.

“Pioneer” is a term that appears frequently in Molloy history. Today this pioneering ethic pervades every aspect of our core. We have helped to pioneer value-centered education and experiential learning on Long Island. Molloy’s ambitious and affordable Global-Learning Program—impressive even for a college twice its size—offers students the chance to expose themselves to different cultures as part of their liberal arts education. Our Center for Social and Ethical Concerns provides a forum and research resource for students, faculty and others interested in critical analysis of and dialogue about peace, justice, and empowerment within the community. Most of all, each year we graduate new pioneers transformed by their Molloy experience, who enter the world with a mission to achieve…to serve…to lead.

During the long wait from the vision of a college to its realization, the Dominican Sisters did what they could to prepare. After visiting other women’s colleges, they chose Georgian Colonial as the architectural style for the campus. When the first building on campus opened in 1956—named Quealy Hall after Molloy’s early champion—it adopted an all-purpose role: gymnasium, library, classrooms, laboratories and residence all in one. Wild, uncultivated woods surrounded it. The College was rich in people, but poor in material goods. It was fortunate to have friends: Quealy Hall received collections for its library from retirees and other individuals, and second-hand furnishings from, of all people, Milton Berle. Mr. Television had been closing his New York office at the time and made the donation at the request of one of the College’s neighbors.

Molloy’s campus has grown substantially from these humble beginnings. Kellenberg Hall, dedicated in 1958, became the College’s premier building. Maria Regina Hall opened in 1964, the first permanent home for the Dominican Sisters since Molloy’s founding. In 1980, the College hearkened back to its roots in art and music with the completion of The Adelaide B. Wilbur Arts Center, adjacent to Quealy Hall. The Chapel of the Sacred Heart has graced Molloy’s campus since 1983, and the William J. Casey Center was completed in 1992. Molloy has also acquired several houses adjacent to Campus, which provide much needed office space.
A College with an Incredible Present and an Exciting Future

A few years ago, the College opened the Suffolk Center, a satellite facility on Route 110 in Farmingdale. The Center offers coursework in Nursing and Education and provides a venue for Continuing Education classes and a home for The Sustainability Institute—a catalyst for dialogue about Long Island and its future. Siena Hall, on the Main Campus, houses several departments, a Social Sciences Lab and two classrooms. And the center piece of Molloy’s Expansion is the Public Square, a space that encourages dialogue among students, faculty, and the wider community—distilling the best elements of the Athenian agora, Middle Eastern bazaar, and colonial town hall. This student center allows students to participate in clubs, avail themselves of various student services and meet to study or just talk. A food court encourages members of the Molloy community to mingle over coffee, pizza, or a Subway sandwich. And the Madison Theatre provides a venue for college events and for music, dance and theatre, which bring the Long Island community to campus. And as we go forward, a new classroom building, the Barbara H. Hagan Center for Nursing, has been added to provide a state of the art facility for our students and faculty.
A College with A Special Mission

A mission statement attempts to answer the question, “why do we do the things we do?” It offers an insight into what makes a college special, different from its competitors. A mission statement also provides a means whereby a college can assess whether or not it is meeting its own goals as an institution of higher education.

Molloy College’s mission is shaped by its Dominican traditions and values:

Molloy College, an independent, Catholic college, rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

As you may have noticed from this mission statement, Molloy College is about much more than simply preparing you to excel in a particular career. The education that you will receive here is aimed at shaping the whole person—intellectual, moral, spiritual, and social. While proud of its heritage and committed to its Dominican ideals, Molloy also encourages independent, critical thinking and attempts to foster an atmosphere that embraces diversity in all its forms.
Welcome to Molloy College

For many incoming freshmen, the start of college is a time of tremendous expectation but also of some hesitation and concern. Take a few moments to reflect upon the following questions. You will have the opportunity to share your answers with the rest of your class if you so choose.

1. What made you decide to come to Molloy?

2. What are you most looking forward to about college?

3. What, if anything, concerns you most about entering college?
CHAPTER 2
WHERE AM I GOING AND HOW DO I GET THERE?

Case Study 2: Dazed and Confused

Carlo was in a real bind. For four years he had coasted through high school, a bright but completely unmotivated student. The problem was that he really had no idea about what he wanted to do with his life and, therefore, viewed his high school classes as a waste of time. Although he had a solid “B” average throughout high school, he had resisted the idea of attending college because he viewed it simply as four more years of the kind of annoyances that he had already endured as a high school student. His chief sources of pleasure in life were surfing the Internet, hanging with his friends, and listening to music. Only a few of Carlo’s friends were planning to go to college, preferring instead to spend their time working as little as possible and partying as often as they could. Carlo’s mother, however, insisted he get a college education so that he could become successful. He chose Molloy because it was close to home and because a few of his more intelligent friends were going there.

During his freshman registration, Carlo sat down with an advisor from the Admissions Office who put him in several liberal arts courses that he would need to take during his first two years at the College. Although he thought that the “Adolescent Experience” learning community in which he was placed seemed pretty cool, he really couldn’t get excited about having to take courses like biology, math, and modern languages. Hadn’t he done all that stuff in high school?

During his Freshman Studies course, his instructor, Professor Esposito, kept reminding the class about how important it was to have some clear goals in life, but he felt as confused as ever about what he wanted to do that week, let alone twenty years from now. Perhaps it would have been better if he had just taken a construction job with his Uncle Pete. Although he hated the idea of doing this kind of work his whole life, at least he would be earning some decent money.

Discussion:

It is not uncommon for students like Carlo to be confused about what they want to do with their lives. Many students, in fact, enter college without definite plans or goals. What advice would you offer Carlo concerning the lack of focus in his life?
Creating Some Reasonable Goals for Yourself

One thing that all successful students have in common is that they set clear goals for themselves and do whatever is necessary to achieve those goals. Warren Buffett, Hilary Clinton, and Oprah Winfrey all started out as college students just like you. The reason that they succeeded, when so many of their peers failed, is because they had the BIG VISION for their lives. These dynamic men and women had a fairly clear idea of what they wanted to achieve and let nothing stand in their way.

The problem that many college students have is that they are so focused on just getting through the present moment that they rarely stop to ask themselves what they really want out of life. While it might be fun for a short while to be spontaneous and ignore the future, it also means that you are going to be coasting somewhat haphazardly through your life, missing out on many opportunities to achieve great things.

We here at Molloy want you to succeed, both during the next four years of college and in your professional life after college. To help you envision possibilities for your future, let’s begin by examining how to use concrete goals as motivators for achievement. First, you need to know that there are several different kinds of goals—long-term, intermediate-term, short-term, and immediate.

Look to the Future

In setting goals for yourself, remember that your long-term goals should always act as an anchor for more immediate goals. In the graphic to the right, notice how we start with the long-term goals for your life 20 or 30 years from now. While this may seem like an awfully long time from now to be thinking about, it will come much sooner than you can possibly imagine. Once you can envision where you would like to be many years from now, it will be easier to plan out those steps that you need to take to achieve these long-term goals.

Let’s pretend that your long-term goal is to become a college professor of English literature. Twenty years from now you see yourself teaching at a college somewhere in the Northwest (you are also a nature lover). You know that if you want to achieve your goal, sometime after you graduate from Molloy you will need to enter a respectable graduate program in English literature and eventually get a Ph.D. This means that your short-term goals—the goals you have for the next four years of college—should be to pursue a bachelor’s degree in English literature and do well enough that you will be able to get into a decent graduate school. You probably also should think about establishing positive working relationships with several faculty members, since you will need them to give you letters of recommendation for graduate school later on. This in turn means becoming actively involved in the life of your department as well as in the life of the college, so that people will know who you are and will be more inclined to assist you in achieving your goals.

All this has implications for what you do right now as you plan out your activities for the week. After all, if you want to be a success in life, you really can’t afford to waste any opportunities for growth and development that present themselves. This means planning out your time carefully and completing tasks in an orderly fashion to accomplish what you need to get done—e.g., studying for an exam, writing a research paper, or just finding time to spend with friends. In a later chapter we will share the art of weekly planning and creating to-do lists with you in order to help you make better use of your time.
Effective Goal-Setting

In recent years, many researchers have studied the science of developing goals. Results indicate that the long-term goals of those people who are most successful have certain common characteristics that you may want to consider when developing your own long-term goals.

Your goal should reflect what is unique about you. There is no sense in selecting long-term goals for yourself that belong to someone else (your parents, friends or teachers, for example) or which simply conform to the expectations of the larger society. The goals you establish for your life should reflect your own personality and aspirations. No one else can live your life for you, and no one else, therefore, should be establishing goals and priorities for your life. If you are following your own dream, you are more likely to be successful, even if your dream is to become a sheep rancher in Montana; if you follow someone else’s dreams, you will be terribly unhappy and will probably not succeed in life, even if you do manage to land that “six-figure job” at your Uncle Walter’s cellophane factory.

Your goals should be realistic. Goals are worthless if they can’t be achieved realistically by you. You may decide, for example, that a major goal for your life is to become a surgeon. But if you can’t handle the difficult science classes that you will have to take in medical school, this goal becomes little more than a pipe dream. In establishing a long-term goal for your life, therefore, you need to reflect objectively upon your strengths and weaknesses as a human being. Only then will you begin to recognize those professions and fields that would provide the best opportunities for success in life.

But your goals should also be ambitious and idealistic. Too many college freshmen settle on long-term goals that are overly timid or conservative and therefore cannot serve to inspire them when times get rough. Some students, for example, decide to become education majors simply because education is a familiar field and they think that a career in teaching won’t be too demanding. Unfortunately, these students quickly discover just how difficult teaching can actually be. If there was no PASSION that led these students to a career in education, they will quickly burn out as happens to so many young teachers.

In their HarperCollins book, Built to Last: Successful Habits of Visionary Companies, James Collins and Jerry Porras describe the kind of goal that can inspire long-term commitment as a BHAG—a Big, Hairy, Audacious Goal. “A true BHAG,” they write, “is clear and compelling, serves as a unifying focal point of effort, and acts as a catalyst for…spirit….A BHAG engages people—it reaches out and grabs them. It is tangible, energizing, highly focused.” The authors go on to recommend that a BHAG that is capable of inspiring you over the long-term should not be a sure bet, but perhaps has only a 50-70% probability of success. Because the long-term goal that you have selected for your life is challenging and uncertain of success, it will provide you with the kind of motivation you need to persist in the pursuit of your goal, despite the obstacles and set-backs that will inevitably arise in your life (73-74).
Creating Some Reasonable Goals

One way to ensure that you start off on the right foot in college is to reflect upon what you hope to achieve from your college experience. Take a few moments to answer some of the following questions either on your own or in groups assigned by your instructor:

1. What do you see yourself doing twenty years from now? (i.e., What kind of person will you be? What kind of relationships will you have? What kind of career will you have? What will your lifestyle be like?)

2. What do you see yourself doing immediately upon graduating from college?

3. What goals do you have for your first year of college? (i.e., What do you hope to accomplish during your freshman year at Molloy?)
CHAPTER 3
MANAGING YOUR TIME IN COLLEGE

Case Study 3:
Time Waits for No One

It was eight o’clock and Sonya was awakened suddenly from her sound sleep by the sound of her mother beating angrily on her bedroom door, trying to stir her from her soporific state. Her mother reminded Sonya that she had a nine o’clock class, and if she didn’t get up soon, she would be late for it once again. Sonya dragged herself out of bed, sluggishly got dressed, and headed off to school in a dazed state.

When she arrived at Molloy College, she had trouble finding a parking space in the overflowing parking lot of the college. By the time she found a spot, it was 9:05am and she was already late for her history class. Dr. Roeckell, her history instructor, was a known stickler for punctuality and had already warned her about her excessive tardiness. Rather than face Dr. Roeckell’s wrath, she decided she would just skip her class and tell Dr. Roeckell that she had a bad cold that she didn’t want to spread to her fellow students. Although she knew that this lie probably wouldn’t work, and that she would have yet another three points deducted from her grade point average for missing the class, she was too tired to really care.

Going to the cafeteria for a much-needed jolt of coffee, she bumped into her friends, Clytemnestra and Medea, who were taking the same 10:40 theology class with her. The three sat gossiping for about an hour before they remembered that Dr. Lasher, their theology instructor, was planning to give an exam on the mystical thought of Catherine of Siena during her class. Although Clytemnestra and Medea had done some studying for this exam during the weekend, Sonya had completely forgotten about it.

Needless to say, taking this exam was not a happy experience for Sonya, and she knew that she would probably fail theology in light of her previous poor exam results. Leaving her theology class in a completely demoralized state, Sonya realized that she hadn’t remembered to bring an assignment that was due for her art history class later that afternoon. She was debating whether to drive all the way back home to get the assignment when she suddenly came up with a more pleasant option: she would think about her problems tomorrow and instead head out to Roosevelt Field Shopping mall to buy a new Coach pocketbook. That always made her feel much better about life!

Discussion:

Do you know students like Sonya, who have absolutely no idea about how to manage their time and weekly schedules? What advice would you offer to Sonya about how to get a better handle on time management? How well do you manage your own time as a college student?

The ability to manage time is one of the key elements to success in life. Those who possess this skill have the ability to balance the demands of work, school and social commitments, while those who lack it often find that 24 hours a day are simply not enough time to fit in everything they have to do in a day.
To succeed in college—and to succeed in the increasingly complicated world in which we live—you will have to learn how to manage your time successfully. This is actually a bit more difficult than it sounds. Successful time management involves having a clear handle on how your time is spent and an ability to coordinate your various obligations and responsibilities.

If you want to become a time management wizard, master these four practices:

**Understand your own attitudes towards time.** Some students actually don’t realize just how lacking they are in time-consciousness. To help you gauge your own attitudes towards time, we have created the “Time Consciousness Survey” on the following page. You will be given the opportunity to complete this survey in class and discuss its results with your instructor and classmates.

**Keep a weekly calendar.** Whether you use an i-Phone that you carry in your purse or pocket or a traditional pen and paper appointment book, it is absolutely essential that you keep track of all your time commitments with a weekly calendar. If you do this already, great. If not, we will give you the opportunity to learn the skill of appointment keeping with the sample weekly calendar that has been provided for you.

**Keep a weekly to-do list.** Perhaps the most essential practice to develop if you really want to become a time management wizard is to maintain a weekly to-do list and to develop the habit of completing one task at a time in an efficient and orderly manner. If you’ve never even thought about keeping a to-do list before, don’t worry. We will teach you this important skill, and we promise you that if you make the effort to maintain your to-do list, your overall efficiency will increase at least 80%.

**Start learning how to unplug from the world.** If you are going to accomplish successfully the numerous tasks that you need to get done for school, you are going to have to learn how to unplug from the world. In other words, you’ll have to develop a technique for working free of any unnecessary distractions. Although most successful students have their own techniques for unplugging, here are just a few suggestions you may want to keep in mind:

- **Find a Work Sanctuary.** A sanctuary is a place that you can go to get away from all annoying distractions. This may be a quiet room at home, your own spot in the Molloy library or in some cases even a table in the Anselma Room. Whatever place you designate as your sanctuary, make sure that you faithfully go there every day in order to develop a consistent work schedule.
- **Turn Off and Tune Out.** The technology that we have all around us is wonderful for keeping connected with people. But when you are trying to focus, it can be incredibly distracting. If you are trying to get something serious accomplished, therefore, you should turn off your cell phone and avoid on-line chatting, tweeting, and web surfing….at least until you are finished with your work.
- **Invite Your Friends to Come Back Later.** Despite your best efforts to unplug from the world, at one point or another, your most annoying friends will eventually track you down and try to distract you from your work. Although you can try to appease them, this will not help you get your assignments accomplished. We recommend that you either tell them to leave, or, if you prefer to be a bit more polite, ask them to join you later, after your work is completed.

Of course, none of the suggestions on how to get a handle on your time will make any difference at all unless you make the commitment to follow these recommendations consistently in your daily life. It may seem like a pain to maintain and update a weekly to-do list, for example, but, once you get in the habit of doing so, it will make your life much saner and more orderly than it otherwise would be.
Becoming a Master of Time Management:  
The Weekly Schedule and To-Do List

Time management is not rocket science, and, with a little practice, just about anyone can create some degree of order in his or her hectic life. There are two easy steps to all this: you have to commit yourself to keeping a weekly calendar with all your time commitments for the week, and you have to maintain a to-do list that gets updated at least once a week. If this sounds like a “piece of cake,” guess again. There are many mature men and women in our society who have not mastered these two simple skills and, as a result, are far less organized and productive than they could be.

So, if you want to avoid the stress, anxiety, and misery that come from not having a handle on your time, then you too will have to follow our two simple rules. It doesn’t really matter whether you use a calendar with a to-do list that you bought at Staples, one that is on your computer, one on your cell phone, or even one that you make up for yourself. The key to success lies in consistency.

STEP ONE

Plan Your Weekly Schedule

The first step towards becoming a Master of Time Management is to create a weekly schedule that reflects all of your time commitments in a given week. Now some students here at Molloy think that they are keeping a proper weekly schedule if they simply jot down their scheduled appointments (e.g., classes, meetings, work hours). While this may be a good start, it is simply not enough to give you a realistic understanding of your weekly commitments. You also have to allot some fixed time for other important needs that you have during the week that aren’t usually scheduled per se—for example, time for doing course work and studying, time to relax with your friends and family, time for some exercise, and, of course, a regular amount of time to sleep at night.

If you include time for these needs in your weekly calendar, you will probably find that your schedule for the week is ridiculously full. At least now you will know why you are so stressed out all the time and can begin to look for ways to cut back on some of your less important obligations during the week.

Five Minute Exercise

Instructions: On the following page you will find a blank calendar for next week. As you fill in your weekly commitments on this calendar, be sure to include all of the following:

1. All of your classes for the week
2. Your work schedule for the week (if you have a job)
3. At least one hour a week of preparation time for each class that you are taking (two to three hours a week per class would even be better, but we are trying to be realistic here...be advised, however, that, as your first semester progresses, you will probably have to allot more time for course preparation).
4. Commitments for any clubs or teams to which you belong (e.g., club/organization meeting, workouts, games, etc)
5. Try to allot a few hours a week for fun, recreation, prayer, exercise, socializing or family time (this is extremely important for your mental health).
6. Make sure to allot 8-10 hours for sleep each night (this is the minimum that an 18-19 year old needs in order to function effectively in life).
7. Include time for eating meals, getting to and from school and work, etc.
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STEP TWO
Create Your Weekly To-Do List

As important as it is to keep a weekly calendar, this alone will not make you a master of time management. The real key to success in getting a handle on the madness that you call your life is to organize all of the tasks that you have to accomplish into three categories:

- **Immediate To-Do:** those tasks that must be accomplished today
- **Intermediate To-Do:** those tasks that need to be accomplished this week
- **Long-Term To-Do:** those tasks that need to be accomplished before the end of the semester.

Even if you did just this much, you would find that your life would be a whole lot more organized than it is right now. After all, you’ve just made some important decisions about what tasks you need to accomplish and how soon you need to accomplish them. And that in itself is quite an achievement!

You can go a step further, however. Within each of the above categories you can also prioritize your tasks by assigning them a number value (with #1 being the item that needs to be accomplished in this category before anything else gets done, #2 being the next most important item, and so on.)

Why is this second step so essential? Well, most folks may have some idea about the tasks they need to accomplish during the day, but they may not be focused on knocking off the most essential task first. Instead they tend to focus on those tasks that they find the easiest or most enjoyable, and these may not be the things that need to be worked on first.

There is one more thing you have to promise to do, however, before you can officially become a Master of Time Management, and this is perhaps the most difficult thing of all for most people: you have to stick with one task exclusively until you finish it; then, and only then, can you move on to the next task on your priority list. Jumping around from task to task without completing anything is the kiss of death for any kind of efficiency. So remember: stick with your most important task (the one that absolutely needs to get accomplished immediately), complete that task to the best of your ability, and then move on to the next task you have prioritized on your list.

Five Minute Exercise

Instructions:

A blank to-do list has been included on the following page for you. Fill out the to-do list as completely as possible, assigning a numerical priority value to each task. Space has also been provided for any telephone calls you need to make and emails you need to send, so try to fill these in as well.
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Do You Have a Handle on Your Time?

After completing your weekly calendar and to-do list, discuss the following within your Freshman Studies class:

1. Think about the people in your own life who seem the most successful. Are these people also the most organized with their time? Why or why not?

2. Look over the weekly calendar that you have created. Do you see any potential sources of conflict in this schedule? Do you think that you will be able to balance successfully the commitments of school, work and social life?

3. Given the schedule that you have created for yourself, how many hours of sleep a night do you think that you will consistently be able to get? If you are not able to get at least nine hours of sleep a night, do you think that this lack of adequate sleep will eventually take a toll on you? Why or why not?
Time Consciousness Survey

This short survey attempts to gauge your attitudes regarding time. To get accurate results from this survey, you should answer all the questions as honestly as possible. If you have difficulty deciding on an answer to any question, try not to think too much about it. Just give the first answer that comes to mind.

1. I usually come to class (a) early, (b) on time, (c) late.

2. During the day I (a) am extremely conscious of the time; (b) think about the time only when I am running late; (c) rarely, if ever, think about the time.

3. I believe that people who are constantly late for appointments have (a) a serious character flaw; (b) a somewhat annoying habit; (c) their own unique perspective on time.

4. I usually (a) start projects and papers well before I have to and complete them well before they are due; (b) start papers early, but finish them just on time; (c) wait until the last minute to start projects and papers and frequently submit them late.

5. My friends would describe me as (a) extremely punctual; (b) fairly punctual; (c) not punctual at all.

6. When I am working on a project I am (a) rarely distracted; (b) occasionally distracted; (c) frequently distracted.

7. People who waste time are (a) foolish; (b) not very wise; (c) doing their own thing and that’s ok.

8. I come from a family in which family members (a) are extremely concerned about being on time; (b) are concerned about time only when it is important; (c) don’t care very much at all about being on time.

9. If I were meeting a friend for an appointment and he or she came 30 minutes late, I would be (a) extremely annoyed; (b) a bit upset but somewhat understanding; (c) completely understanding.

10. To keep track of my appointments I (a) faithfully keep up an appointment book or calendar; (b) write appointments down on paper; (c) trust my memory.

11. If I got a new smartphone, I would (a) be very excited and begin using the calendar function immediately; (b) be somewhat interested and probably try to use it in the future; (c) not be interested at all in using it.

12. If I had to catch a train, I would (a) check the schedule well in advance and plan to arrive at the platform with a significant amount of time to spare; (b) check the schedule that day and arrive at the platform on time; (c) just wing it.

13. Punctuality is (a) a major key to success in life; (b) fairly important for success in life; (c) over-rated as a component of success in life.

14. Devices that tell time are (a) a necessity in life; (b) nice to have, but rarely used; (c) annoying.

15. People who always show up on time for appointments are (a) my heroes; (b) admirable; (c) usually uptight and rigid.

16. The clocks in my room and car are (a) always set to exactly the right time; (b) set to approximately the right time; (c) usually at least five minutes off.
17. Time is (a) money; (b) a fact of life; (c) relative.

18. Employees who are consistently late for work should be (a) fired; (b) threatened with termination if their punctuality does not improve; (c) talked to by their superiors about their tardiness.

19. When someone says, “I’ll meet you at 1:00,” this means (a) making sure to arrive at least by 12:45; (b) making sure to arrive by no later than 1:00; (c) getting there sometime around 1:00.

20. The parent or relative with whom I identify with the most is (a) always on time for everything; (b) usually on time for most things; (c) rarely on time for anything.

RESULTS

Add up the number of A, B and C answers that you circled. For each “A” give yourself 5 points, for each “B” give yourself 3 points and for each “C” give yourself 0 points. Here are the results of this test:

Your Score: _____________________

Interpreting Your Score:

Score of 90-100: You are extremely time conscious and will probably have no trouble getting things accomplished in a timely fashion in college. You might want to consider therapy to help yourself relax, though.

Score of 75-89: You are somewhat time conscious and are probably fairly good at managing your time. Be careful, however, about putting things off till the last minute.

Score of 60-74: You are a border-line time squanderer. Start to develop some time management techniques NOW before you find yourself overwhelmed by life.

Score of 0-60: Time is practically non-existent to you. How you made it this far in life is absolutely amazing and probably is the best evidence that there is a benevolent deity watching over people like you. One thing is certain, however: if you don’t start to get a handle on temporal reality, you will succeed neither in college nor later on in your professional life. Get an appointment book and start using it immediately!
Case Study 4: Looking for Trouble

Matt was a star player on the Molloy College baseball team and extremely popular with just about everyone at the College because of his good looks and jaunty air of extreme indifference. He wore his baseball cap like a badge of honor on his finely chiseled head, a symbol of his exceptional athletic prowess and delightful bonhomie. Although he was only a first semester freshman, he had no doubts that he would make it onto the College’s varsity baseball team, if he could maintain the “C” average that was necessary to participate in intercollegiate sports. Matt’s only problem was that he had gotten on the bad side of his sociology instructor, Dr. Cullinan. Although Dr. Cullinan seemed like a cool lady, and had the kind of sense of humor that he enjoyed, for reasons that he couldn’t completely fathom, he had repeatedly annoyed her during class.

Sure, there were a few minor incidents—none of which were really his fault—that had caused Dr. Cullinan to have stern words with him outside of class. The first was when he and his fellow bros on the baseball team were sitting in the back of the class joking amongst themselves while Dr. Cullinan was talking passionately about gender inequality. For some strange reason, she seemed to take offense at their chatting while she was teaching. And, for the life of him, he couldn’t understand why.

Then there was the time when she seemed annoyed at him for dozing off with his head propped against the back wall of the classroom and his baseball cap pulled down over his eyes. Again, he couldn’t understand what the problem was. Didn’t she realize that he was tired from his baseball workouts, his 40-hour a week job, and from the nights before class that he felt compelled to party with his friends to unwind after a long week? There were other incidents that seemed to set her off—like when his girlfriend Amanda called him during class a few times and he had to leave to talk to her, or when he yawned out loud during a presentation by a fellow student. Dr. Cullinan seemed to expect him to take her class seriously, to participate along with his fellow non-athlete students, and to make some kind of effort to take notes during lectures.

To top everything else off, he was failing Dr. Cullinan’s class with an average of 52.5%. Although he tried to use the charm that had worked wonders on other teachers throughout the years, Dr. Cullinan seemed totally impervious to his winning personality and captivating smile. He had also tried to get his coach to intervene in order to help him pass, but Dr. Cullinan had suggested that Matt actually try paying attention and studying for exams.

Now it seemed like his average for the semester was going to dip below a “C,” and as a consequence he was going to be prevented from playing baseball and perhaps lose his athletic scholarship as well. “Life is so unfair,” Matt lamented to Amanda, as he tearfully rested his head in her lap. “What have I done to deserve all this?”

Discussion:

Some students alienate and annoy their college instructors by their lack of attention and poor attitude in class. What are some of the mistakes that Matt made in dealing with Dr. Cullinan? What could be possibly have done to establish a more positive working relationship with her?

Collectively the faculty at Molloy College have centuries of college teaching experience. And we have seen it all. We have seen students who have risen up above seemingly insurmountable obstacles to finish first in their class at graduation time. We have also seen students with every possible advantage who never made it to graduation because they didn’t take college as seriously as they should have. Nothing is more painful to faculty
than to see students with potential self-destruct. To prevent this from happening to you, we have put together some simple suggestions, which, if followed, will help ensure that you actually make it to graduation day.

The Right Mental Attitude

Imagine an Olympic athlete who tells you that in his given competition he is shooting for a bronze medal. Would you be very impressed by this kind of statement? Probably not, because you would recognize that this individual is setting his sights fairly low. The Olympic athlete who is determined to get the gold medal no matter what stands a much better chance of realizing his dreams. And, if he fails to get the gold, he might end up with a silver medal. The fellow who starts out hoping only for the bronze, on the other hand, may very well wind up with nothing at all.

So how does this lesson apply to college? If you want to do well here, you should do what an Olympic athlete would do and “go for the gold.” In practical terms this means aiming for an “A” in every course that you are taking during a given semester (this includes courses that are naturally difficult for you personally). You should also try to maintain at least a 3.8 GPA each semester and start off by assuming that you will make the Dean’s Honor’s List for graduation. This is not as difficult as it may sound, but those who accomplish these goals are usually students who set their sights high right from the start.

Before Class

Some students think that they can keep their brains turned off until their instructor formally starts to lecture. Actually, if you plan to do well in your college classes, there are a few things you need to do well in advance of each class:

Do the assigned reading for your classes. This means active reading—slow, deep, and penetrating—not the shotgun kind of reading that you would do if you were flipping through a copy of the New York Post. When you are doing your reading for a class, try to find a quiet location, free from distractions (libraries are usually an ideal place), and be sure to use the method for text marking that we describe below.

Complete any assignments that are due for that class. College professors really don’t care about your lame excuses about why you couldn’t complete an assignment on time. Make it a point, therefore, to begin course work well in advance, and don’t whine about any penalties that you may receive for late work. Remember: if it is not in on time, it’s your own fault.

Get to class early. The only thing that a professor hates more than a lame excuse about why a student couldn’t complete an assignment on time is a lame excuse about why a student couldn’t get to class on time. Arriving to class after the lecture or discussion has begun distracts both the professor and the students. Try to make it a habit to get to class not just on time, but actually 5-10 minutes early. This will give you the opportunity to get yourself intellectually prepared for learning and to take care of the “necessities of life” before class starts.

During Class

The simple truth is that you don’t have to be a genius to succeed in college. The most successful students show up at every class on time and try to be attentive to what is going on. In general, the higher your attendance rate, the higher your grades are likely to be. It’s as simple as that! Just getting your sorry posterior to your classes on time, then, really is a good part of what success in college is all about.

Pretend, at least, to give a damn. You are not going to learn anything if you are falling asleep during class or bored out of your mind during a lecture. Your job is to do whatever you have to in order to stay wide awake and attentive even in classes where the subject matter does not spark your interest. If you need a caffeine fix, get one; if you have to jog around the block to wake yourself up, do so; if you have to sing your favorite mantra to inspire yourself, go ahead (just don’t do it while your instructor is lecturing). If you find a professor painfully dull—and we do recognize that some college professors may not be as entertaining as they could be—then it is up to you to make the class more interesting by asking provocative questions that inspire more interesting classroom discussion or that at least get your professor to explain how the topic provokes his interest.
Whether or not they are willing to admit it, most college instructors absolutely hate students who give the appearance of being bored in class. Like all healthy human beings, faculty members like to believe that they are basically interesting people. If you yawn during a faculty member’s lecture, doze off (for whatever reason) during her class, or keep looking at your watch to check how long before the class ends, your instructor is going to hold this against you. She may never say anything directly to you about your behavior—she may not even comment when you keep checking your texts during her class—but she will definitely resent you for your offensive behavior, and in all likelihood you will pay for your stupidity at grade time.

**Don’t ever become a number.** If you sit in the back of the classroom and never say a word, you automatically become a number to a professor instead of a human being. The problem with being a number is that, while it is difficult for any professor to fail a flesh and blood human being with a unique personality, it is very easy for her to fail the anonymous student who doesn’t seem to give a damn about her course.

So how can you make sure that you are not just a number to your professors? Why not make it your goal to ensure that each of your professors knows your name by the third week of class and something personal about you by the end of the first month. You might also try visiting each of your instructors during his or her office hours early on in the semester.

Above all make sure your instructors know that you are a serious student and that you are committed to doing well in their classes. No professor will ever treat a serious student like a number, so it is up to you to find ways to demonstrate your seriousness. One thing that you may want to consider doing early on in the semester is to meet with your instructor, let her know what your expectations are for her course, and discuss ways that you can realize these expectations.

**Don’t be offensive to your instructor...unless you are a masochist.** If you would like to cause mortal offense to a college professor, put your cell phone on your lap and text madly during her classroom lecture. Or, even better, get up and leave the room in the middle of class—preferably at a point when your professor is making some incredibly profound observation about the meaning of life—and be sure to make as much noise as possible while you are doing so. Both these options are great ways to guarantee that you will be absolutely detested by your professor and probably do very poorly in her class.

**Develop an effective system for taking notes during class.** One good way to stay focused during class is to concentrate on expressing the main ideas of the class in the form of course notes. Your course notes can be as unique as you are. They can be orderly and scientific, creatively expressive with loads of doodling, or monotonously straightforward. Develop a method for taking notes during class that helps you to learn and which can keep you attentive to what is going on in class.

**Open that mouth of yours.** Most college professors really do appreciate students who make comments, ask questions, or voice their own opinions during class. And guess what? Those students usually wind up doing better in their classes because the professors know who they are and can see that they care about the course they are taking. Speaking out in class is also a good way to reinforce what you are learning, so, when it comes time to take a test, you have an advantage over those students who never open their mouths.

We know that some students are naturally shy, and it is difficult for them to speak up during class. Believe it or not, many of your college professors are introverts who had just as much trouble as you when they had to speak in their college classes. If you want to succeed, however, you have to make a concerted effort to overcome your shyness (or laziness if that is your problem.) One way you can do this is by making a commitment to saying SOMETHING in every class that you are taking. Ask a question, make an observation, or even raise an objection to what the professor is saying. The more you speak up in class, the easier it becomes, even if you are the most naturally reserved person around.

Some students don’t speak up because they are afraid that what they might say will sound stupid to their professor or to other students in the class. The first thing you should know is that, from the professor’s point of view, there really is no such thing as a stupid question. Professors appreciate ANY question or comment, because it means that you are paying attention to what they are saying. As for your fellow students, remember this: they will probably all appreciate your question or comment; it may address something they were wondering about, or, at the very least, it will give them a few moments reprieve from having to take notes!
Ask questions if you are confused about anything or just want to enjoy the class more. In the typical 90 minute college class, there will probably be at least 100 legitimate questions that a student with average brain capacity could ask if he put his mind to it. The ability to ask a good question—one that is on topic yet also advances classroom discussion—is an art-form that some students never master. Why don’t you try to be a master questioner in your next class by asking a good question…perhaps one that can actually even stump your professor?

Volunteer if the instructor asks a question. Sure you can sit in class like a slug, with your head slumped against the wall and your eyes completely glazed-over. Your professor will probably find your behavior offensive, and you will not get much out of the class, but it is completely within your rights to be a dull, lethargic, apathetic student. On the other hand, you can also try something completely wacky and actually make the commitment to become an active participant in all your classes. Believe it or not, some students really do enjoy answering a professor’s questions. And guess what: these students usually do extremely well in their college classes. So the next time your professor asks a question and pleads for some kind of response with a pathetic, “Anybody? Anybody?” why don’t you try being the “anybody” who has the courage to answer his question. Who knows, maybe your courage will inspire others and start a good discussion.

During group discussions, try to be an active participant. Some students love group discussions; others hate them and sit back passively while other members of the group do all the work. If your professor has decided to have group discussion in class, chances are she believes the topic that she is teaching in that class can be conveyed better through group interaction than through the usual lecture format. It follows, therefore, that, if you are not participating in the group discussion, you are really not learning, are you?

Never, never, never ask, “Is this going to be on the exam?” or “Do we have to know this for the exam?” This is the question that every college professor dreads, because it means that students are only concerned with doing well on exams and not necessarily with picking up the pearls of wisdom flowing from the teacher’s mouth. Get this straight: the most important things that you will learn in a college class may never be on the midterm or final for that class. So while you are in class, focus on learning the material being presented to the best of your ability; leave it to your professor to determine when the best time will be to discuss what will be on his exams.

Never, never, never begin to pack up your belongings before your professor has dismissed you from his class. This is another easy way to annoy your professor and get him to resent you.
Tips on Classroom Etiquette
Dr. Lelia Roeckell

Lelia Roeckell is a professor at Molloy. Besides being an authority on antebellum southern history—with a particular passion for the career of that wild rabble-rouser John C. Calhoun—she is also a stickler for proper manners and etiquette. So, if you ever have Dr. Roeckell for a class, make sure not to slouch in your chair while she is talking!

Good manners are more than knowing how to hold a fork correctly. As renowned etiquette expert, Emily Post once put it, “Manners are a sensitive awareness to the feelings of others. If you have that awareness, you have good manners....”

Being mindful of others is as important in the classroom as anywhere else. You don’t like to hear cell phones going off in the movie theater and nobody wants to hear them in the classroom. A ringing phone is the kind of distraction that can really disrupt the class and annoy the professor. So be courteous, and always have your cell phone turned off.

Arriving late is also distracting to the rest of the class. Yes, life does intervene sometimes, and lateness cannot be helped (the Southern State Parkway is the usual culprit.) Here body language is all. Enter as unobtrusively as you can. Do not strut across the front of the room; this will annoy both your professor and your fellow classmates. The same holds true for going to the restrooms. Again, sometimes it cannot be avoided. But either persistent lateness or repeated bathroom breaks speak volumes about a student’s attitude toward the class, and your professor will take notice.

In short, avoid any activity that draws attention to you that is not related to the class and may very well irritate. This includes, but is not limited to, loud knuckle cracking, gum chewing, and paper crackling. This kind of self-discipline will serve you well in life and in class.

The Ten Commandments of Classroom Etiquette

1. Thou shalt not bring food to class without asking permission from thine instructor.
2. Thou shalt not rest thy weary head on thy desk no matter how tired thou mightest be.
3. Thou shalt not use a laptop computer, tape-recorder, or any other electronic instruments in class without first receiving permission from thine instructor.
4. Thou shalt not leave thy trash behind in the classroom, creating an unsightly mess.
5. Thou shalt not ever make a rude comment to thine instructor or thine fellow students.
6. Thou shalt not keep thy damnable cell phone on during class.
7. Thou shalt not read a book unrelated to thy class during class, including a text for one of thine other classes.
8. Thou shalt wear neither hood nor hat during class (unless thou hast had a really bad hair day.)
9. Thou shalt not chat with thy neighbor during class unless thy conversation hast been authorized by thine instructor.
10. Thou shalt not come to class late or leave during class unless absolutely necessary (e.g., if thy “cup” is about to overflow.)
After Class

Your work is not over just because your professor has dismissed you. There are still two things that you may want to consider doing if you really plan to excel in a college course:

**Reread any material about which you feel uncertain.** In an ideal world, a college student like yourself would do assigned readings for classes at least twice: once before the class in which the reading has been assigned and once again after the class is over. The latter is particularly important if you feel confused in any way about what you have previously read or about a topic discussed during class. In a complicated subject area, you may even have to reread material several times before you will be able to understand it properly.

**If necessary rewrite (or type out) your notes from the class.** If you take an hour at the end of each class day to rewrite or even type your class notes, you will be accomplishing two important results: First, you will reinforce the concepts discussed in class, and, second, you will have a stupendous set of notes from which to study at exam time.

**If you have a problem, talk it through.** One common characteristic of failing students is their hesitancy to seek help from their professors and others in the college community (department chairpersons, academic deans, tutoring service, counselors, etc.)

In his Harvard University Press book, *Making the Most of College: Students Speak Their Minds*, Richard Light reports on a study of forty sophomores who were struggling in college. This is what he found: “Of the twenty students who were struggling yet were able to share their problems and to seek help… all, without exception, were able to work at developing strategies to improve their academic performance. But most of the twenty who were unable to share their problems remained distressingly isolated. They became caught in a downward spiral of poor grades and lack of engagement with other people at the college. It was harder for them, struggling alone, to turn their situation around” (36).

The time to talk about problems you are having in a class is as early on in the semester as possible. Whatever you do, don’t wait till the last minute to talk to a professor. Most professors have little sympathy with students who come to them during the last week of class with lame excuses about why they could not complete the requirements of the class. If you discuss your problems as soon as they arise, you stand a much better chance of getting back on the right track.

But what if your problem is not with course content, but with the professor who is teaching the course? Although the vast majority of professors are generally reasonable, compassionate people who are willing to go out of their way to help a serious student, there are a few professors at every college who are just plain miserable and who can’t be reasoned with, no matter how just your cause is. If you find yourself in such a situation, it is within your rights as a student to discuss the situation with that faculty member’s chairperson or even with the division dean.

Finally, if you are feeling depressed, overwhelmed or anxious, reach out to someone you feel comfortable with in the Molloy College community—for example, a faculty member in your department, the college chaplain, or someone at the Student Personal Counseling Service. See Appendix B at the back of this book for a listing of offices where you can find help.

Believe it or not, people here really do care about your well-being and will do whatever they can to assist you if you just make your problems known to them.
Mindsets, Styles and Strategies for Success

Dr. Melissa Gebbia

Dr. Melissa Gebbia, a psychology professor at Molloy, has done research on how self-regulating or applying different strategies to studying in different situations can increase student success.

Psychologist Carol Dweck talks about the importance of a “growth mindset” in maximizing learning. Growth mindset refers to an individual’s belief that the brain and intelligence can be developed and that success is dependent on the amount of effort applied. People with a growth mindset (as opposed to a fixed mindset) believe that they can develop their brains and intelligence through practice. They do not worry about how smart they appear at the moment; instead, they welcome challenges, and they expect that their efforts will lead to positive learning outcomes. When students adopt a growth mindset, they see success as not only an end product but a process of improvement, reaching new personal bests and gaining new understanding. You can choose to have a growth mindset.

Researchers have identified different ways in which people perceive, learn, and think about information. The most commonly described styles of learning are visual (involving seeing) and auditory (involving hearing). Many students have come to understand their learning preferences through surveys or descriptions given in high school. Knowing how you prefer to organize and process information is a very powerful form of self-knowledge, but students should be clear that a learning style is a preference, not an indication of limits to their abilities. Just because you prefer to process information visually, through charts or diagrams, does not mean you cannot learn and remember the words of a song you hear; you can employ different ways of learning. Styles are not good or bad; what works in one situation may not work in another. Your style can and probably does vary by task and situation.

People differ in the strength of their stylistic preferences, and preferences can change over time. But even someone with a strong learning preference can use different strategies or methods to learn information that is not presented in the way she prefers. Think of a situation that requires an approach different from your preference, perhaps because your instructor employs a style that differs from yours, as an opportunity to add new skills to your repertoire, to grow.

Which strategies will work for you? In all of your college classes, you will be expected to take notes, read text, listen to lectures, and try to do well. The most common strategies that students use to accomplish these objectives are to highlight, reread, or rehearse what was said by repeating it over and over, and to set study goals. However, all of these approaches are superficial, involve using the material at a physical level (running over the words with your eyes or using a marker to make a passage stand out are both physical actions that can be done without much mental effort) and do not create strong memories. A second group of study strategies requires the student to add meaning to the material: creating charts or pictures, writing jingles or songs, making flashcards and study questions, asking questions in class and at peer study sessions, and monitoring achievement of goals. When using these strategies, students process the material at a deeper level.

However, the strategies that have consistently been most useful to students in research studies go further and involve summarizing the main points in the material read, consistently using flash cards, and testing yourself with study questions, while distributing self-testing practice over multiple study sessions. Although this kind of repeated self testing has proven effectiveness as a study strategy, many students resist practicing it, perhaps because they associate any test with anxiety. By avoiding self-testing, they mistakenly conclude that they know the information because everything looks familiar from seeing it over and over again.

Self-regulation, using strategies that work, will help you learn in new situations well beyond your college years. But to become a successful learner, an expert at self-regulation, you have to practice just as a soccer player, a musician, or a racecar driver has to practice. (For more on learning strategies, visit the First Year Experience page on Molloy’s web site and click on College Experience texts.)
Outside of Class:
Getting Involved

Many students incorrectly believe that engaging in extra-curricular activities will get in the way of succeeding in college. In fact, nothing is further from the truth. As Richard Light points out, "A substantial commitment to one or two activities other than course work -- for as much as twenty hours per week -- has little or no relationship to grades. But such commitments do have a strong relationship to overall satisfaction with college life. More involvement is strongly correlated with higher satisfaction" (26). Although you may not get higher grades by participating in co-curricular activities, you will probably have a happier and more meaningful experience as a college student.

Here are just a few ways that you can get involved during college:

College Clubs and Organizations. Most colleges have dozens of interesting clubs and organizations available for students, but often have trouble getting students to join up. Molloy is no exception to this rule. As a student at Molloy, you have the opportunity to join any of the clubs available on campus or start your own if none exists that interest you. Participation in clubs and organizations on campus can help you to get to know your fellow students more intimately and to feel more closely connected to your college.

Student Government. Have you ever thought about being president of your class or even of the student body? Sure, becoming a member of student government requires a great deal of commitment and involves some work during the semester, but it also offers you the opportunity to be actively involved in helping to transform Molloy. And, believe it or not, it’s not all that difficult to get elected, since most students avoid taking on additional responsibilities.

Athletics. Although college athletes nationally have slightly lower grades than non-athletes, they are usually the happiest students in most colleges. Athletes typically have more college friends than non-athletes and feel more closely connected to their colleges than non-athletes (Light 29). The best part of being at a small college like Molloy is that you stand a very good chance of getting on a team if you really set your mind to it. Stop by the Athletic’s office to see what sports you can participate in.

Volunteering. More than 65% of all students do volunteer work at some point during college, typically spending 3-6 hours per week at their volunteer sites. Overall, students who volunteer have slightly higher grades than those who do not, but, even more importantly, these students report greater satisfaction with college than do their non-volunteer counterparts (Light 29). There are different ways to volunteer through Molloy. Molloy Campus Ministries (PS 390) offers students the opportunity to volunteer in sites throughout Nassau, Suffolk, and Queens. Or, if you are eligible for work study and want to volunteer through the community work-study program, stop by the Experiential Learning Office in the Philosophy House (1079 Hempstead Avenue) to see what kinds of volunteer possibilities exist for you. Finally, the College now offers courses that involve community service related to your course work. Check with your professor for eligibility.
Studying Abroad. It is estimated that 25% of students will study abroad during their college years. These students generally tend to be among the brightest, most ambitious and most highly motivated students on campus. Even more importantly, every student who has studied abroad through Molloy College has described his experiences as being the most meaningful and fulfilling of his college years. The Molloy College Global-Learning Office offers 1-2 week, month-long, and semester-long study abroad programs throughout the world. Stop by the office on the 3rd floor of the Public Square during your freshman year to find out what sort of programs are available for you.

Looking to Get Involved?

If you would like to get involved with any aspect of college life, simply fill out the “Get Involved Now” form [Appendix C at the back of this text] and give it to your instructor. Your form will be passed on to the moderator of the clubs/activities in which you have expressed interest. You should be contacted with information about the club/activity within two weeks of submitting the form. Getting involved is as simple as that!

A Final Consideration

Many college students honestly believe that they can have it all; they think that they can make lots of money working long hours at a job, can continue spending significant time with their friends, go on dates, and party regularly. Despite these other preoccupations, they believe they will automatically do well in their college courses. Such thinking is the height of delusion.

Believe it or not, there are only 24 hours in a day and 168 hours in week. If you want to succeed in college, then, you have to prioritize your time. Making sure that you are able to attend all of your classes has to be your first priority; allowing for sufficient time to prepare for those classes has to be your second priority; everything else, including dating, family events, working, and bonding with your friends has to be relegated to the back-burner (at least while your classes are in session.)
Survey: How Prepared Are You to Learn?

This survey will help you determine how prepared you are for college learning. To get an accurate picture of your readiness for college work, answer all the questions as honestly as possible. If you have difficulty deciding on an answer to one of the questions, try not to think too much about it. Just give the first answer that comes to mind.

1. I (a) always, (b) sometimes, (c) rarely, (d) never do assigned reading prior to the class in which it has been assigned.

2. When I do assigned reading for class I (a) always, (b) sometimes, (c) rarely, (d) never take notes or highlight what I am reading.

3. If an instructor assigns recommended reading for class (i.e., reading that is not necessarily required,) I (a) always, (b) sometimes, (c) rarely, (d) never read this material.

4. Even when I am forced to take a class on a subject for which I am not particularly excited, I (a) always, (b) sometimes, (c) rarely, (d) never do my best to get the most out of the class.

5. I (a) always, (b) sometimes, (c) rarely, (d) never arrive at classes early.

6. When I have an assignment that is due during a particular class, I (a) always, (b) sometimes, (c) rarely, (d) never have it done on time.

7. When I am attending a lecture, I (a) always, (b) sometimes, (c) rarely, (d) never take detailed notes on what the instructor is saying.

8. When I have trouble understanding what an instructor is saying during class I (a) always, (b) sometimes, (c) rarely, (d) never ask for more information.

9. No matter how tired or bored I am, I (a) always, (b) sometimes, (c) rarely, (d) never make it a point to do my best to stay wide awake and attentive.

10. I (a) always, (b) sometimes, (c) rarely, (d) never ask questions during class.

11. I (a) always, (b) sometimes, (c) rarely, (d) never answer questions that instructors pose during class.

12. I (a) always, (b) sometimes, (c) rarely, (d) never remember to bring those materials to class that I need to learn effectively (e.g., pen, pencil, notebook, texts, etc.).

13. I (a) always, (b) sometimes, (c) rarely, (d) never treat my fellow students and faculty members with the respect and courtesy that they deserve.

14. If I am forced to miss class for some reason, I (a) always, (b) sometimes, (c) rarely, (d) never ask someone else in the class to let me borrow the notes for the material that I have missed.

15. If I am forced to miss class for some reason, I (a) always, (b) sometimes, (c) rarely, (d) never let the instructor know in advance the reason why I was forced to miss class.

16. I (a) always, (b) sometimes, (c) rarely, (d) never use a systematic method of taking notes during a lecture class.
17. Sometime after class I (a) always, (b) sometimes, (c) rarely, (d) never review my notes to make sure that I understood everything.

18. If I believe that I have something to say that will contribute to the classroom discussion, I (a) always, (b) sometimes, (c) rarely, (d) never attempt to voice my opinions during class.

19. When I am having trouble in a class, I (a) always, (b) sometimes, (c) rarely, (d) never make an appointment with the course instructor to discuss my situation.

20. If I have a research paper to write for a class, I (a) always, (b) sometimes, (c) rarely, (d) never begin my research early and plan to get my work done well in advance of the due date.

RESULTS

Add up the number of A, B, C and D answers that you circled. For each “A” give yourself 5 points, for each “B” give yourself 3 points, for each “C” give yourself 2 points, and for each “D” give yourself 0 points. Here are the results of this test:

Your Score: ___________________

Interpreting Your Score:

Score of 85-100: You are extremely prepared to learn in college, and if you consistently follow the practices that you have already established, you will probably be on the Dean’s List at graduation time.

Score of 70-84: You are somewhat prepared to learn in college. Beware, however, of certain lazy practices you have that may prevent you from graduating with honors.

Score of 60-69: You have some serious issues that need to be addressed before you are fully prepared to learn in college. Some of your habits may cause you to have difficulties in college classes or even put you at risk for failure. You probably need to begin taking your classes much more seriously if you hope to do well in college.

Score of 0-60: Woe! The habits that you have developed over the years put you in serious risk of self-destructing at some point during your college years. Get your act together before it is too late!
CHAPTER 5
FUN WITH SOPHOCLES AND SCHOPENHAUER:
THE ART OF COLLEGE READING

Case Study 5: By the Book

Keisha was a first semester nursing major. Like all nursing majors, she was expected to take a healthy dose of liberal arts courses, which she had been told would ultimately help make her a better, more well-rounded nurse. The problem was that she had difficulty getting a handle on all the insane reading that she had to do for her classes.

For example, her political science professor, Dr. Blake, had assigned her to read a gigantic book called Leviathan by some old English dude named Thomas Hobbes. She had more than enough trouble just being able to pronounce the title, let alone even beginning to understand the crazy ideas that she read in this book. Dr. Blake had given the class an assignment to analyze Hobbes’s concept of the state of nature and write a two-page paper about it. As she struggled to make her way through the gibberish she was reading, Keisha was terrified that she would never be able to write a coherent essay on this topic.

For English she had a professor named Dr. Jeff Massey, who seemed to be fixated on all things medieval. Professor Massey actually believed that medieval literature was quite funny, although she failed to see anything humorous in the stuff she had to read for the class. By next week she had to read selections from three works of medieval literature. She had already fallen terribly behind in her preparations for the class, and she doubted very much that she would be able to keep up with the additional reading that she had to do.

Fortunately the nursing class that she was taking as a freshman was much more comprehensible to her. The text for the class was a breeze to read and had lots of pictures. Furthermore, her instructor for the class, Professor O’Shaughnessy, was a wonderful teacher who made the subject matter lots of fun. The only problem was that she had to get through 50 pages of her text in order to prepare for an exam that she was supposed to have later that week. As she read, she tried to use the highlighting method that she had been taught during her Freshman Studies class, but found that she had highlighted almost everything in the text. She didn’t know where to begin to identify the important facts that she needed to know for her exam.

With all the reading that she already had to do that week, Keisha didn’t know how she would ever be able to complete everything. She definitely had to fit in time to work 35 hours a week to make enough money to pay the lease on her new Lexus, to buy the Juicy Couture clothes that she loved to wear, and to go out with her friends three or four times a week. She also had to find time to fit in her daily workouts and the yoga and meditation classes she took three times a week. All the reading she had to do for her classes was definitely getting in the way of her fun in life.

Discussion:

College freshmen are often surprised by the amount of reading that they are expected to do for their classes. Like Keisha, they sometimes get overwhelmed and begin to despair that they will never be able to keep up. What do you think that Keisha could do to get a better handle on her reading assignments for class? What are you planning to do to keep up with all the reading that will be expected of you during the next four years?
There is an old saying that two things are inevitable in life: death and taxes. If you are a college student there is one more thing that is inevitable: having to read dry and sometimes even maddeningly difficult material. We won’t try to deceive you into thinking that the kind of reading that you will be asked to do in your college classes will necessarily be fun. We just promise that if you take the time to read sensibly, you should be able to get through the required readings for most of your classes without sinking into despair and desperation. And you might even encounter some interesting ideas as you read.

In general, there are two sorts of works that you will be asked to read throughout your four years of college—textbooks and primary sources. In most of your classes your professors will probably assign textbooks as the main, and perhaps sole, reading material for the class. These works are usually written at a 9th grade reading level, use simple vocabulary (or have glossaries in the back to help you with specialized words), and have lots of big colorful pictures to prevent you from realizing just how inanely they are written. Even if your reading skills are severely limited, you still should have little problem reading the typical college textbook.

Primary sources may present more of a challenge. Unlike textbooks, primary sources can often be difficult to read and understand. This is particularly true in the case of “Great Works,” which are primary sources from generations and even centuries past that have stood the test of time. Of course, such works are often interesting and relevant even today, but the fact that they are steeped in cultures and times different from our own often makes them difficult for contemporary readers. In liberal arts classes such as English, Philosophy, History and Theology, you will frequently be asked to read “Great Works” and you should be prepared to spend a considerable amount of time digesting them. In other classes, such as Sociology, Political Science, Communications or Psychology, the primary sources that you will be asked to read may have been written much more recently, but that will not make them any less difficult to comprehend.

**Reading Primary Sources**

If you encounter a primary source that you find difficult to understand, try using some of the following helpful tips:

**Savoring the Delectable.** Because reading primary sources involves deep reading, you are probably going to have to put aside some of the lazy reading habits that you’ve developed over the years. Many students have the tendency to breeze through most of their college readings rather quickly and haphazardly in order to get through assignments as “painlessly” as possible. While this kind of quick read might work if you are reading *Time* or *Newsweek*, it will not work if you are asked to read Shakespeare, Freud, or Max Weber.

Many great thinkers tend to write in a very dense style that demands a slow and careful reading. You should try to savor their ideas the way you would a delicious meal at a fancy restaurant. If you were having dinner at one of the premiere restaurants in Manhattan you would dine slowly, attempting to appreciate every mouthful of food. Try to read a primary source in the same way: take the time to mull over every sentence that you read, and to reflect carefully upon the author’s meaning. You may even have to reread a section of text several times before you get what the author is trying to say.
From Surviving to Thriving

Just to show you what we mean, try reading the following selection from the opening paragraphs of Kierkegaard's *Sickness Unto Death* in your normal style of reading:

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**Despair Is the Sickness Unto Death**

A human being is spirit. But what is spirit? Spirit is the self. But what is the self? The self is a relation that relates itself to itself or is the relation’s relating itself to itself in the relation; the self is not the relation but is the relation’s relating itself to itself. A human being is a synthesis of the finite and the infinite, of the temporal and the eternal, of freedom and necessity, in short, a synthesis. A synthesis is a relation between two. Considered in this way, a human being is still not a self.

In the relation between two, the relation is the third as a negative unity, and the two relate to the relation and in the relation to the relation; thus under the qualification of the psychical the relation between the psychical and the physical is a relation. If, however, the relation relates itself to itself, this relation is the positive third, and this is the self.

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Doesn’t make much sense, does it? If you were asked to read this work in a philosophy class on Existentialism, you might find yourself frustrated by your inability to break through Kierkegaard’s rather difficult style of writing. You might even be tempted to give up on him as soon as you got to the end of the second paragraph. So what can you do to prevent yourself from falling into despair when you encounter complicated writing of this sort in your philosophy classes? Here are just a few general suggestions:

**Slow Down Some More.** If you felt confused when you tried to read the above selection, you are in good company. Some degree of confusion is perfectly natural when you are reading any kind of challenging literature. The trick is not to try to rush through your reading in the misguided hope that your speed-reading will somehow get you though the difficult parts of the text. Instead, try slowing your reading down even more, concentrating on the relations between the various terms that the author is using in each sentence and paragraph. If nothing else you should be able to figure out that Kierkegaard is defining a human being as a “self.” You may not fully understand yet what a self is, but you should have a vague idea that it has something to do with being a “relation” and a “synthesis.” That is more than enough for a start.

**Understanding Those Wacky Words.** One of the main reasons why many students have difficulty reading great works is because they get stumped by unfamiliar terms and expressions. Just try picking up Dicken’s *Pickwick Papers* and you will find a large number of words that are probably completely alien to you. Sadly, the vocabulary of the average college-educated person today is much more limited than it was even 100 years ago, making it difficult for many students to read great works of literature and philosophy. One simple solution is to read these works with a dictionary beside you, and to look up any unfamiliar words. Not only will this practice help you make more sense of the work that you are reading, but it may also improve your vocabulary at the same time!

Unfortunately, this problem is compounded even further in disciplines such as philosophy, sociology or science which quite often make use of a highly specialized vocabulary. Notice that in the Kierkegaard passage above none of the words that are being used are complicated in themselves. The difficulty in the passage lies in the way that Kierkegaard takes rather ordinary words and assigns them his own specific meanings (“self” and “relation,” for example). If you are struggling through an author who doesn’t define his terms carefully or an edition that doesn’t have extensive notes on the text or a glossary, then you will just have to try to figure out the specialized meaning of these terms through their contexts or by referring to some outside source for help.

**Just Keep on Trucking.** If slowing yourself down and rereading a passage several times does not help you to make sense of a text, don’t despair. After all, no one profits if you hurl the text you are reading against a wall, screaming obscenities about how stupid Kierkegaard is. Instead try reading further on in the work. Usually a primary text will get clearer as the author elaborates upon his ideas and his arguments begin to unfold. If you were to continue to read *Sickness Unto Death*, for example, you would find that many of the terms that so confused you in the opening paragraphs are clarified by Kierkegaard later on in the first few chapters.
It’s OK To Get Some Help. If you find it simply impossible to make any sense of a work that you have been assigned to read, then it might behoove you to get some help in understanding it. Of course, you can always ask your course instructor for assistance, but this is not going to help you to become an autonomous reader. A more effective option is to find some secondary information that will help you make sense of the author’s ideas. Consider the following suggestions: (1) Don’t forget to read the introduction to the work that is provided by the editor or translator. These introductions are put at the beginning of a text in order to give the reader the background information that he will need to read the text profitably. (2) Find a good secondary source—NOT Cliff or Spark Notes—on the text you are reading that can help to elucidate some of the ideas within it. (3) Find a respectable on-line commentary on the text that can help guide you through it. Academic departments around the country are developing such commentaries, and some are extremely well done.

Text-Marking

One way to force yourself to read more deliberately is to do what scholars for centuries have done with great works: use different devices for marking important terms, ideas, and concepts in the work. This is a very effective way to concentrate on the most important points in a text and will make life much easier when you have to go back to the text later to study for an exam or to write a paper.

Among the most common methods of marking a text are the following:

• Underline crucial words, phrases and sentences.
• Use checks (√) and stars (*) in the margins to emphasize important sections of text.
• Make brief notes in the margins of the text to help sum up the author’s main points.
• Put a question mark (?) next to passages that are problematic, ambiguous, or unintelligible to you.

Text marking can help you to concentrate more intensely on an author’s line of reasoning and will make life much easier when you have to go back to the text later to study for an exam or to write a paper. Consider the following suggestions for marking a text effectively:

• Use a pencil rather than a pen or highlighter to mark text.
• Mark your text lightly so that it can later be erased/changed if necessary.
• Mark a text sparingly—only in the most crucial sections.
• Never mark a book that doesn’t belong to you—especially a library book.

On the following page we have given you a sample text that has been marked according to the methods described above. Note how important passages are selectively underlined and how key concepts and ideas are noted in the margins. In the sample we have also used underlining in pencil rather than highlighting, since using highlighters often inspires students to mark far too much unimportant information. Remember, the key here is to be able to refer to the text in the future in a quick and efficient manner. If you underline or highlight everything, you might as well have not marked anything.

Some students are reluctant to write in their own books for one reason or another. You may be hoping to pass the book on to your grandchild or perhaps—more crassly—to return it to the bookstore at the end of the semester for cold cash. If you choose not to mark your text, you can always take written notes on the sections that you are reading instead. This alternative approach, while a highly effective way to organize information, is more time consuming. The choice is entirely up to you.

One final warning. If you own a book, it is entirely within your rights to underline information, doodle in it, break the binding to make it easier to read, or even use its pages to wipe your mouth after breakfast. Professors often view their own books as treasured possessions that deserve to be treated with great respect, but we are certainly not going to tell you what to do with your own property. If, however, the book you are reading has been checked out of the library, don’t even think about writing in it or abusing it in any way. If you do, the library police will eventually track you down—perhaps in the middle of the night when you are all alone and completely vulnerable—and inflict upon you the horrible methods of punishment that they reserve exclusively for book desecrators.
In July 2002, the National Endowment for the Arts released a disturbing report about literary reading in America. It has plummeted among all groups, with the sharpest rate of decline (28%) among young adults 18-24. According to the report, Reading at Risk: A Survey of Literary Reading in America, this young adult decline rate is “55% greater than that of the total adult population.” In his preface to the report, Dana Gioia, the award winning poet and chairman of NEA, writes: “More than reading is at stake. As this report unambiguously demonstrates, readers play a more active and involved role in their communities. The decline in reading, therefore, parallels a larger retreat from participation in civic and cultural life. The long-term implications of this study not only affect literature but all the arts – as well as social activities such as volunteerism, philanthropy, and even political engagement.” In short, reading is the pulse of a free and democratic society and the very heart of higher education. Without it, imagination suffocates and ideas wither.

As with any activity that requires discipline, time, effort, and patience, reading is easily set aside like last year’s exercise equipment, tucked away and collecting dust. Obstacles of one kind or another are strewn across the path to the enjoyment of literature. Read for enjoyment, for pleasure . . . never heard of that? Why read? What’s in it for me? Does it pay? And who has the time? These are the questions of a philistine! Reading is an essential part of a cultured life and integral to the educated mind. Without reading literature – short stories, poetry, novels, essays, and any other literary mutation that the creative mind bestows on us – the human spirit diminishes in its capacity to feel wonder and experience mystery over and over again without exhaustion that no expression, nor mind, can fully apprehend. The French writer and statesman André Malraux succinctly speaks to this human achievement we call literature: “The greatest mystery is not that we have been flung at random among the profusion of the earth and the galaxy of stars, but that in this prison we can fashion images of ourselves sufficiently powerful to deny our nothingness.” But the trend may be our spending more time feeding the flesh than nourishing the spirit.

The following is a list of responses to an unscientific and random survey of why we read literature. The “study population” consisted mostly of young professionals educated in a variety of disciplines within the sciences and the humanities.

Reading allows me time to meditate. I read for entertainment and enjoyment. It makes me a smarter person. To see the world through someone else’s eyes, through another’s consciousness. Books are soft and quiet. The delight in experiencing a writer’s craft in motion. Millions of reasons. To impress people. Reading gives me the chance to be with myself, to listen to myself. Just for the pleasure. To be amazed. Reading helps me fall asleep. To expand my vocabulary and to learn new things. For a moral. Reading gives me information. Reading transports me to another world and calms an agitated state of mind. To be where you’re not. Reading helps to ground or center oneself. The feel of the book itself, the pages and the way the words look on the page. To stimulate conversation with someone else. To escape. To fulfill an addiction. To hear or discover a good story. To establish intellectual and emotional connections.

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A life without literature is like a body without a soul. As the American writer Jessamyn West observed, “Fiction reveals truths that reality obscures.” And reality without reading is a fiction.
From Surviving to Thriving

Peter Singer

The Obligation to Assist

The path from the library at my university to the humanities lecture theatre passes a shallow ornamental pond. Suppose that on my way to give a lecture I notice that a small child has fallen in and is in danger of drowning. Would anyone deny that I ought to wade in and pull the child out? This will mean getting my clothes muddy and either canceling my lecture or delaying it until I can find something dry to change into; but compared with the avoidable death of a child this is insignificant.

A plausible principle that would support the judgment that I ought to pull the child out is this: if it is in our power to prevent something very bad from happening, without thereby sacrificing anything of comparable moral significance, we ought to so do it. This principle seems uncontroversial....

Nevertheless the uncontroversial appearance of the principle that we ought to prevent what is bad when we can do so without sacrificing anything of comparable moral significance is deceptive. If it were taken seriously and acted upon, our lives and our world would be fundamentally changed. For the principle applies, not just to rare situations in which one can save a child from a pond, but to the everyday situation in which we can assist those living in absolute poverty. In saying this I assume that absolute poverty, with its hunger and malnutrition, lack of shelter, illiteracy, disease, high infant mortality, and low life expectancy, is a bad thing. And I assume that it is within the power of the affluent to reduce absolute poverty, without sacrificing anything of comparable moral significance. If these two assumptions and the principle we have been discussing are correct, we have an obligation to help those in absolute poverty that is no less strong than our obligation to rescue a drowning child from a pond. Not to help would be wrong, whether or not it is intrinsically equivalent to killing. Helping is not, as conventionally thought, a charitable act that is praiseworthy to do, but not wrong to omit; it is something that everyone ought to do....

I have left the notion of moral significance unexamined in order to show that the argument does not depend on any specific values or ethical principles....[The affluence of those of us living in the First World] means that we have income we can dispose of without giving up the basic necessities of life, and we can use this income to reduce absolute poverty. Just how much we think ourselves obligated to give up will depend on what we consider to be of comparable moral significance to the poverty we could prevent: stylish clothes, expensive dinners, a sophisticated stereo system, overseas holidays, a (second?) car, a large house, private schools for our children, and so on.

Peter Singer, *Practical Ethics* (Cambridge University Press, 1993)
Of Means and Ends

That perennial question, “Does the end justify the means?” is meaningless as it stands; the real and only question regarding the ethics of means and ends is, and always has been, “Does this particular end justify this particular means?”

Life and how you live it is the story of means and ends. The end is what you want, and the means is how you get it. Whenever we think about social change, the question of means and ends arises. The man of action views the issue of means and ends in pragmatic and strategic terms. He has no other problem; he thinks only of his actual resources and the possibilities of various choices of action. He asks of ends only whether they are achievable and worth the cost; of means, only whether they will work. To say that corrupt means corrupt the ends is to believe in the immaculate conception of ends and principles. The real arena is corrupt and bloody. Life is a corrupting process from the time a child learns to play his mother off against his father in the politics of when to go to bed; he who fears corruption fears life.

The practical revolutionary will understand Goethe’s “conscience is the virtue of observers and not of agents of action”; in action, one does not always enjoy the luxury of a decision that is consistent both with one’s individual conscience and the good of mankind. The choice must always be for the latter. Action is for mass salvation and not for the individual’s personal salvation. He who sacrifices the mass good for his personal conscience has a peculiar conception of “personal salvation”; he does not care enough for people to be “corrupted” for them (24-25).

CHAPTER 6
EFFECTIVE CLASSROOM NOTE-TAKING

There are basically two types of college students: (1) those who have an effective system of note-taking during class and who usually do quite well during college, and (2) those who struggle constantly with college courses because they never learned how to take decent class notes. Needless to say, it is in your best interest to try to be part of the former group if you can.

Taking notes properly during class is certainly not the most difficult skill to master, but many freshmen never learned to do it properly during their high school years and are therefore at a disadvantage when they come to college.

Here are just a few things to keep in mind while you are taking notes during class:

**Be Prepared.** Make sure that you have all of the materials that you need with which to take notes. We recommend that you write your notes using pencil, so that you can erase as needed. If you don’t care about the neatness of your notes, a pen will do. Just make sure that you bring a backup in the event that one runs out of ink.

**Keep a tab on your wandering mind.** If you are daydreaming about the beach in Aruba or about the hot date you are going on, you will miss important information in class. When you find your mind wandering, be aware of this fact and focus once again on the topic being discussed in class.

**Be a prudent note-taker.** You do not need to write down every word that your instructor says. When your instructor is simply digressing, you can put down your pen and just pay attention to what she is saying. Likewise, discussions that are not directly related to the content of the class can provide you with a much needed break from writing. Remember: writing too much is just as bad as writing too little. You need to find the often elusive happy medium.

**Use symbols and abbreviations to help speed up your note-taking.** Everyone has his own symbols that he uses when taking notes, and this is perfectly fine provided that one remembers what these symbols stand for. It is also a good idea to develop some standard abbreviations for commonly used words to help speed up your writing.

**Learn to use proper outlining technique when taking notes.** Writing notes in outline form helps you to think more logically about the topics being discussed in class and will make studying for exams much easier. Although there are several different methods for writing notes in outline form, on the following page we have illustrated the traditional method, using topics, subtopics, details, and subdetails.

One final thing: it does absolutely no good if you take perfect notes, but never refer to them again. Although it may be too much to ask that you review your notes at the end of each class day, it is definitely a good idea to review them regularly throughout the course of the semester. This will provide you with the opportunity to fill in any gaps in your notes and to correct any mistakes that you find before exam time comes around.
Guilt and Shame

March 18, 2016

I. Overview
A. Since the 60’s there has been an attempt to help folks overcome shame and guilt
   1. Viewed as unhealthy, pathological
   2. Pop Psychology: Get over your guilt
B. New Understanding
   1. Social/Moral/Pysch benefits of proper shame and guilt
   2. What kind of society would it be if there were no shame/guilt
      -- answer: nation of sociopaths

II. Guilt
A. What is It?
   1. Recognize that I caused harm to another
   2. Leads to a diminished sense of self
   3. Positive: Helps me make restitution
B. Unhealthy Guilt
   1. Out of proportion to offenses
   2. Fester even after amends have been made
Five Minute Note-Taking Exercise

Instructions: For this exercise your instructor will lecture on a topic of his or her choice for a period of approximately four to five minutes. In the space provided, take class notes on this lecture in the manner described above. After your instructor has finished lecturing, you will be given one minute to summarize the essence of the lecture in one sentence.

What Is the Essence of the Lecture?
CHAPTER 7
ACING THE TEST

Case Study 7: A Test of Endurance

Keisha thought that she finally had a handle on all the work she had to do during her first semester at Molloy College. Recognizing that her success as a nursing major was more important than buying designer clothes or driving a fancy car, she reduced her spending considerably and, therefore, was also able to cut back on the ridiculous number of hours that she had been working. Looking objectively at her weekly schedule, she also realized that she was spending about ten hours a week exercising and attending yoga and meditation classes. But she felt that this was a good use of her time, because these activities kept her healthy and focused.

Her optimism, however, would be greatly put to the test when she discovered just how much work was involved in preparing for her upcoming midterm exams. Her exam schedule was, in fact, the worst possible one that she possibly could have envisioned. In two weeks she would be taking three exams, and each of them was completely different in nature.

Her nursing exam with Professor O’Shaughnessy was straightforward enough. It involved answering 50 objective questions on four chapters of her “Introduction to Nursing” course. She also had to be able write a coherent essay applying the nursing theory that she had studied in the course to real life situations. Although she was a bit intimidated by the prospect of having to learn so much information in such a short amount of time, she thought that she could probably handle it.

The midterms that she was more concerned about were those in English and Political Science, each of which would involve an enormous amount of work. Her political science instructor, Dr. Blake, was giving a test on several different texts in American political thought, and Keisha felt insecure about the subject matter. The exam, however, seemed fairly reasonable: It was a combination of objective questions and short and long essays. She had been told already that one of the long essays would be on the Federalist/Anti-Federalist debate on the U.S. Constitution, and she thought that, with adequate preparation, she could do a good job on this essay.

The midterm that she was really worried about was the one for Medieval Literature. The instructor, Dr. Massey, who had already driven her crazy with his mania over weird, obscure works from the Middle Ages, had for the last three weeks forced the class to read all of Dante’s Divine Comedy. He had assigned a take-home midterm in which she had to write an essay about the comedic elements in Dante’s Inferno. Her main difficulty was that she could see nothing the least bit funny about a guy who decides to roam around hell with some dead old Roman poet. (Talk about depressing!)

Fortunately, Keisha had a very good friend named Sonya, who was also a nursing major, and who was willing to study with her in preparation for their nursing exam. Unfortunately, Sonya was even more of a procrastinator than Keisha, and they got around to looking over the material for the exam only the day before it was going to be held. And when they were together, the two spent more time gossiping about other members of the class than they did actually studying for the exam. Because of this, Keisha was forced to stay up until 3 a.m. cramming for her nursing midterm, and was totally exhausted when she took it. Although she managed to make it through the exam with a grade of 68%, this brought her cumulative grade down to 74%, which was considered a low grade for a class in her major.

Her political science exam went even worse. Although she had been offered a tutor from the ACE Program to help her study, she had to cancel each of her appointments because she felt pressured for time. Trying to absorb all the information that she had to learn for the exam, Keisha became completely overwhelmed. When she finally went to take the midterm, she had panic attacks and couldn’t remember anything. Her grade on the exam was 55% and now she was worried that she was going to fail the class.
A much more pleasant surprise, however, came when she actually did extremely well on Professor Massey’s take-home exam. Recognizing that she was going to have real difficulties writing about such an obscure topic, she began working on her essay right away, and went to the Writing Center, as Dr. Massey had recommended, to get help making the essay more intelligible. The result was that she got a grade of B+ on the exam, and even received praises from Professor Massey on the quality of her work.

Discussion:

What did Keisha do wrong in preparing for her midterm exams? What did she do right? What do you think that you can do to ensure that you do well on your college exams?

One of the most stressful experiences in any college student’s life is having to prepare for and take exams. For many students there is always that nagging fear that they might do poorly on an exam and thereby jeopardize their overall grade for a class. Some students simply do not do well on certain types of tests—for example, essay tests—and have a panicky reaction when they encounter one of these kinds of tests.

Although you will probably have fewer tests in college than you did in high school, the tests that you take in college will undoubtedly be more comprehensive in nature, and hence more difficult. There are, however, a few concrete steps that you can take to ensure that you do well on most of the tests you take in college. In general, your success on any college exam will depend upon how prepared you are to take the exam, what your mental attitude is during the exam, and what you learn from taking the exam.

Preparing During Class

Some students believe that they can coast through a class, paying very little attention to what is going on. But these students almost always get overwhelmed when preparing for an exam and rarely do all that well when exam time comes. Learning is never a passive process; you have to be totally engaged in what is going on during class if you want to succeed on exams. Among the more profitable ways to use class time in order to prepare for exams are the following:

**Stay active during class.** We have already seen that an attentive, participatory attitude during class is the key to doing well on any exam. The more involved you are in what is going on in class, the more you are going to remember information when test time comes. It is as simple as that. So try, to the best of your ability, to have all your reading done prior to each class, take an active role during class, and make an effort to take competent notes on important information. If you do all these things, you have actually completed 90% of the work you need to do in studying for your exams.

**Listen for clues.** During your classes, course instructors usually identify topics or facts that will be included on an exam. Sometimes they will indicate important information in an obvious way by saying something like, “This is important. You need to know it for your exam.” Other times instructors may not be quite so clear in identifying possible topics for tests. In such cases, you have to attune yourself to the clues that instructors give to signal what they view as being most important for you to know. In general, if a professor repeats or emphasizes certain concepts, pauses at points during class to allow you more time to note what he has just said, gives a summary of key points, or writes something on the board when he does not often do so, you probably can be assured that the information or concepts conveyed are fairly important.

**Ask for exam specifics.** We have already told you that nothing annoys a college instructor more than having a student ask, Will this be on the exam?” That having been said, there are times when it is important to clarify exactly what you need to know prior to an exam. Some instructors are fairly explicit in informing students about the length of an exam, the format of the exam, the kinds of questions that will be on it, and the material that will be covered. Other professors may not offer information about the format and content of the exam unless asked. It is your job to make sure you know exactly what a test will entail before you actually begin studying for it.
Preparing Before An Exam

The worst possible thing that you can do when preparing for any exam is to attempt to cram all the information that you need to know in a short amount of time. Some students actually believe that they can use the night before an exam to study, but this is simply a recipe for disaster. Instead, consider doing the following to prepare before a big exam:

**Create decent study notes.** If you followed the recommendations in the chapter on note-taking, you should have several pages of intelligible, well-organized notes from each class. Although you certainly can study directly from these notes if they are exceptionally clear, you are probably better off making a new set of review notes from which to study. This is particularly important if your instructor expects you to know information from both classroom lectures as well as from your assigned class reading. You can type your notes in Microsoft Word, make up note cards, or use an online program like Tree Pad. The important thing is to find a system for studying that works for you.

**Get yourself organized.** Create a schedule of what you need to accomplish to prepare for the exam and stick to it. In general, you are recommended to begin studying for an exam a week before it is being held, but, if this is not possible, you should give yourself at least two or three days to prepare. If you spend a bit of time each day over several days, this will prove much more effective than trying to get all of the information down in one big gulp.

**Join a study group.** There are probably some smart, highly motivated students in all of your classes. It pays for you to get to know who these students are and attempt to form some kind of study group with them to help prepare for exams. Many students learn more effectively when they study as part of a group. For these students, preparing for exams as part of a study group can increase their grades on exams significantly.

**Avoid unnecessary distractions.** Consider the precious time that you have to prepare for an exam to be sacred time. Find a place to study that is free of distractions, and avoid attempting to study with the television turned on or music playing. If your home environment is too chaotic a place to study, consider coming into Molloy a few hours before your classes start to find a quiet nook in the library in which to study.

**Get help if you need it.** All of us have areas of weakness where a little extra help can go a long way. Perhaps you don’t usually do well in subjects like math or science. Or maybe you have serious difficulties learning modern languages. If this is the case, then it would certainly benefit you to use a tutoring program to help learn the course material and prepare you for exams. Fortunately, the ACE Tutoring Program here at Molloy is a free service available to all Molloy students. Stop by their office in the basement of Casey to schedule an appointment with a tutor if you think you need one.

**Stay healthy.** If you are constantly sick, don’t get enough sleep, or are pumped up on sugar, coffee and cigarettes, you are setting yourself up for a miserable time when preparing for exams. Although it might seem to make sense to stay up late before an exam and use various stimulants (e.g., a double mocha latte or Red Bull) to keep you focused, over the long haul these practices will make you a less effective student and a much weaker test-taker.

**Take some time out for fun.** Even during midterm week, we do not recommend that you spend all of your time studying for exams. This will simply make you feel more nervous and overwhelmed. Instead, we suggest that you stick to the kind of reasonable preparation schedule described above and occasionally reward yourself for faithfully maintaining your study plan. It’s perfectly fine to take some time out when studying to spend a few moments with your family and friends, listen to music, or simply do nothing. Just don’t let all this fun keep you from getting back to work eventually.
Taking the Test

Most students feel at least some anxiety when the time for their exam finally arrives. Although there is no way to eliminate all anxiety, there are a few practical things that you can do to minimize it:

Make sure that you are mentally alert. It makes a great deal of sense to get enough sleep before a big test—and this means at least 8-10 hours, depending upon your own sleep needs. It also makes sense to eat a decent meal sometime before an exam so that you are not distracted by hunger. If you really find that you need a jolt of caffeine, the time to have some is right before or during an exam.

Avoid rushing right before an exam. On the morning of an exam, it’s perfectly fine to take some time to review the materials that are going to be on the exam. This is hardly the time, however, to be learning new material, since it is unlikely that you will remember much of what you have attempted to cram in right before an exam. On the day of your exam, try to leave yourself enough time to get to the classroom with plenty of time to spare. When you get there, give yourself a few moments to take out any materials you might need (e.g., pencil, pen, calculator, water, coffee, etc.), and to settle in comfortably. Avoid chatting about the exam with other students in the class because this will serve only to make you even more nervous. And don’t forget to visit the bathroom before your exam!

Play it cool. As has already been noted, it is perfectly normal to experience some degree of stress and anxiety right before taking a test. If you allow your anxiety to get the best of you, however, you will sabotage your success on an exam. If you spent adequate time preparing for an exam, then there is no reason to be nervous; if you haven’t prepared properly, getting stressed out before an exam won’t make things any better. Try using a mental affirmation right before an exam to give yourself some needed confidence (for example, “I will succeed on this exam,” or “I am the master of my own destiny”). Another helpful strategy is to take a few deep breaths right before an exam to calm yourself down.

Don’t rush through the exam. As soon as you get the exam, there is one thing you definitely need to do: Don’t do anything. Take a few more deep breaths and get yourself fully relaxed before you even pick up your test paper. Then take a few moments to look the test over, reading the instructions very carefully. As you work your way through the exam, take as much time as you need to answer all of the questions properly. Remember: You get no extra points for being the first person to finish an exam. In fact, the students who stick it out to the very end are typically the ones who do best of all.

Unsticking yourself. No matter how bright you are, there are going to be times when you find that you can’t answer certain questions. Some students obsess over difficult questions, making themselves even more nervous. Instead, if you find that you are having difficulty answering a certain question on an exam, skip it and move on to the next item. Once you have answered all of the remaining questions, you can go back and try to answer those that stumped you. If you are still having trouble with a question, make an educated guess (if it is an objective question) or take a stab at writing something intelligible about the topic (if it is an essay question).

Take time to answer essays questions intelligently. If you are given an essay question on an exam, it is a smart idea to outline your answer first so that you hit on all the main points that need to be addressed and put your information in logical order. If you just begin writing without first organizing your thoughts, your essay will most likely be a rambling, incoherent mess. If you have time, it also makes sense to include a brief introductory paragraph to foreshadow what you are going to say in your essay, and a brief concluding paragraph, summing up the main point. This will also help to make your answer seem coherent and organized. Finally, nothing distresses a professor more than having to try to make sense of sloppy handwriting, so make sure that yours is as neat as possible. If your script writing is horrendous, it is perfectly fine to print, provided you can do so quickly.

Ask for clarifications if you need them. If an exam question doesn’t make sense to you, feel free to ask the instructor for clarification. Just don’t expect the instructor to answer the question for you. It sometimes happens that a particular question on an exam is not worded clearly, and your request for clarification may inspire the instructor to make the test item clearer.
Don’t even think about cheating. Although it might seem as though cheating is a realistic way to get through a difficult exam, the cost of cheating is never worth the benefits. Besides corrupting your immortal soul, cheating on an exam is the surest way to fail a course, and perhaps even get thrown out of college. Remember: Nobody likes a cheat!

Do a final check. Once you have finished the test, you still have one more important thing to do (this is the reason why you will probably not be one of the first to finish). Take the time to double-check all of your answers, looking carefully for any errors or places where you can make essays more thorough or coherent.

After the Exam

Your work in preparing for exams doesn’t end once you have completed a particular test. The periods immediately after an exam and just after receiving your grade for that exam are important times to take stock of your strengths and weaknesses as a test-taker, and to get any help you might need to succeed on future exams. Among the things you may want to consider after taking an exam are the following:

If you mess up, forgive yourself. At some point in your college career, you are probably going to bomb one of your exams. Everyone does this at one time or another, even your professors. The key is not to beat yourself up over it. Abraham Lincoln, Thomas Edison, and Harry Truman were notorious failures; the difference is that they actually learned from their mistakes, and went on to become extraordinary success stories. So, if you do happen to fail an exam, it’s not exactly the end of the world. It’s just an opportunity to do even better the next time around.

Learning from your mistakes. Whether you did poorly on an exam or just squeaked by out of dumb luck, it pays to take some time after you get the test back to try to figure out what you did wrong. If it was simply a matter of not preparing properly for the exam, you may want to consider adopting some of the recommendations described above. If you found the subject matter on an exam too difficult, think about seeking out tutoring assistance. There are also times when you simply don’t know why you got a certain question wrong. In such cases, it is totally reasonable to ask your instructor for clarification. This sort of clarification may help you to see where you went wrong and prevent you from making the same kind of mistake in the future. Or it may simply be that your instructor made a mistake when grading the test. In either case, it pays to open your mouth and make some inquiries.

Some Useful Information

All students have questions concerning the way tests are graded and how they affect their overall grade point average. Understanding these topics as you proceed through your college education will help you monitor how you are doing as a college student.

How are essays usually graded? Although it might seem as though essay questions are graded in a purely subjective manner, most experienced college instructors have well thought out systems in place for ensuring that essays are graded as objectively as possible. Typically, college instructors look to see (1) how closely an essay adheres to information taught in class or on reading assignments, (2) how thoroughly a student answered the question being posed, and (3) how logical and well-organized the essay is. If you have any questions about how an essay has been graded, you are advised to see your instructor outside of class time in order to find out upon what basis a particular essay grade was assigned.

What is the numerical equivalent of letter grades? On certain exams—particularly on essay and take home exams—your instructor may give a letter grade rather than a numerical grade. Molloy, however, has a well-defined system for translating letter grades into numerical ones. Here are the equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.0-69.9</td>
</tr>
<tr>
<td>D</td>
<td>60.0-66.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
What does GPA mean? Your GPA, or grade point average, is nothing more than a numerical average of your course grades during a particular period of time—for example, a semester, a year, or a full four years of college. The grade point average system is used by most colleges as a means of determining student academic outcomes and ranking students as a means of deciding who receives honors, awards, and some scholarships. Your grade point average for your four years of college is also used for admission into graduate school and occasionally even when applying for jobs. Therefore, it is important to maintain a respectable GPA throughout your college career.

If you take the chart shown below, the grade points awarded for a student who received an A- for a class would be 3.7. If that same student received four grades of “A-” and one grade of “B+” for the classes that she was taking in a particular semester, her grade point average for that semester would be the average of 3.7, 3.7, 3.7, 3.7, and 3.3—a very respectable GPA of 3.6. Receiving a grade point average of 3.6 would also mean that the student was eligible to be placed on the Dean’s List of Distinguished Students, which is quite an honor indeed!

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Performance</th>
<th>Numerical Grade Equivalent</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93.0-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>90.0-92.9</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>87.0-89.9</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83.0-86.9</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>80.0-82.9</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Average</td>
<td>77.0-79.9</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>73.0-76.9</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Average</td>
<td>70.0-72.9</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>67.0-69.9</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>60.0-66.9</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Below 60.0</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Counted as a failing grade until course work is completed.</td>
<td>—</td>
</tr>
</tbody>
</table>

Where to Go For Help

Nobody enjoys taking a test, but testing is an unavoidable part of life. If you learn to master the art of test taking by using the helpful tips in this chapter, you will increase your chances of succeeding as a college student.

If you are feeling stress, anxiety, or insecurity about any test that you have to take here at Molloy, do not fear! The Office of the First Year Experience is here to assist you. Although we can’t take a test for you, we can provide you with the resources and support that you need to do well. There are also numerous offices at the college geared specifically towards helping you succeed as a college student—the ACE Tutoring Program, the Writing Center, and the Trio Program, among others. Appendix B provides a list of offices that can assist you. You are paying for these services through your tuition; so why not avail yourself of the help they have to offer?
Survey: How Prepared Are You to Take a Test?

1. I (a) always, (b) usually, (c) occasionally or rarely make it a point to take thorough notes from which to study during class.

2. If I have questions about something during class, I (a) always, (b) usually, (c) occasionally or rarely ask the instructor for clarification.

3. I can (a) always, (b) usually, (c) occasionally or rarely tell when something important is said during class that is likely to be on an exam.

4. I (a) always, (b) usually, (c) occasionally or rarely create clear notes from which to study before an exam.

5. I (a) always, (b) usually, (c) occasionally or rarely begin studying several days before I have to take an exam.

6. For a difficult exam, I (a) always, (b) usually, (c) occasionally or rarely form a study group with other students in my class.

7. When studying for an exam, I (a) always, (b) usually, (c) occasionally or rarely try to find a location in which to study that is free of distractions and noise.

8. If I find myself doing well studying for an exam, I (a) always, (b) usually, (c) occasionally or rarely take a limited amount of time off from studying to relax and enjoy myself.

9. If I have difficulty with a particular subject I (a) always, (b) usually, (c) occasionally or rarely try to get help from a tutor or someone knowledgeable about the subject matter.

10. I (a) always, (b) usually, (c) occasionally or rarely make sure to take care of myself before exams by getting enough sleep and eating well.

11. I (a) always, (b) usually, (c) occasionally or rarely use tested methods to control my anxiety before an exam.

12. I (a) always, (b) usually, (c) occasionally or rarely try to arrive early to the classroom in which an exam is being held to get myself prepared to take the exam.

13. I (a) always, (b) usually, (c) occasionally or rarely complete exams in the allotted time.

14. I am usually (a) one of the last people, (b) among the first people, (c) the first or second person to finish exams.

15. I (a) never, (b) rarely, (c) occasionally would consider cheating on an exam even if it was extremely difficult or my grade for the class depended upon doing well.

16. Before I begin to answer questions on an exam, I (a) always, (b) usually, (c) occasionally or rarely read through all the instructions carefully.

17. If I encounter a question on an exam that is thwarting me, I (a) always, (b) usually, (c) occasionally or rarely skip that question and return to it later on if I have enough time.

18. After an exam, I (a) always, (b) usually, (c) occasionally or rarely attempt to ascertain where I went wrong and try to create strategies for improving my results on future exams.
19. If I have trouble interpreting a question on an exam, I (a) always, (b) usually, (c) occasionally or rarely ask the instructor for clarification.

20. I (a) always, (b) usually, (c) occasionally or rarely score well above average on the tests that I have taken.

RESULTS

Add up the number of A, B and C answers that you circled. For each “A” give yourself 5 points, for each “B” give yourself 3 points and for each “C” give yourself 0 points. Here are the results of this test:

Your Score: _____________________

Interpreting Your Score:

Score of 90-100: You are a test-taking machine. Just keep doing whatever it is that you are doing

Score of 75-89: You have a fairly good handle on what it takes to do well on an exam. You should feel cautiously confident about your abilities to do well on college tests.

Score of 60-74: You have some serious problems preparing for exams that may cause you not to do as well as you might. Try taking more time to study and get tutoring assistance if you feel you need it.

Score of 0-59: Whoa! You have plenty of work ahead of you if you are going to succeed in college. Stop by the Office of the First Year Experience [S103D] as soon as possible to get the help that you need. There is hope for you, but only if you act NOW!
CHAPTER 8
DEALING WITH PROBLEMS HEAD-ON

Case Study 8: No Way Out

It is midway though Nicholas’s second semester at Molloy College, and he is beginning to question whether he has what it takes to be a college student.

Nick had managed to graduate from Holy Trinity High School with decent grades, despite having a minor learning disability which made test taking extremely stressful for him. As the first member of his family to attend college, Nick felt that it was very important for him to do well and make his parents proud of him. Nick’s family, who were struggling financially, had come to the United States ten years ago when Nicholas was a small boy. During the ten years that he was in the United States, he had learned to speak English fairly well, although he often struggled to find the right way to express himself in writing.

Nick had chosen Molloy because he wanted a career in business and thought that the college’s undergraduate business program would provide him with the tools he needed to start an export business in his native country. The college also offered numerous support services for someone in his situation—The Ace Tutoring Program, a STEEP program for those with learning disabilities, the HEOP Program for economically disadvantaged students, to name a few—but Nick doubted that he would need to take advantage of these. His own industry and drive had made him succeed in high school; why should they not do the same in college?

Although he really loved Molloy and the faculty who taught him, Nick’s grades for his first semester were fairly weak.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Composition</td>
<td>Mary Salvia</td>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>PHI 352</td>
<td>Renaissance Philosophy</td>
<td>Stephan Mayo</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Accounting I</td>
<td>Judy Olsen</td>
<td>3</td>
<td>B+</td>
</tr>
<tr>
<td>HIS 221</td>
<td>U.S. His Since WW II</td>
<td>Scott Salvato</td>
<td>3</td>
<td>D+</td>
</tr>
<tr>
<td>ART 129</td>
<td>Art History</td>
<td>Donald Hazlitt</td>
<td>3</td>
<td>C</td>
</tr>
</tbody>
</table>

His grade point average for the first semester was a mere 1.9, putting him on academic probation. He knew that he would have to do much better during his second semester if he wanted to achieve his goals.

Although most of his courses for the second semester were going fairly well, it seemed as though he might fail his American literature class. The professor, Dr. Damian Hey, was a demanding teacher who expected the students to read several huge works for the class, including a long, difficult book about some crazy old guy chasing a big white whale, which Professor Hey said was a bricolage of themes from the Old Testament (What the hell was a bricolage anyway?). For his final paper, he had to write a 10-page paper on this work, and he had never written a paper this long on such a complicated topic.

On top of everything else, he was having trouble paying his bills for the semester and kept receiving notices from the College that his tuition payments were overdue. He was already working 40 hours a week to pay for school and doubted he could earn enough within the next few weeks to pay all of his bills.

In a fit of despondency, Nicholas stopped attending classes because he believed that his dreams of earning a college degree were hopeless. During the two weeks that he was out of school, he received numerous emails from his professors and several calls from the Office of the First Year Experience trying to find out what the problem was.

Embarrassed by his predicament, Nicholas couldn’t bring himself to communicate with anyone at the College, although he was beginning to think that his way of handling the situation was not particularly wise.
We here at Molloy College really do want to make sure that you are having a happy, healthy, and productive first year experience. We believe that if you succeed during your freshman year, the foundation will be laid for success during your remaining three years here at Molloy. And success in college probably means success later on in life as well, since having a college degree often equates to having greater career options and higher earning power.

Although we congratulate you on having made it half-way through your first semester of college, you are not out of the woods just yet. In the weeks ahead you will have to endure a plethora of midterm and final exams, papers and assignments of all kinds. If you have put into practice some of the techniques that we discussed in Part One of this work, you should be able to handle these challenges fairly well. Unfortunately, it is precisely at this crucial point that some college freshmen experience difficulties that can jeopardize their ability to graduate.

The Drop-Out Factor

Although most college administrators don’t like to admit it, a significant number of freshmen self-destruct during their first year. In fact, at the average college almost one-fifth of all freshmen do not return for their sophomore year. The reason that some of these students do not return is that they move on to other colleges or universities that better serve their needs. A much larger percentage, however, drop out of college completely and never manage to earn their college degrees.

Why do these freshmen drop out of college? Actually, there are many different reasons:

• Some freshmen are unprepared for the freedom they have in college, don’t know how to use this freedom responsibly, and, subsequently, fail miserably in their classes. Either they or their parents then make the call that it is better for them to leave college than waste their hard-earned money. Or perhaps their GPA drops so low that the College itself asks them to withdraw.

• Some freshmen find that, even with financial aid and loans, they are unable to afford the increasingly high cost of a college education. They may drop out hoping to be able to work a bit in order to return to college in a few years, but many of them never come back.

• Some students discover early on that their high schools did not do a very good job of preparing them for the rigors of college and find themselves unable to handle the work that is expected of them. After failing one or more classes, these students start to believe that they are simply not cut out for college.

• Finally, a small percentage of students simply have a bad experience in college. Perhaps they have the misfortune to be taking a required class with an obnoxious or burnt out professor; or they may find themselves having problems with a particular administrative office that they have to deal with regularly; or they may feel out of place with the people in the department that they have chosen for their major.

The real problem that the students described above have is that they believe that their difficulties are insurmountable, when, in fact, they are not. There are people here at Molloy—your advisor, your freshman studies instructor, and numerous caring faculty, staff, and administrators—whose job it is to help you solve these kinds of difficulties. And, usually, if you face your problems early on and ask for help from an appropriate person in the college community, you will find they are nothing you can’t handle with some determination. Sometimes you may

Discussion:

Many college freshmen stop attending classes because of personal crises that they think are insurmountable. The truth, however, is that just about any problem can be successfully resolved if the right people are contacted in a timely fashion. Whom do you think Nicholas should have communicated with in order to effectively deal with the difficulties that he is experiencing?
even begin to realize that you’ve blown your problems way out of proportion. As Jimmy Hoffa, the great union organizer, once observed: “If you see ten troubles coming down the road, don’t worry about them. Nine will vanish before they even get to you and the tenth won’t turn out to be much of anything at all.”

Since you are just about at the midway point of your first semester in college, we thought it a good idea to take a few moments to reflect on some of the problems that the typical college student might face and then to allow you the opportunity to confront your own unique challenges as a college student.

## Learning to Deal with Problems

*Instructions: Your FST instructor will divide you into groups of five for this exercise. Within your group, please discuss the following problem scenarios and propose some possible courses of action for the students involved.*

1. Sue Bloxham, a freshman majoring in education with a concentration in history at Hillsdale College, finds that she feels overwhelmed by the demanding requirements in the education department at her school. Although she is pretty sure that she wants to become a teacher and loves studying history, she doesn’t think that she can handle several years of undergraduate education courses. What should she do?

2. Gary Bonafacio, an undergraduate theology major at Fordham University, has gotten on the bad side of one of his theology instructors, Dr. Clark. It seems that Dr. Clark has the impression that Gary is not a serious student, because early on in the semester, he goofed off a bit with a friend in the class. Gary is now afraid that Dr. Clark will penalize him for his indiscretions at grade time, even though his course work has been fairly good all semester. To make matters even worse, Dr. Clark is the chairperson of the theology department. What should he do?

3. Christine Fortman is a very bright English major at the University of Scranton, who comes from a blue-collar family in eastern Pennsylvania. Because her parents have very little money to help her pay for college, Christine has been working 40 hours a week to pay her tuition, car insurance, gas, and maintenance, as well as any incidental expenses she has. Although she has managed to do well in all of her courses so far, she finds herself constantly feeling stressed-out and exhausted. She fears that, if she continues with the schedule she is keeping, her grades will eventually begin to suffer. What should she do?

4. Lisa Luciano has always wanted to be a nurse, even though she is not so wonderful at science and math. In order to make it through the program, she has to pass Anatomy and Physiology, but finds the course content to be overwhelming. Although it is only a few weeks into the semester she fears that she will wind up failing the course, and either have to repeat it or be thrown out of the nursing department. What should she do?

5. Mary Ellen Fitzpatrick is a second semester social work major at Monroe College and is very happy at the college and with her social work program. She has also made several good friends at the college thanks to her participation in the school’s Freshman Learning Community program. Mary Ellen has been dating Lou Clamente for a year and a half and feels fairly happy in her relationship with him. Lou was a student at Hampton Community College, but was never very serious about school. He has recently decided that he would like to look for work in California—where the livin’ is easy—and has asked Mary Ellen to leave Monroe and come to California with him. What should she do?
Why Stick It Out in College?

By Dr. Michael Santaniello

Dr. Mike Santaniello is an Associate Professor in the Department of Sociology at Molloy College. In the following passage from his book on sociological trends in higher education, College Bound and Moving Up (SophiaOmni, 2011), Dr. Santaniello answers the question "Is College Worth It?:

For virtually every American, the best investment by far that she or he can make is to invest in obtaining a four year college degree. The younger the person is today, statistically speaking, the greater the return on this investment will be.

A perusal of U.S. government data, available on the U.S. Census Bureau web site, shows us what's happening in gruesome detail. Over time, high school grads, with no degrees completed beyond high school, have seen their average income levels rise since 1975. That should surprise no one since cost of living also has risen over that time. Similarly, four year college grads have seen their average incomes increase. At first glace, then, there is no problem, right? Wrong! The problem becomes clearly visible, once we examine several other very interesting realities in these data.

The first noticeable reality is that the gap between the average high school grad and the average four year college grad is large. In 1975, the average four year college grad earned $4,489 per year (or $86 per week) more than the average high school grad. As anyone who was trying to support a family in 1975 can attest, $86 per week was "a lot of money" then, especially to a family with less income than their more affluent neighbors.

Secondly, the income gap between the average high school grad and the average four year college grad exists in each and every year since 1975. . . . Concerning the size of the gap itself, the trend is very good, if you are a four year college grad, and extremely scary if you are a high school grad only. The average high school grad's income, compared to the average college grad's income, shrunk: from 64% in 1975, to 58% in 2007. In actual dollars, the annual gap grew from $4,489 in 1975, to $10,420 in 1985, to $25,895 in 2007. Today, the average adult with a high school diploma only earns approximately half as much money each hour, each day, and each week, as the average four year college grad. In 2011, the projected difference in lifetime earning between a young adult who was a high school graduate only and a person of the same age with a four year college degree is one million, two hundred thousand dollars! If that four year college graduate had a Master's degree instead of only a Bachelor's degree, he would earn more than an additional one half million dollars more than his high school grad age peer! If she possessed a "professional degree" (like a Medical degree or Law degree), she would earn four and one half million dollars more than the same high school grad!

EDUCATION PAYS

<table>
<thead>
<tr>
<th>Unemployment rate in 2014 (Percent)</th>
<th>Education attained</th>
<th>Median weekly earnings in 2014 (Dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1%</td>
<td>Doctoral degree</td>
<td>$1,591</td>
</tr>
<tr>
<td>2.1</td>
<td>Professional degree</td>
<td>$1,639</td>
</tr>
<tr>
<td>3.5</td>
<td>Master’s degree</td>
<td>$1,326</td>
</tr>
<tr>
<td>4.5</td>
<td>Bachelor’s degree</td>
<td>$1,101</td>
</tr>
<tr>
<td>6.2</td>
<td>Associate degree</td>
<td>$792</td>
</tr>
<tr>
<td>7.7</td>
<td>Some college, no degree</td>
<td>$741</td>
</tr>
<tr>
<td>8.3</td>
<td>High-school diploma</td>
<td>$668</td>
</tr>
<tr>
<td>12.4</td>
<td>Less than a high school diploma</td>
<td>$488</td>
</tr>
<tr>
<td>6.8</td>
<td>All Workers</td>
<td>$839</td>
</tr>
</tbody>
</table>

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

What Are Some of Your Issues?

We have seen that completing your college education can be the ticket to greater earning potential and career choices later on in life. It is definitely in your interest, therefore, to stick it out in college no matter how crazy things may seem to get in your own life.

We have also seen that a significantly high percentage of freshmen drop out of college, doing so in many cases simply because they don’t know how to deal with some of the difficulties that they encounter as first-year college students. We know that you have an incredible amount of pressure placed upon you as a new college student. You may think that you are completely alone and have to handle these problems by yourself, but the opposite is true. The faculty and staff at Molloy are here to help you with any problems that you may experience during your first year at the College. Of course, if you don’t let anyone know about the difficulties you are experiencing, there is a limit to what can be done to help you. So if you have an academic, financial, emotional or social issue that needs to be addressed, don’t put off dealing with it. Talk to your freshman studies instructor, set up an appointment with the Director of the First Year Experience [Siena 103d], or fill out the First Semester Inventory that has been included in this text.

The First Semester Inventory

Although you are not obligated to fill out the First Semester Inventory at the back of this text, if you are having a problem during your freshman year that has the potential to prevent you from achieving your goals here at Molloy, it makes sense to get some help NOW! The Inventory form is located at the back of this text [Appendix D] and may be submitted either to your instructor or directly to the Office of the First Year Experience [Siena 103d]. Remember: it’s never too late to get help if you really need it.

Where Can You Go For Help?

In her book entitled, *It Takes A Village*, Secretary of State Hilary Rodham Clinton observes that individuals in any society don’t just succeed on their own; she argues that they benefit from the support and encouragement of many members of that society (parents, teachers, religious leaders, etc.). Similarly, students who succeed in college usually do so because they have received the assistance of many different individuals in the college community. Some of these individuals are fairly obvious—the faculty, for example—but there are many other important folks here at Molloy who can help you to succeed, and whom you may not even know exist.

During the course of the semester, you will have the opportunity to meet some of the individuals here at Molloy who can help make your college years rich, rewarding and productive. It will be up to you, however, to take advantage of the services provided in these offices during the next four years:

**The Office of the First Year Experience [Siena 103d].** Whatever trouble you are having during your first year at Molloy—whether it is academic, financial, emotional or social—the Office of the First Year Experience is the first place you should go to get help. It is the job of the Director of that office to help first year students solve their problems or to direct them to those college resources that can offer them assistance. Either stop by the office in Siena 103d or call 516.323-3263 to set up an appointment.
The Student Solution Center [Wilbur Lobby] If you are confused about any process at Molloy, your first stop should be the Student Solution Center. A "One-Stop-Shop," the Center provides answers to student questions about registration, billing, financial aid, and navigating Lion’s Den. The Center is open Monday through Friday, 9-5. To contact the Student Solution Center, call 516.323.4400, 4027, or 4025 or email student solution center @molloy.edu.

Student Affairs [PS 330]. The Office of Student Affairs is located in the Public Square. Stop by the Office to find out about Molloy clubs and activities, to chat with a student government representative, or just to find out what's going on around campus. For more information call 516.323.3456.

Office of Academic Affairs [K119]. Having an academic problem? Need someone to talk to about a difficulty you are having with a professor or class? Dr. Marion Flomenhaft, Associate Dean for Academic Affairs, is here to help. To make an appointment with her, call 516.323.3023.

The Writing Center [Casey 016]. The Writing Center supports the development of writing skills for Molloy graduate and undergraduate students. Professional consultants provide one-on-one and small group assistance with all aspects of the writing process. So next time you have a paper to write, be sure to make an appointment at the Center to review your paper with a consultant before you submit it to your instructor. For an appointment call 516.323.3293.

AcE Program [Casey 019]. The Academic Enrichment Program—AcE for short—provides tutoring assistance to students having difficulties in Math, Science, Modern Languages, some Nursing courses (and other disciplines according to the student's individual needs and tutor availability). Remedial assistance is provided to students failing a course in a major field and supplemental assistance is available for students who are passing courses but who are in need of reinforcement. The program also offers students the opportunity to be paid to serve as academic tutors for other students. For more information about the program, call 516.323.3451.

Information Commons [Public Square Second Floor]. Need to put together a visually exciting presentation, but feel insecure about how to use PowerPoint? Perhaps you want to do your computer-based assignments in an environment free from the distractions of your home. Check out the Information Commons. The commons has over fifty computers loaded with just about any programs you will need to use in College. Best of all, a helpful support staff is always available to assist you if you have any questions or problems. Call 516.323.3910 for more information.

Career Development Office [Public Square 320]. The Career Services Center offers resources and programs designed to assist students with their professional development in relation to their academic pursuits. Feel free to stop by the Office to discuss internship opportunities, graduate school, or career possibilities, or for help preparing a resume and cover letter. To contact the Office, call 516.323.3469.

Campus Ministries [Public Square 390]. Campus Ministries at Molloy College is located on the third floor of the Public Square. All are welcome to come and relax in our lounge to unwind and take a breath. Campus Ministries has a wide range of activities, including Mass, prayer groups, service and volunteering, retreats, and social activities. Students, faculty, staff, and administrators all take part in the life of Campus Ministries. Campus Ministries is also there to help people through the tough times in life. Campus Ministries offers people the chance to live out their faith life and enjoy the company of the many other good people at the College. The Sacred Heart Chapel is located at the southwest end of campus near the water tower. It is open so that people can stop in to pray and reflect for a time during their day. Masses are celebrated daily during the fall and spring semesters at 12:15 P.M and on Sunday at 8:30 P.M in the Chapel. Proud of and devoted to our Catholic roots, we welcome all people of good will to take part in our activities. For more information about the programs offered through Molloy Campus Ministries, call 516.323.3224.
CHAPTER 9
THINKING ABOUT THE FUTURE

Case Study 9: Infinite Possibilities

Pam is an undeclared freshman in her second semester at Molloy College. She has been told by her academic advisor that she needs to declare a major fairly soon or she may not be able to graduate from college in four years. Unfortunately, Pam has absolutely no clue about what she wants to do with her life. She graduated at the top of her class at Massapequa High School and was accepted in Molloy’s highly selective honors program. Although the honors program curriculum is fairly rigorous, she managed to get a 3.5 GPA during her first semester at college, and was highly praised by Professor McGann, the Director of that program, for her outstanding writing ability.

Pam’s real problem is that she can see herself in any number of possible careers, and can’t decide which would be optimal for her. She always enjoyed working with kids—especially troubled teens—but doubts that she would really find teaching all that rewarding.

As part of her Freshman Studies course, Ms. June Hinton-Doyle, Director of Career Counseling, had the class take a Personality Quiz, a vocational test, which verified that, based upon her personality, the ideal career for her would involve working with people in some capacity. The description for her test results indicated that she is best suited for jobs involving “caring for, educating, serving, entertaining, persuading, or leading others—in general, producing a change in human behavior.” The test results also indicated that she was less well suited for working with data (facts, records, files, numbers, and systematic procedures).

Although the test was useful in narrowing down some of her career options, she left her Freshman Studies class as confused as ever about her future. Advisement for her first semester of sophomore year was rapidly approaching, and she knew that she had to decide on some kind of career path in order to choose the right courses to take. “Oh why does life have to be so damned difficult!” she complained to her friend, Yolande. Yolande looked at Pam with the piercing eyes of someone confident in her own ability to make decisive decisions, and replied, “Your problem is that you are too lazy to do the work that’s necessary to discover what you want out of life. Stop whining and make some kind of decision, will you?”

Discussion:

Pam’s friend, Yolande, has said that Pam has been too lazy to do the work that she needs to do in order to discover the career path that would be best for her. What sorts of things do you think that Pam could do in order to clarify her career options?
Use Your Imagination

The first step in choosing a career path for yourself is to engage in a bit of good old fashioned daydreaming. For the next few minutes, forget about your own expectations or the expectations of your family and friends. Try to envision possibilities for your own future career that perhaps you have never even thought about. As you respond to the following questions, put aside all thought about practicality or what other people might think, and just imagine!

Imagine

1. If you could have any career in the world, what would it be? (Don’t worry right now if you are not perfectly suited for this particular career or if it seems a bit implausible.)

2. Review the list of growing Occupations printed on the following page. Can you see yourself in any of the areas listed?

3. Which careers, if any, would you like to know more about?

4. Why do the careers that you have chosen interest you so much? Be specific.

New York State Department of Labor
Short-Term Occupational Employment Positive Growth Projections, 2014-2016

Occupations
Advertising, Marketing, Promotions, Public Relations, and Sales Managers
Arts, Design, Entertainment, Sports, and Media Occupations
Business and Financial Operations Occupations
Community and Social Service Occupations
Computer and Mathematical Occupations
Education, Training, and Library Occupations
Healthcare Practitioners and Technical Occupations
Healthcare Support Occupations
Legal Occupations
Life, Physical, and Social Science Occupations
Office and Administrative Support Occupations
Protective Service Occupations
Sales and Related Occupations
The Uniact Interest Inventory

INSTRUCTIONS ON COMPLETING THE PERSONALITY QUIZ: Try to answer the questions on this test as honestly as possible. When you are done, discuss your results with your instructor or a counselor from the Molloy Career Center!

The Uniact Interest Inventory

**Step I: Preliminary Instructions**

The things you like to do now can help you identify occupations to explore. First consider whether you would like or dislike doing each of the activities listed below, not your ability to do it. For each of the 90 activities, use the following key:

- **L** – If you would LIKE the activity
- **I** – If you are INDIFFERENT (don’t care one way or the other) about the activity
- **D** – If you would DISLIKE the activity

There are three choices for each activity, but try to circle “like” (L) or “dislike” (D) for as many activities as possible. Do all six parts. Do not fill in the boxes at the bottom until you have finished all six parts. Further direction will be given later.

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<th>Part A</th>
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Part A

L I D Read about a new surgical procedure
L I D Observe and classify butterflies
L I D Study the wildlife in a pond or lake
L I D Use personal observations to predict the weather

__ __ __ Score for Part A

Part B

L I D Act in a play
L I D Sketch and draw pictures
L I D Select music to play for a local radio station
L I D Read about the writing style of modern authors

__ __ __ Score for Part B

Part C

L I D Work on a community improvement project
L I D Help rescue someone in danger
L I D Take part in a small group discussion
L I D Help settle an argument between friends
L I D Work on a project with others
L I D Help people during emergencies
L I D Find out how others believe a problem can be solved
L I D Show children how to play a game or sport
L I D Give directions to visitors
L I D Counsel people who use drugs
L I D Give first aid to an injured person
L I D Teach people a new hobby
L I D Give a tour of an exhibit
L I D Help some one make an important decision
L I D Entertain others by telling jokes or stories

__ __ __ Scores for Part C

Part D

L I D Promote the opening of a new shopping center
L I D Plan work for other people
L I D Manage a new sales campaign
L I D Hire a person for a job
L I D Work on a city council
L I D Manage a small business
L I D Interview workers about company complaints
L I D Read business magazines or newspapers
L I D Develop new rules or policies
L I D Make business trips
L I D Conduct a meeting
L I D Explain legal rights to people
L I D Campaign for a political office
L I D Conduct business by phone
L I D Assist people making financial decisions

__ __ __ Scores for Part D

Part E

L I D Calculate the interest on a loan
L I D Keep expense account records
L I D Prepare income tax returns
L I D Prepare and interpret financial statements
L I D Find errors in a financial account
L I D Prepare a budget for a service, civic, etc. group
L I D Setup a bookkeeping system
L I D Figure out shipping costs for catalogue orders
L I D Take inventory in a store
L I D Handle money transactions
L I D Look for errors in the draft of a report
L I D Sort, count, and store supplies
L I D Collect installment payments
L I D Plan a monthly budget

L I D Build a picture frame
L I D Pack things into boxes
L I D Build furniture
L I D Engrave lettering or designs on a trophy or plaque
L I D Watch a technician repair a TV
L I D Write instructions on how to operate a machine
L I D Design a birdfeeder
L I D Assemble a cabinet from written instructions
L I D Grind lenses for eyeglasses
L I D Learn to polish gemstones
L I D Operate electronic equipment
L I D Watch for forest fires
L I D Inspect products for defects
L I D Repair damage to a tree after a storm

__ __ __ Scores for Part E
__ __ __ Scores for Part F
Step II: Tallying Your Scores

Tally your scores for each section of the inventory. Begin with Part A. Count the number of L’s you circled and enter the total in the box beneath the L column. Then enter the number of I’s you circled in the box beneath the I column, and the number of D’s in the box beneath the D column. Do the same for parts B-F.

Enter the scores you wrote down for Part A through F in the appropriate boxes below. The total for the three columns (L’s, I’s, D’s) should be 15 for each of the six parts. Check the total for each part, and if it is not 15, recount your answers.

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<td>Part F</td>
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Step III: Interpreting the UNIACT Interest Inventory

Note your highest “like”-L as well as your highest “dislike”-D score and compare the results with the occupation fields listed below:

**Part A: Science & Technology (Investigative-I)**
Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion.

**Part B: Arts (Artistic-A)**
Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g. listening to music, reading literature).

**Part C: Social Service (Social-S)**
Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, engaging in social/political studies.

**Part D: Administration & Sales (Enterprising-E)**
Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management.

**Part E: Business Operations (Conventional-C)**
Developing and/or maintaining accurate and orderly files, records, accounts, etc.; designing and/or following systematic procedures for performing business activities.

**Part F: Technical (Realistic-R)**
Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, repairing machinery, and raising crops/animals.

Step IV: A Final Consideration: Task Dimensions
Research suggests that two bipolar work task dimensions—Data/Ideas and Things/People underlie one’s career interests. Review the descriptions below and consider which task dimensions you think are most compatible as well as least compatible with your task interests.

**Data** (facts, records, files, numbers, systematic procedures). Data tasks are **impersonal** tasks that expedite goods/services consumption by people (for example, by organizing or conveying facts, instructions, products, etc.). Purchasing agents, accountants, and air traffic controllers work mainly with data.

**Ideas** (abstractions, theories, knowledge, insights, new ways of expressing something—e.g., with words, equations, or music). Ideas tasks are **intrapersonal** tasks such as creating, discovering, interpreting, and synthesizing abstractions or implementing applications of abstractions. Scientists, musicians, and philosophers work **mainly** with ideas.

**Things** (machines, tools, living things, materials such as food, wood, or metal). Things tasks are **non-personal** tasks such as producing, transporting, servicing, and repairing. Bricklayers, farmers, and machinists work **mainly** with things.

**People** (no alternative terms). People tasks are **interpersonal** tasks such as caring for, educating, serving, entertaining, persuading, or leading others—in general, producing a change in human behavior. Teachers, salespersons, and speech pathologists work **mainly** with people.

If you have any questions regarding the results of this inventory or would like to make an appointment for a career assessment using Focus 2, contact the staff at the Career Development Center at 516-323-3482.

### What Can I Do With This Major?

Whether you are exploring multiple majors or searching for information about your chosen field, the Molloy Career Center site (molloy.edu/chooseamajor) will help you connect majors to careers. Learn about the typical career areas and the types of employers that hire people with each major, as well as strategies to make you a more marketable candidate.

### Taking the Next Step

If you would like to explore your personality and ideas for majors and career options take a look at these valuable online resources! Also, visit the Molloy Career Services website (molloy.edu/careercenter) or in person for a personal and customized career meeting.

**Free Online Resources and Apps to help you assess your skills and interests and see real examples of Molloy graduates and “what they studied”!** Molloy Career Counselors are available to assist you in each of the programs.

**Call today 516.323.3468**

**www.molloy.edu/careercenter**

Easy, online self-assessments, career and major exploration, action planning and decision making in one comprehensive product. Molloy counselors will help you interpret your results and offer ideas!

**www.mynextmove.org**

10 Minute Inventory to categorize your interests into 6 basic areas and give you suggested careers to explore! **www.careerbeam.com**

Create a FREE account and revisit your profile whenever you wish! Comprehensive online self assessment system!

**www.linkedin.com/edu/molloycollege-18978**

Choose a major with outcomes in mind. Browse careers of Molloy alumni based on academic major. See “What they studied” for real-world examples of what you can do with any field of study in just one click. Check out the most famous, easy to read career book, Richard Nelson Bolles’s *What Color is Your Parachute?* (New York: Ten Speed Press, 2013), which is available in the Molloy Career Center and most libraries!
CHAPTER 10
MAJOR CONSIDERATIONS

Case Study 10: Listen to Momma

Marvin is the ultimate momma’s-boy. His mother has always made all of the major decisions in his life, from what clothes he should wear to what kind of friends he should have. Marvin wanted to go away to school so he could have a dorm experience, but his mother decided that he should attend a local college. Fortunately, he discovered Molloy College in Rockville Centre, which seemed to offer the kind of programs in which he was interested.

When registration time came, Marvin went with his mother to register for his classes for the fall semester. Marvin had wanted to take some poetry and performing arts classes, but although his mother was directed by Admissions staff to wait for Marvin in the coffee room, she made a point of telling him that he needed to take Philosophy, History, and Theology, so that he would have a firm foundation in the humanities before starting in his major. Marvin’s mom had always assumed that Marvin would be a pre-med major because her sister’s son, Franz, was a pediatrician who made $400,000 a year. To move him along this career path, she told Marvin that he should take Anatomy and Physiology during his first semester.

As it turned out, Marvin had a wonderful time during his fall semester at Molloy. In his philosophy class, he met Todd and Rory, two philosophy majors who were also interested in the performing arts. The three became close friends, and would spend hours together in the cafeteria discussing the philosophy of Michel Foucault and the poetry of Allen Ginsberg. Marvin loved his philosophy class and would sit enthralled as his professor mused over philosophical questions. Unfortunately, his experience in his anatomy and physiology class was decidedly less enthralling. Marvin hated biology and did very poorly on all of his exams. At the end of his first semester he received a grade of “A” in his philosophy class, but only a “C” in biology. He knew that he could never make it into Medical School with grades like this, and would also fail as a nursing major, because he was disgusted by almost all bodily fluids. What he really wanted to do was become a philosophy major and spend his life discussing the great ideas of mankind. He knew, however, that if he changed his major to philosophy his mother would be furious with him and possibly threaten not to pay for his college education. He also knew that jobs in the field were almost impossible to come by, and that he might very well spend the next ten years trying to get a Ph.D. only to discover that he had no job prospects. He was torn about what to do; should he follow his interests and worry about the future later, or continue on in biology and hope that he would gain ability and interest in the field as he went?

Discussion

Many freshmen like Marvin are confused about possible majors and often choose their major for the wrong reasons. If you were a friend of Marvin what would you advise him to think about when deciding upon a major?

One of the most difficult decisions that many students have to make in college is choosing a major. This is a question of some importance since it will determine many of the courses that you will be taking over the next four years and is a first step in achieving your future career goals. You are well advised, therefore, to take some time to deliberate carefully about this decision.

For some freshmen there are simply too many potential majors from which to choose, and they feel overwhelmed by their choices. If you find yourself in this situation, don’t get frazzled just yet. You do have at least one more semester to settle on a major. Hopefully, the discussion of career options in FST provided you with some help in making your decision, and you have narrowed down those fields for which you would be best suited.
Major Options

At Molloy you have a fairly wide selection of possible majors that can probably meet just about any career plans that you might have. For the sake of clarity, we have lumped all the possible majors you can consider into five general categories:

- **Liberal Arts Majors** (Communications, English, History, Political Science, Modern Languages, Music, Philosophy, Sociology, Psychology, Theology)

- **Fine Arts Majors** (Art and Music)

- **Science and Mathematics Majors** (Biology and Mathematics)

- **Professional Majors** (Nursing, Social Work, Business Management, Accounting, Marketing, Allied Health Sciences, Speech Language Pathology/Audiology, Criminal Justice, Computer Studies, Music Therapy, Education…or special tracks such as Pre-Law or Pre-Medicine)

- **Interdisciplinary Studies** (Integrates two or more areas of concentration in which the student is interested)

There is no better or worse major. The only question is what major is best for you—that is, what major will best enable you to achieve the career and personal goals that you have set for yourself? When you are selecting a major for yourself remember that you will be taking courses in this discipline for the next four years. It is far better to select a major that really interests you than simply to settle for one that seems practical at the moment. And you might be surprised to learn that some of those philosophy and English majors have gone on to successful careers in business or law or criminal justice, reporting that the training in critical thinking they received has come in handy.

Declaring a Major

Declaring a major is an important step in your academic career here at Molloy. We advise you to take the time to make sure that your choice of a major is the right one for you. There are a few things that you can do to help you decide on a major:

1. The Uniact Interest Inventory has given you some objective data about the fields for which you are best suited. Although this shouldn’t be the sole basis for making your decision, you should take this information seriously when considering a major. If you felt that the test didn’t provide a satisfactory result, try a more extensive career assessment tool, Focus2, and then make an appointment with the Career Development Center to discuss your results. You can find Focus 2 using Molloy’s website if you click on Molloy Life, then click on Campus Life and Activities, followed by Career Development Center.

2. Shop around at different departments of the College, and see what they have to offer. Look through the catalog section to see what the major lists as its mission and goals and see what courses majors take. Then, stop by the department to make an appointment to speak to someone (the chairperson or a faculty member) about the field.

3. Chat with students about their experiences as majors in different academic departments.

4. Talk with professionals who have careers in which you are interested to see what they majored in.

As soon as you have settled on a major, you should fill out and submit the Change of Major Form (available online via the Lion’s Den). Once your application for a change is approved, you will be provided with your own academic advisor, who will personally guide you through your four years here at Molloy and review with you your selection of courses each semester.
The Hopelessly Undeclared

If you don't have a clue yet about what major you’d like to choose, there is no reason to despair. It is often the case that extremely bright students have difficulty settling on majors because they are capable of envisioning too many possibilities for themselves. So cheer up. Your inability to make a decision could be a sign that you are part of the intellectual elite (of course, it could also mean that you are completely apathetic about your future, which is not such a hot thing).

Fortunately, there are sufficient general education courses required for your degree that offer an opportunity to make up your mind about a possible major. In fact, taking general education courses is a very good way to help choose a major since you will get a taste of what different disciplines have to offer. You will also be exposed to disciplines that you may not have encountered at all in high school—theology, sociology, communications, philosophy and psychology to name a few—and may find that some of these new fields interest you.

In general, you can expect to spend anywhere from two to four semesters just completing your general education requirements; so, at the very least you can coast for a bit longer if you really need to. Be aware, however, that if you have not yet chosen a major by the middle of sophomore year, you may run into some trouble completing certain programs of study within four years. Depending on the major that you eventually choose, you may need to take additional courses during the summer or add a semester or year of course work in order to fulfill your major requirements.

Changing Your Major

Approximately half of all college students change their majors at one point or another. So if you are unhappy with the major that you have chosen and decide to “shift gears,” you are in very good company. We believe that it is better to change your major if you are unhappy with your choice than to suffer through four years of hell and risk doing poorly because you are so miserable.

If you feel that it is necessary to change your major, the sooner you do so the better. The same form that is used to declare a major (available on lion’s den) can also be used to change your major. The process is not difficult, but you will need to meet the criteria set by the department you are entering before you are allowed to enter your new major department.

Talking About Minors

Minors offer you the opportunity to pursue an area of interest without having to commit yourself to the more rigorous requirements of majoring in that area. Most minors at Molloy require 18 credits of study. As with a major, you must declare your minor using the Change of Major form.

Molloy offers a wide variety of interesting minors, and, no matter what your major, you are encouraged to pursue a minor course of study in an area of interest to you in order to round out your education. In fact, it is not uncommon for students to find that they enjoy the courses in the minor even more than those in their major!

Basically, you can minor in almost any area that has a major. So if there were two disciplines that really captured your interest, you could major in one of them and minor in the other. For example, if you really are passionate about both music and art, but don’t feel that you have the ability to pursue a dual major in both areas, you could major in one and minor in the other.

You can also get a minor in several areas for which there is no equivalent major program—for example, diversity and tolerance studies, film, television and drama studies, gerontology, gallery/museum studies, Irish American studies, journalism, photography, theater, and women’s studies. If you are interested in any of these areas and would like to pursue a minor in them, speak to the chairperson of the department sponsoring the minor.

Major Requirements

Every academic program here at Molloy has its own major requirements and sometimes even a strict sequence of study for courses within the major. Depending upon the major that you choose for yourself, there are some important considerations for you to keep in mind.
Liberal Arts Majors. Some students choose not to major in liberal arts disciplines because they believe that such majors are impractical and won’t help them get a job after they graduate. Actually, nothing could be further from the truth. A solid liberal arts major provides training in reading, writing, communication skills, and critical thinking skills. Because these are abilities that many American graduates lack, they are highly prized in just about any profession imaginable, including law, education, medicine, and business. So if you have a real passion for a major like English or history, for example, we advise you to follow your interests and not worry right now about how “practical” this major may be. You can always pursue a graduate degree later on in a professional area if that is what interests you.

Nursing Majors. To be accepted into the nursing program at Molloy, you need College identified SAT scores and you must successfully have passed the Admission’s Math Screening Test or have passed MAT 060. If you plan to become a nursing major and finish in four years, you should already be taking BIO 120 and CHE 112, along with Psychology 111. During the spring semester you will need to take BIO 121 and BIO 245 along with Sociology 101 OR 166. Students should also apply to change their major to nursing so that they may begin taking the first nursing course, NUR 129. It is always a good idea to seek out information in the nursing division by making an appointment with the Associate Dean, Dr. Rose Schecter.

Social Work Majors. Students interested in becoming social work majors must apply to the program during the spring semester of their sophomore year, are required to have a GPA of 2.7 or higher, and must be interviewed by the director of the undergraduate program. During freshman or sophomore year, students considering majoring in Social Work should take PSY 111 [Introduction to Psychology], SOC 101 [Introductory Sociology] and two semesters of Spanish. A strong foundation in the liberal arts is also highly recommended.

Business Majors. The Business Department offers a Dual Degree Program in Business and Accounting. The admissions requirements for this program are as follows: A grade of “B” or better in ENG 110 (students earning less than a “B” would be required to take ENG 120 as remediation); a minimum combined score of 1000 on the Reading and Math part of the SAT Exam; an overall High School GPA of 85. There are no specific admissions requirements for the B.S. in Management or the B.S. in Accounting.

Interdisciplinary Studies Majors. Perhaps there is more than one discipline in which you are interested, and you simply can’t decide among them. No problem. The Interdisciplinary Studies Office at Molloy allows you to combine two or more disciplines into one major. To have an Interdisciplinary Studies major, you take 21 credits in each of the two disciplines as well as a capstone internship or seminar (depending on your specific program of study). Please note that Interdisciplinary Studies can be combined with a Childhood Education program of study.

Education Majors. Liberal arts, fine arts, science and mathematics, and some interdisciplinary studies majors can receive a fine preparation for careers as teachers through any of these majors. If you plan on a career in education, however, you must complete a childhood or adolescent education program on either the undergraduate or graduate levels. The education program here at Molloy places a number of restrictions on what General Education courses its students are allowed to take, so consult the Division of Education section of the catalog and check with your advisor before registering for the spring semester.
CHAPTER 11
GETTING READY FOR ADVISEMENT AND REGISTRATION

Case Study: A Bit of Advice

In the end, Matt, the star basketball player we met in Chapter 4, got lucky—really lucky. He thought he was going to fail several of his classes for the semester and wind up losing his athletic scholarship, but he managed to pull his act together at the last minute. He knew that he couldn’t con his sociology or history instructors into passing him based upon his charming personality, so he decided to get the help he needed to improve his grades for the semester. First, he went to the Writing Center to get assistance with a paper he was writing for his Western Civ class (he was a lousy writer); then, he went to the Ace tutoring program to get help with his math class (he really stunk at math); finally he got his girlfriend, Amanda, to help him study for his sociology final (he was also a miserable test-taker). Fortunately, his efforts paid off: he managed to squeak by in all of his classes and it seemed as though he would be able to continue to play baseball for Molloy and also keep his athletic scholarship. There was only one thing that he didn’t count on—Professor Hazlitt.

Professor Donald Hazlitt was his advisor for the semester, and he seemed like a pleasant enough guy with everyone else. Hazlitt, as it turned out, was a well-regarded avant-garde artist who did strange paintings of clown-like Mona Lisas and other sorts of things that Matt just didn’t get. Matt had assumed that a jovial guy like Professor Hazlitt would make allowances for his own laissez-faire approach to life, but this, unfortunately, proved not to be the case.

Because he was a student athlete, Matt was permitted to register early. His coach warned him to go see Professor Hazlitt as soon as possible in order to schedule an advisement appointment, so that he would not be closed out of all the best classes. By the time Matt got around to seeing Professor Hazlitt, however, the advisement period was under way, and Professor Hazlitt’s schedule was already filled up with meetings, appointments, and gallery exhibits. Matt pleaded with Professor Hazlitt to fit him in somehow for advisement, and Professor Hazlitt graciously scheduled him in during the 30 minutes he had for lunch before his 1:40 class the following Tuesday.

Although Matt had heard something from his coach about getting up at 7 a.m. the first morning that athletes were permitted to pre-register and plotting out a schedule, he thought the idea of getting up so early was objectionable, so he did not pre-register. Then, when the Tuesday of Matt’s appointment with Professor Hazlitt came around, Matt vaguely recalled that he was supposed to do something, but he couldn’t remember exactly what it was. On Wednesday morning, however, his coach asked him how advisement went, and only then did he remember the pre-registration period and the appointment that he had missed. Around 5pm he went over to see Professor Hazlitt and caught him just as he was leaving for the day. Matt apologized profusely for missing the appointment and begged Professor Hazlitt to make another appointment for him the following day. With a weary sigh, Professor Hazlitt agreed to come in early on Thursday at 8:30 a.m. to advise Matt, even though this would mean having to navigate his way through the heavy rush hour traffic at that time. Only after Professor Hazlitt had left the office did Matt remember that he had baseball practice on Thursday beginning at 8:45 a.m.

The following morning, Matt came to advisement as scheduled, but informed Professor Hazlitt that he had not pre-registered and that he would have to leave after fifteen minutes. For some reason Professor Hazlitt suddenly became agitated, his face turning an unsightly shade of crimson. Professor Hazlitt told Matt that there was no way he could advise him in only 15 minutes, but Matt again pleaded with him, telling him that his athletic career depended upon getting the right classes. When asked what courses he would like to take in the spring, Matt shrugged his shoulders lethargically and
said, “Whatever, man, it doesn’t really matter to me. Just put me in with some cool professors.” Finding five classes with instructors who might be tolerant of Matt’s haphazard ways, Professor Hazlitt created a schedule that he thought would be perfect for Matt. When he showed Matt the schedule, however, Matt sheepishly informed him that four of the five classes that had been selected wouldn’t fit his schedule because they conflicted with baseball practice or work.

Matt thought that he was being perfectly reasonable about the whole schedule thing and, therefore, couldn’t understand why Professor Hazlitt would find it necessary to rant about his behavior. In the end, Professor Hazlitt placed Matt into whatever courses could fit his rather limited schedule, even though many of these courses were taught by some of the college’s most academically rigorous faculty. Matt only discovered this unfortunate fact two weeks into his second semester at Molloy, and by then it was too late to change his schedule.

“Life is so unfair,” Matt lamented to his girlfriend, Amanda, as he began to fall behind in his schoolwork for the semester. “What have I done to deserve all this?”

Discussion:

What are some of the obvious mistakes Matt made when dealing with his advisor, Professor Hazlitt? What could Matt have done to have made the experience somewhat more productive for himself and his advisor?

Advisement period has finally come, and you are getting ready to select courses for your second semester at Molloy College. Although the advisement and registration process is actually quite simple, some students get flustered by the experience because they are unprepared for it. How can you make advisement and registration a delightful rather than miserable experience for yourself? Here are just a few points you definitely should take to heart:

Pre-Advisement Work

Some students think that advisement begins the moment they walk into their academic advisor’s office for their scheduled advisement appointment. Actually the advisement process should have begun weeks earlier when you were informed by the Registrar’s Office that course information was available online.

Before you even think about meeting with your faculty advisor to talk about courses for your next semester, here are a few things you need to do first.

Select a major or change your major if you need to. It really is in your best interest to have an advisor from your major department, since she knows best what courses you need to take to fulfill degree requirements. If you haven’t yet declared a major or if you are planning to change your major to some other discipline, the advisor that you currently have will guide you through your general education courses.

Spend some time examining online course offerings. These are usually posted several weeks before advisement begins.

Advisement and Registration

Several weeks before registration for next semester, you will probably be contacted by your academic advisor and reminded to set up an appointment for advisement. There are a few things you should keep in mind to help make this meeting as productive as possible:

Set up your appointment with your academic advisor well before the week you register and arrange a time as early in the week as possible. Your advisor will probably have a specific week put aside to meet with freshmen. During your meeting, you’ll be reviewing the selections you’ve already entered on lion’s den and approving those that work and changing any that do not. Many classes fill up early, and you don’t want to be shut out of classes that you really need, so see your advisor as early in the freshman week as possible. Also, advisors are much more frazzled later on during the advisement period than at the beginning, and you definitely want to deal with an advisor who is fresh and enthusiastic.
Spend time picking classes, and pre-register on the morning designated for freshmen.
Look through the section of the catalog that describes your major, and compare it to your status sheet, your degree audit, and the online list of course offerings. You should also check the 8-semester plan for your degree, available by clicking My Academics in Lion’s Den. Pick available courses that fulfill requirements. From these available courses, set up a tentative schedule and some alternate courses you can take if any of the currently available courses you picked are filled by the time your pre-registration date rolls around. Register and bring the list of alternates you chose with you to your advisement meeting. Pre-registering will hold a seat for you in the courses you choose. Remember: Until your advisor approves your schedule, you are not registered for the classes.

Be sure to make it to your advisement appointment on time. Many advisors have several meetings scheduled on a given day during advisement period, and, if you are late, you will be taking time away from another student.

Come prepared for advisement. Get this straight: academic advisors hate students who don’t have a clue about what they are doing during advisement. Spend time preparing and pre-registering; if you are unsure about whether you should be taking a particular course for which you pre-register, you and your advisor can change it during your advisement session. If you are unprepared for advisement, you are wasting your time and your advisor’s. Have at least eight or nine possible courses that fit your schedule needs ready when you pre-register and bring the sheet with the courses you selected and the possible alternate courses with you when you see your advisor. Right before you come for advisement, you can check to see if these alternate classes are still open by using the Molloy Life link on the Molloy Homepage and clicking on Lion’s Den Portal.

Changing Classes

It may happen that, after registering for courses, you discover that you need to change one or more classes. Perhaps your work schedule changed suddenly or you realized that there was another class that you would prefer to take. Your advisor can help you change your registration at any point, even during the first few days of the semester. If you must change classes, however, the earlier that you do it, the better. So don’t waste time.
The General Education requirements at Molloy have been established in order to provide a solid liberal arts foundation to your education. You may think that some of the liberal arts courses that you are required to take here at Molloy are not relevant to your future career goals, but nothing could be further from the truth. As great thinkers from Cicero to Thomas Jefferson understood, the liberal arts and sciences are a vital component of a free and balanced life.

The following represent the general education components of your undergraduate education here at Molloy. These requirements must be completely satisfied in order for you to graduate. It is up to you to keep track of your progress fulfilling general education requirements. Please note that some major fields require or recommend particular general education courses.

**Arts and Fine Arts (2 out of 3 Disciplines)**
- Art
- Music
- Speech Communication

**English and Modern Languages**
- English Composition
- Foreign Language
- A Literature Course (either in English or Modern Languages)

**Social and Behavioral Sciences (3 out of 4 Disciplines)**
- History
- Political Science
- Psychology
- Sociology

**Mathematics and Science**
- Mathematics
- Science

**Philosophy and Theology**
- Philosophy
- Theology
- Ethics (THE or PHI)

**Physical Education**

**Core (Interdisciplinary)**
Now Let’s Get Real

In a very short amount of time, you will have to go through your first advisement and registration process. In order to assist you with this process, we would like you to go through the actual course selection experience in your Freshman Studies class.

Here’s what you will need to do:

1. Decide what your ideal class schedule would look like (what days and times are optimal for classes during the Spring given your other commitments and obligations). Be flexible and remember your education should be high on your list of priorities.

2. Look over the list of general education requirements provided above and consult the status sheet given to you at registration. If you have not already done so, check off those general education areas that you have already satisfied. Make a note of what general education requirements you still need to satisfy.

3. Go to the Molloy web site [www.molloy.edu] and click on the link that says “Molloy Life.” Then click on “Lion’s Den Portal.” When you come to the login page, enter your ID and pin number and click on the login button.

4. Consult the eight-semester plan associated with your major, which can be found by clicking on “My Academics” and then your chosen degree, to determine the suggested progression of courses recommended for students in your field. Using the course search function, select eight or nine courses that seem the most interesting to you, meet your schedule needs, and fulfill your general education or major requirements. Note these courses on the Registration Worksheet provided for you on the following page.

5. Neatly fill out the Advisement Course Selection below, choosing five courses that you prefer to take during the spring and at least three alternate courses in case any of these are closed. Pre-register on-line during your registration period, following the instructions provided on the Lion’s Den and given by your FST teacher. Remember that you need 128 credits to graduate, so you will need to take 16 credits each semester if you want to finish in 4 years with no summer or intersession courses.

6. You can bring a copy of the Advisement Course Selection form with you when you meet with your academic advisor. Keep in mind that there may be a required course in your major that you will need to take during the Spring. If this is the case, your advisor will be able to substitute this required course for one of those that you have selected.

Congratulations! You have just made it through your first course selection experience here at Molloy. If you followed the steps outlined above, you will probably have a delightful time during your upcoming advisement and registration. Your academic advisor will also be extremely grateful that you came in to see him or her so well prepared.
**Program Worksheet — Fall & Spring**

Instructions: This worksheet has been created to help you plan a schedule that meets your specific needs as a student. Start by filling in all required courses in your major that you must take during your next semester (if any) and then those general education courses that you still need to fulfill. Be sure to check for course availability first via the “Molloy Life” and “Lion’s Den Portal” links of the Molloy homepage [www.molloy.edu].

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Advisement Course Selection Form

Instructions: Complete this form based upon the courses that you selected using your program worksheet. You can refer to this form during your preregistration and bring it to your scheduled advisement appointment to help speed up the advisement process.

**Preferred Classes**

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**Alternate Classes**

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CHAPTER 12
STAYING HEALTHY DURING COLLEGE

Case Study 12: Into The Abyss

Mary Beth's experiences in college had not improved at all since her first week of college. The problem was not with her classes, which were all going fine. She even managed to maintain an A average in Dr. Kinpoitner's composition class, which was a real accomplishment. Still, she somehow felt out of place and insecure throughout her first semester at Molloy. She had thought about transferring to another college, but realized that she would probably experience the same difficulties wherever she went.

There were times at night when she felt completely drained and morbidly depressed by her life. At those times, she would bury herself in her bed and cry herself to sleep. When she got together with her friends, she found herself turning to alcohol to help deaden her pain. She usually felt better while she was drunk, but afterwards would feel ashamed of herself. Even her close friends began commenting about her strange behavior.

Her Freshman Studies instructor, Ms. Albanese, must have noticed that something was wrong because she kept asking Mary Beth how she was doing. At those times, Mary Beth could barely summon the effort to respond to her, usually answering in a monotone voice, “Everything’s fine.” Ms. Albanese often reminded Mary Beth that there were plenty of resources at the college available to help students if they felt overwhelmed by college life. But Mary Beth simply couldn’t bring herself to talk about her troubles. Then one day, while she was working on a group project, one of the students in the group, Carlo, made a heartless joke about her looking like a bag lady. That was the last straw. She left the room abruptly, struggling to hold back her tears, and drove home, missing all the other classes she had for the day.

As she sat in her darkened room, unable to summon up enough energy even to undress herself, she suddenly spied her image in the mirror on her closet. What she saw horrified her. She looked pale and sickly, her hair a tangled mess falling erratically over her face. The baggy sweat pants she wore made her look ten pounds heavier and completely disheveled. This was a far cry from the happy, athletic girl that she used to be in high school. “I do look like a bag lady!” she cried, as she buried her wet face in her pillow. Then the horrible, dark thoughts that she managed to keep at bay began to surface again in her mind. At moments such as these, her life seemed strangely pointless and absurd.

We here at Molloy are greatly concerned about your physical and mental health. We know that healthy students are happy, productive, and successful students. And we certainly want you to succeed in life. Unfortunately many college students experience physical and emotional or psychological difficulties during their four years of college that can get in the way of their academic success.

Your Physical Health

In a survey of first year students, 50 percent said that their health could be improved. Although there are some situations in which your health is beyond your control, in general, there are certain common-sense practices which will increase the likelihood that you will remain physically healthy during your college years and beyond. Among
the most important of these practices are the following:

**Choosing a Healthy Lifestyle**

Because of numerous conflicting reports about health related issues, many Americans are confused about practices which can improve their health. One would think that, with all the advances we have seen in medical science, we would be the healthiest people on the face of the earth. In fact, we know that over the past thirty years the rates of obesity, heart disease, and diabetes have increased exponentially, and most of this can be attributed to the unhealthy lifestyle of Americans. The good news is that there are certain common sense lifestyle choices that can keep you healthy well into old age.

The most important thing that you can do to stay healthy is to make the right decisions about what to put in your mouth. Everyone knows that a diet rich in fruit, vegetables, and whole grains, and low in saturated fat, and cholesterol is optimal (how many times have you heard this?). Recent studies—particularly those performed on heart disease patients by Dean Ornish at the University of California and the China Study, the largest epidemiological study ever performed—have demonstrated that heart disease, obesity, and high blood pressure can be greatly improved the closer one moves to a plant-based (e.g., low-fat vegetarian or well-balanced vegan) diet. The lesson here is that the fewer animals you consume, the healthier you will probably become. Reducing your intake of sugar, refined carbohydrates, alcohol, and tobacco also has proven to have direct health benefits.

But proper diet alone will not make you lean and healthy. To accomplish this goal you also need to move your body a bit. A combination of resistance training and cardiovascular exercise performed even a few times a week seems to be the ideal for achieving maximum fitness. Resistance training helps build muscle mass; cardiovascular exercise burns fat and is ideal for weight loss. You don’t have to be a fanatic about exercise, but you definitely should try to incorporate both kinds of exercise into your life. If you are interested in getting into shape, the Molloy fitness room is open daily and is free for all Molloy students.

Finally, it has also been demonstrated that teens and young adults need much more sleep than they are probably getting. Many college students tend towards sleep deprivation because of successive nights with reduced sleep (e.g., staying up late at night partying, talking to or chatting on-line with friends, working late hours, or “pulling all nighters”). Most students need at least eight hours of sleep a night to function effectively the next day, but some students may need even more than this. Studies that have been done on the sleep patterns of college students indicate that the average student only gets about 6.12 hours of sleep per night. Many of these students believe that they can catch up on sleep during the weekend, but current research indicates that this is not the case. Among the problems associated with lack of adequate sleep are academic difficulties, a decreased ability to concentrate, increase in stress levels, heightened irritability, and a greater susceptibility to illness.

**Making the Right Decisions About Alcohol**

As a college student, you will almost certainly be in situations in which you will be inclined to consume alcohol, perhaps to an excessive degree. In moderate doses—no more than one or two glasses of wine or beer—alcohol consumption does seem to have certain health-related benefits. The problem is that most college students, especially when they are in groups with others their own age, usually do not limit their alcohol consumption to this extent. In fact, almost half of all college students say that they drink heavily, and one-quarter report having serious problems related to excessive alcohol use.

We don’t have to tell you that having a blood alcohol level of .05 and .08 usually leads to an impairment of judgment. At this stage, you run the risk of getting into a serious accident if you drive a car (over 1.5 million people are injured each year by drunk drivers). Excessive alcohol consumption while you are a college student can lead to problems with alcohol later on in life.

Finally, women who consume excessive amounts of alcohol in company with men have a greater likelihood of engaging in unprotected sexual intercourse or becoming victims of date rape.

If you are under 21 years old, you are not legally allowed to consume alcohol. While you may not like this fact—yes, we know you think that if you are old enough to die for your country, you should be old enough to have a beer—for better or for worse, this is the law in New York State. If you feel that this law is unjust, you are perfectly free to petition the state legislature or, better still, run for governor of New York State and change the law. Until then, we would advise you to stay clear of alcohol until you are of legal age.
Making the Right Sexual Decisions

Although the desire for sexual intimacy is a normal part of life, the increased rate of sexual activity among college students has had some unpleasant consequences. While you have probably been warned about HIV/AIDS, you may not know that rates of sexually transmitted diseases, such as chlamydia, human papilloma virus (HPV), herpes, and gonorrhea, have all been increasing in recent years in college age students, despite the plethora of information available about how to prevent these diseases. Although STDs are transmitted mainly through genital or anal intercourse, they can also be transmitted through oral sex.

Similarly, there has also been an increase in rates of unwanted pregnancies among college students. Although having a baby is among the most significant experiences in any woman's life, getting pregnant when you are a college student is clearly not desirable. If this happens, you might very well have to put your education on hold, your career options will be severely limited, and your likelihood of living an economically diminished lifestyle will be greatly increased.

As a college student, you are legally an adult, and therefore it is not our place to tell you how to live your life. In keeping with the Catholic traditions of the College, however, we would advise you for moral and practical reasons to refrain from those types of sexual activities that can lead to pregnancy and the transmission of disease. This certainly does not mean that you can't have close, and perhaps even intimate, relationships with someone; it just means that you should limit yourself to those forms of intimacy that will not lead to the unfortunate consequences described above. On the other hand, if you find that, for one reason or another, you must have sexual relations, you are strongly advised to take those precautions that will reduce the likelihood of becoming pregnant or acquiring a sexually transmitted disease.

Your Mental Health

Physical concerns are not the only problems that students experience while they are in college. During recent years there has also been a dramatic increase in the number of students reporting having emotional or psychological difficulties during college. Many college students who experience mental health problems are too ashamed to talk about these issues or do not know where to go to seek help. The good news is that you are not alone. Recognizing how pervasive these problems are, Molloy has mental health professionals on staff who can help you deal with whatever emotional or psychological difficulties you are experiencing.

Among the most common mental health related issues that college students experience are stress, depression, and substance abuse.

Managing Stress

If you are a college student—and particularly if you are a college student who has to work or take care of a family—there is no way that you are going to avoid some degree of stress in your life. The important thing is not to become so overwhelmed by stress that you lose your sense of balance and proportion.

The stress response is a normal human survival mechanism that our early ancestors used to protect themselves from the numerous, ever-present dangers with which they had to cope. Stress, and the adrenalin it produced, gave early man the strength he needed to fight to protect himself or run away from danger (the so-called fight or flight response). Although it is rare that modern human beings will face life-threatening dangers on a regular basis the way our ancestors did, we still experience the same kind of stress reactions when we are confronted with difficult, unpleasant, or overwhelming situations (e.g., family emergencies, tests, difficult assignments, etc.).

We are so used to stress in modern life that we sometimes are not even aware of it. When we are experiencing stress, the following changes often take place in our bodies:

- Blood pressure rises
- Pulse rate quickens
- Breathing becomes faster
- The immune system becomes much less effective

These symptoms taken together can often overwhelm the person who experiences them and can affect how well he or she performs in college.

There are, however, a few simple things that you can do to manage stress:
• **Get some exercise.** Regular cardiovascular exercise, such as running, swimming, or biking, has been proven to reduce stress levels. Choosing an exercise that you enjoy, whether it is cycling, running, or swimming, is the key to ensuring that it becomes a regular part of your life. Many people experiencing stress say that 30 to 40 minutes of such exercise done on a regular basis helps to reduce their stress levels.

• **Limit Caffeine.** Caffeine consumption has a direct impact on your stress levels. In moderate amounts, caffeine has been shown to increase alertness and reduce fatigue. Once you go above 100 milligrams a day—the amount of caffeine in one cup of coffee, two cups of tea, or one and a half cans of Coca-Cola—you are increasing the likelihood of experiencing heightened levels of stress and tension. Try gradually switching from regular coffee to decaffeinated coffee or herbal tea. Or try green tea, which has very low levels of caffeine (which will give you a steady boost throughout the day) and tremendous anti-oxidant benefits.

**Learn stress reduction techniques.** One extremely effective way to reduce stress is to build time in your day for structured relaxation. When your body is fully relaxed, it is extremely difficult for stress to be experienced at the same time. Regular yoga practice, progressive muscle relaxation, and guided imagery techniques have all been shown to reduce stress levels.

Perhaps the easiest technique to incorporate into your life is to practice deep, abdominal breathing whenever you feel stressed-out. The method is quite simple:
1. When you are feeling any of the symptoms of stress coming on, stop everything you are doing and place your hands on your abdomen right beneath your rib cage.
2. Breathe in deeply through your nose, slowly counting to four, as you feel your abdomen beginning to rise.
3. When you’ve taken a full breath, hold it for a few seconds, and then slowly exhale, again to a count of four. You should feel your abdomen fall as you do this.
4. As you exhale, imagine all of your stress and tension slipping away from your body.
5. Try doing ten slow abdominal breaths like this every time you feel stress coming on. You should begin to notice the benefits almost immediately.

If you find that technique to be effective, you might also consider building a regular meditation practice into your daily life. Even ten minutes a day of sitting meditation can greatly help to restore emotional balance to your life. The method is actually quite simple:
1. Choose a time of the day that is convenient for you (early morning and prior to going to sleep are usually best) and a place where you won’t be disturbed.
2. Assume a comfortable position, either with your legs crossed on the floor and your buttocks supported by a cushion or in a chair with your feet firmly planted on the ground and your legs uncrossed.
3. Focus on the inflow and outflow of your breath. Each time you breathe, count your breath. Try counting to ten and then returning to one.
4. Every time your mind wanders, simply bring it back to your breath and return to counting again.
5. Begin by meditating ten minutes a day and gradually work your way up to twenty minutes.

Maintaining a consistent meditation practice, such as the one described above, has been proven to slow down the heartbeat and breathing rates, drop blood lactate levels, and increase feelings of calm and relaxation. Best of all, meditation has been shown to reduce levels of stress and anxiety.

**Dealing with Depression**

All human beings experience sadness or feelings of discontent with life some of the time. This is perfectly normal. However, if such feelings of sadness linger for several weeks at a time, you may be experiencing depression.

Among the most common symptoms of depression are:

• Feelings of worthlessness, guilt
• An inability to sleep
• A decrease in energy levels
• Loss of appetite
• An inability to concentrate
When they are in the grips of depression, many students feel as though they are the only ones who have ever experienced this kind of problem. In fact, depression is a fairly common mental disorder. More than 250,000 people are hospitalized each year for depression. The average man has a 10 percent risk of having depression; the average woman has an even higher 25 percent risk. So if you are depressed, you are certainly not alone.

Although sometimes depression can be helped through behavior modification or psychotherapy, very often it also has to be treated by taking antidepressants—drugs used to reduce depression. To help determine whether you are at risk for depression, make an appointment with one of the mental health professionals in the Student Counseling Center [K207], or seek the advice of a mental health specialist.

**Seeking Help for Substance Abuse**

It is a sad fact that many students who would never consider using drugs during high school suddenly begin to use drugs when they are in college. One reason for the increase in drug use during the first year of college is that there is greater freedom from parental supervision and higher levels of stress during college years. In colleges with a residential population, peer pressure from other students can encourage college students to begin recreational drug use. In fact, up to 70% of college students have reported using illegal substances such as marijuana at some point or another.

While most college students know that drugs like cocaine, OxyContin, or Ecstasy are dangerous and to be avoided at all costs, there are many students who think that marijuana is an innocuous substance that poses little or no risk. This is certainly not the case. For one thing marijuana is illegal in New York State and penalties for its possession tend to be much more severe than those associated with underage alcohol use. Studies also indicate that while marijuana does not cause physical dependence, it does cause psychological dependence, making it extremely difficult to stop using it once one starts. Finally, studies also indicate that marijuana is a gateway drug that in some cases can lead those who use it to other more harmful drugs.

Even more common in our society is the use and abuse of alcohol. Over 13 million Americans consider themselves alcoholics, and alcoholism is the third leading cause of death in the United States. We have already seen some of the problems associated with excessive alcohol consumption, but alcohol addiction is an even more troubling concern, since it can lead to a lifetime of misery and perhaps even premature death. Because alcohol dependency is so pervasive in our society, there are numerous resources available for those who feel that they have, or are developing, a problem with alcohol. These include Alcoholics Anonymous and Al-Anon, which have numerous chapters throughout Long Island. These organizations provide support groups for people struggling with alcohol addiction and are completely confidential.

Many college students turn to drug use and alcohol to escape from their problems, to reduce tension, or to relieve boredom. Although using drugs can lead to brief periods of peacefulness and relaxation, the cruel realities of one’s life never completely disappear (or as someone more poetically put it, “You can never escape from yourself.”) If you believe that you have drug or alcohol dependency, stop by the Student Counseling Center [K207] for a referral to a professional who can help you. The important thing is to remember that you are not alone.

**Feeling Overwhelmed, Anxious, or Depressed?**

We at Molloy College are deeply concerned about your mental and emotional health. If you feel as though your life is getting out of control, we have professionals here at the college who can provide you with the assistance you need. Mental health professionals are available for students in the Student Counseling Center [K207 / 516-323-3484]. Counseling for psychological or emotional difficulties is available to all Molloy students free of charge and is strictly confidential. For those seeking a more pastorally-oriented form of counseling, Sr. Diane Capuano is also available on a regular basis in Molloy’s Campus Ministries Office [PS390 / 516-323-3226].
Survey: How Healthy Are You?

This survey attempts to gauge how healthy your lifestyle is. As always, it is extremely important for you to answer these questions as honestly as possible, including those that are uncomfortable for you. Remember, no one but you will see the answers to this survey.

1. I eat fast food (a) rarely or never, (b) occasionally, (c) frequently (i.e., one or more times per week).

2. I (a) always, (b) occasionally, (c) rarely try to limit my consumption of the kinds of unhealthy fats found in most animal products.

3. I (a) always, (b) fairly consistently, (c) rarely maintain a healthy body weight.

4. I am (a) always, (b) sometimes, (c) rarely aware of my stress levels.

5. I exercise (a) three or more times per week, (b) at least once a week, (c) rarely, if ever.

6. I get at least (a) 9-10 hours, (b) 8 hours, (c) less than 8 hours of sleep every night.

7. I consume caffeinated beverages (a) rarely if ever, (b) about once, (c) several times a day.

8. I consume alcoholic beverages (a) rarely if ever, (b) a few times a month, (c) on a weekly basis.

9. I (a) never, (b) rarely, (c) often get drunk.

10. I (a) never, (b) rarely, (c) occasionally get behind the wheel of a car when I have had more than one alcoholic drink.

11. If I ever were drunk, my friends would (a) definitely not, (b) possibly not, (c) possibly allow me to leave their company to go off either on my own or with someone outside of the group.

12. I spend (a) less than a few hours a week, (b) less than two hours each day, (c) more than two hours each day watching television, surfing the web, and playing video games.

13. Sexual activity should (a) be reserved until one is in a committed long-term relationship or married, (b) be rare before one is in a committed long-term relationship, (c) used as necessary to reduce feelings of loneliness or arousal.

14. If I were on a date with someone I found physically attractive and felt pressured to engage in sexual relations with that person, I would (a) leave immediately, (b) try to talk to that person but stay with him or her, (c) take him or her up on the offer.

15. I (a) never, (b) occasionally, (c) regularly smoke cigarettes.

16. I (a) never, (b) rarely, (c) occasionally use mind-altering drugs (including marijuana).

17. I am (a) completely aware, (b) somewhat aware, (c) somewhat unaware of the symptoms of anxiety, depression, and substance abuse.

18. If I felt that my life was getting out of control, I would (a) seek the help of a mental health professional, (b) ask someone close to me for advice, (c) just tough it out.

19. I have a (a) warm relationship, (b) adequate, but not warm, (c) distant relationship with my family members.

20. If I were experiencing difficult times in my life, I am (a) absolutely certain that, (b) fairly confident that, (c) somewhat unsure whether my friends would be there to support me in whatever way was necessary.
RESULTS

Add up the number of A, B and C answers that you circled. For each “A” give yourself 5 points, for each “B” give yourself 3 points and for each “C” give yourself 0 points. Here are the results of this test:

Your Score: _____________________

Interpreting Your Score:

**Score of 90-100:** You seem like a walking, talking health machine. Keep doing what you are already doing, but be attentive to any changes that may take place in the state of your physical or mental health.

**Score of 75-89:** You seem like a fairly healthy person, but there is some room for improvement in your life. Remember, there is still time to make the changes necessary to live a happy and healthy life.

**Score of 60-74:** The results of this survey indicate that there are several areas of your life that are definitely causes for concern. If you think it appropriate, you may want to consider talking to someone in the Student Counseling Center [K207 /516.323.3484] to discuss strategies for improving your life.

**Score of 0-59:** Take some serious time to reflect upon how you are living. This survey indicates that you have one or more areas in your life that are definitely cause for concern. If you think it appropriate, why not stop by the Student Counseling Center [K207 / 516.323.3484] to get some helpful advice on how to deal with the troublesome areas of your life?

*Please note that the advice given in this chapter is for reflection purposes only. The authors have no specific training in medicine or mental health. If you feel that you need help to address problem areas of your life, you are strongly advised to seek the assistance of a specialist.*
CHAPTER 13
WHERE DO WE GO FROM HERE?

Case Study 13: And They All Lived Happily Ever After

There are numerous tales of joy and woe, ecstasy and despair, love and heartbreak in the lives of all college students. But none are as strange or amazing as the mysterious transformation that took place in the lives of Mary Beth and Carlo as they completed their first year at Molloy College. As you may recall, we left Mary Beth as she struggled with depression, anxiety, and substance abuse issues. On the morning following her breakdown, she was still lying in her bed when her telephone suddenly rang. She could barely bring herself to lift her body out of bed, but she felt oddly compelled to answer the phone. There on the other end was her Freshman Studies instructor, Ms. Albanese, who told Mary Beth that she was greatly concerned about her. She made Mary Beth promise to come in to see her that very day, and Mary Beth reluctantly agreed.

When she arrived at the office, Ms. Albanese confronted her about what happened in her class the day before. “Listen, Mary Beth,” she said, “I know that you are having difficulties adjusting to college life. It’s not uncommon. But if you want to succeed here, you are going to have to deal with your problems.” Ms. Albanese asked Mary Beth if she would like to go see someone at the Student Counseling Center who could help her sort out her emotional issues. The program was completely free, she said, and totally confidential. With no other options available, Mary Beth agreed to seek help.

The counselor at the Student Counseling Center recommended that Mary Beth come to see her on a weekly basis to talk about what she was experiencing. The sessions actually proved to be quite helpful and Mary Beth was provided with numerous tools to help her deal with her depression and anxiety. By November, Mary Beth was feeling better enough to get involved with several student activities and even decided to look into running for student government.
Her relationship with her classmates also improved greatly once she took the time to start to get to know them. She became close friends with one of the students in her Political Science class, Keisha, who inspired Mary Beth to work out with her in the College’s fitness room, and join her for her weekly yoga and meditation sessions. The combination of taking care of herself physically and emotionally improved Mary Beth’s life even more. For the first time since she arrived at Molloy, she was actually starting to feel happy about being a college student. Mary Beth even felt secure enough to forgive Carlo, who had brought her about as low as she had ever been with his unkind comment.

Carlo, as we have seen, was often clueless about how his “jokes” affected others. But he was also a warm-hearted lug. After Mary Beth ran out of the classroom, he felt absolutely terrible about what he had said to her and offered to make it up to her by buying her lunch in the student cafeteria. These lunches soon turned out to be a regular affair, and Carlo and Mary Beth began to see each other outside of class as well.

Inspired by Mary Beth’s gentle demeanor, Carlo determined to smooth out some of the rough edges in his own personality and began seeking out friends who would be a good influence on him. One day, during his philosophy, class he began chatting with three students who seemed really interesting—Marvin, Todd, and Rory. They definitely weren’t the kind of folks with whom he would normally associate, but one thing was certain: they were really fun guys who had a real eye for fashion, and passion for the performing arts. Marvin had told Carlo how he had stood up to his mother for the first time and told her that he was going to be a philosophy major whether she liked it or not. Amazingly, Marvin’s mother was impressed by her son’s newfound sense of confidence, and accepted his decision without any complaints. She even approved of his friends, Rory and Todd, who frequently came over to the house to rehearse for Molloy student productions.

Although he had never acted before, Carlo was convinced by Marvin to try out for the College’s production of A Chorus Line. There was no conceivable way that he could have landed a role in the production—his singing was abysmal and his dancing was absolutely hopeless—but he put his practical skills to good use by volunteering as a stage hand. By the end of his first year in college, Carlo had begun to become a brighter, more inspired individual. He even agreed to sign up for Dr. Yanovitch’s popular yoga class with Mary Beth, although he was completely horrified by Dr. Yanovitch’s demonstration of the practice of Uddiyana Bandha (note from the editor: you will have to take the class if you want to find out what this is). Still, the experience helped to solidify their relationship with one another, and their newfound flexibility proved to have practical, as well as spiritual, benefits.

In May, Mary Beth, Carlo, Marvin, Todd, Rory and Keisha all decided to attend the College’s end of year barbecue together. Nicholas, another student in their Freshman Studies class, was taking part in the tug of war with Sonya, his new girlfriend. Nicholas had managed to resolve his financial issues and, with the help of the Writing Center and the AcE Tutoring Program, he was able to get his grades up to a respectable B average. The eight of them, who had bonded nicely as a group, could not have had a better time during the barbecue. “How could life be any more wonderful?” said Mary Beth as she laughed with her friends at their table.

The only blot on the evening was when Matt, who had just been voted Mr. Molloy because of his good looks and winning personality, sat crying with his head buried in his girlfriend Amanda’s lap, because he was failing for the semester and would probably be booted off the baseball team. “Life is so unfair,” they heard Matt tearfully lament. “What have I done to deserve all this?” Amanda patted his head gently as she usually did when Matt was acting ridiculous, but she had already begun to scope out the nearby tables for a more mature boyfriend. Nobody likes a crybaby, after all.

And so freshman year ended on a joyful note. Despite all of the adversity that they experienced, Mary Beth and Carlo went on to enjoy another three years of bliss at that enchanted place known as Molloy College. Graduating from college with degrees in social work and business, they decided that they wanted to give something back to the world and joined the Peace Corps, volunteering for two years in Southern Thailand. You can find them there now, if you want to, walking hand in hand on the white sands of Samui Island, as the sun sets over the crystal waters of the Gulf of Thailand.

**Discussion:**

Do you think that the transformations of Mary Beth and Carlo as they are depicted in this case study are at all probable? Why or why not? How are you planning to ensure that you have a happy, fun filled, and productive four years of college?

We hope that your freshman studies experience was a rewarding one and that you learned a few things that will help you succeed in college and beyond. As we say farewell to you, however, we’d like you to reflect one last time about some of the important issues that we have briefly discussed during the course of the semester:
Are you really making the most of your college experience?

We here at Molloy really do want you to have a happy and productive four years with us and will do whatever we can to help make your college years as rich and rewarding as possible. You are ultimately in the driver’s seat when it comes to your own happiness, and there are a few things that you can do to ensure your own success in college:

Don’t wait to get help. If you are having trouble with any of your classes, now is the time to do something about it. Remember, the Writing Lab and the AcE program are available to you free of charge here at Molloy, so take advantage of them.

Get involved. You may recall that those students who get involved during their college years generally have the best experience in college. Have you checked out any campus clubs yet or explored the possibility of volunteering or studying abroad? If you are interested in becoming more active in the life of Molloy College, a “Get Involved Now” form has been included at the end of this book. If you take the time to fill it out and hand it in to your instructor, he or she will make sure that you get contacted by a representative from the club or activity in which you expressed interest.

Get connected. It is also true that students who establish close relationships with their fellow students and faculty report much greater satisfaction in college. Your Freshman Studies class was one place where you had the opportunity to get to know some people whom you will be encountering for the next four years. Why not arrange to do something together socially in the future, discuss the possibilities of taking courses together during the Spring Semester, or just do lunch at some point? It takes effort to develop a relationship with someone, and if you are not willing to do the work, you will probably have a very lonely time in college.

Don’t over-extend. Far too many college students over-commit themselves and suffer as a consequence. If you find that you are overwhelmed with work, school and family obligations, then something has to give. Since you can’t just forget about school or your family, this probably means that you will be forced to cut down on your work schedule. Stop into the Financial Aid Office to discuss ways that you can help pay for college without causing yourself a nervous breakdown.

Have you decided on a major yet?

We’re not trying to rush you, but eventually you are going to have to “take the plunge” and try out some kind of major. Of course, for most majors, you still have some time before you have to make a final commitment, but you really need to be aware that, if you put off the decision on a major for too long, it might mean that you will have to spend an extra semester or even an extra year in college, which could end up costing you a considerable amount of money.

If you haven’t made a decision yet on a major, take the time now to talk to faculty or staff in any academic departments at the college that seem even somewhat interesting to you. The chairpersons of most departments here at Molloy will take time to discuss your concerns and provide you with information on the advantages of their majors. You might also consider taking one of the more extensive vocational tests available in the Career Development Center which can help to narrow down some potential fields for which you are well suited.

If you choose a major during your freshman year, this in no way means that you can’t change your mind later on if you find yourself unhappy with your decision. Many students here at Molloy change their majors at some point during their four years at the College; some even change their majors more than once. Whatever major you choose, you should be happy with the courses you are taking, the faculty in that department who are teaching you and the amount of personal attention you are receiving from the department. If at some point, you are dissatisfied with your experience, it is completely within your right to change majors at any time.
Are you experiencing any problems that could jeopardize your ability to complete college?

Twenty percent of all college freshmen never make it to sophomore year. We do not want you to be part of this statistic. There is no problem that you are experiencing that can’t be solved if you ask for help from the right party. If, at any point during the next year, you experience any problems that might make you at risk for having to drop out of college, we encourage you to stop into the Office of the First-Year Experience and discuss your situation openly with the helpful staff there. We can’t guarantee that we will be able to solve all of your problems, but we will certainly try our best.

The faculty, administration and staff at Molloy wish you the best of luck during the next four years of college. We know that there are numerous demands placed upon you as a college student and that juggling all these demands can often be stressful. Rest assured that we are here to help you any way that we can.
APPENDIX A
# APPENDIX B
## LIST OF IMPORTANT OFFICES

<table>
<thead>
<tr>
<th>Office</th>
<th>Contact</th>
<th>At</th>
<th>For questions about…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the First Year Experience [S103D]</td>
<td>Dr. Kathleen Conway</td>
<td>516.323.3263</td>
<td>Academic, social, financial, emotional issues or problems affecting freshmen at Molloy</td>
</tr>
<tr>
<td>Office of Academic Affairs (K119)</td>
<td>Dr. Marion Flomenhaft</td>
<td>516.323.3023</td>
<td>Assistance with academic difficulties and conflicts</td>
</tr>
<tr>
<td>Office of Enrollment Management (Student Solutions, W Lobby)</td>
<td>Ms. Linda Albanese</td>
<td>516.323.4025</td>
<td>Assistance with non-academic related issues (e.g., financial difficulties, problems related to registration and admissions, enrollment issues)</td>
</tr>
<tr>
<td>Student Counseling (K207)</td>
<td>Ms. Carrie Sollin, Ms. Talita Ferrara</td>
<td>516.323.3484</td>
<td>Personal counseling available for all Molloy Center students</td>
</tr>
<tr>
<td>Student Affairs (PS 330)</td>
<td>Mr. Robert Houlihan</td>
<td>516.323.3457</td>
<td>Student activities, events, student government, support services</td>
</tr>
<tr>
<td>Information Commons (2nd floor, PS)</td>
<td>Mr. Kevin Milella, Ms. Tabatha Ochterla</td>
<td>516.323.4819, 516.323.3932</td>
<td>Hours, programs, available assistance, Reference assistance</td>
</tr>
<tr>
<td>Academic Enrichment Program [C019]</td>
<td>Ms. Kimberly Havens</td>
<td>516.323.3451</td>
<td>Tutoring assistance or questions about how to obtain a position as a college tutor.</td>
</tr>
<tr>
<td>Academic Support Services/TRIO Program (C017)</td>
<td>Ms. Nicolette Ceo</td>
<td>516.323.3282</td>
<td>General information about academic support services available to students</td>
</tr>
<tr>
<td>Bookstore (PS 1st floor)</td>
<td>Ms. Kierstin Budjinski</td>
<td>516.323.3935</td>
<td>Operating hours, texts for specific courses, prices, and availability</td>
</tr>
<tr>
<td>Campus Ministries [PS390]</td>
<td>Sr. Diane Capuano, Mr. Scott Salvato, Fr. Jordan Turano</td>
<td>516.323.3226, 516.323.3225, 516.323.3227</td>
<td>Pastoral Counseling provided by Sr. Diane Capuano; community service activities, liturgies, retreats, and other programs.</td>
</tr>
<tr>
<td>Career Development (PS 320)</td>
<td>Ms. Mary Brosnan, Ms. June Hinton-Doyle</td>
<td>516.323.3469</td>
<td>Options available for careers and graduate school; vocational testing</td>
</tr>
<tr>
<td>Financial Aid (W236)</td>
<td></td>
<td>516.323.4200</td>
<td>Financial aid packages, loans, scholarships</td>
</tr>
<tr>
<td>Health Services (K310)</td>
<td>Ms. Anita Daleo</td>
<td>516.323.3467</td>
<td>Medical problems while on campus</td>
</tr>
<tr>
<td>Library (K218)</td>
<td>Ms. Nikki Palumbo</td>
<td>516.323.3929</td>
<td>Resources and assistance available at Tobin Library</td>
</tr>
<tr>
<td>Registrar (W225)</td>
<td></td>
<td>516.323.4300</td>
<td>Registration procedures, transcripts</td>
</tr>
<tr>
<td>Student Financial Services (Bursar) (W235)</td>
<td></td>
<td>516.323.4100</td>
<td>Payment of tuition, fees</td>
</tr>
<tr>
<td>Writing Center [C016]</td>
<td>Ms. Denise Hughes</td>
<td>516.323.3299</td>
<td>Assistance with writing projects or academic research papers</td>
</tr>
<tr>
<td>Service</td>
<td>Contact Person(s)</td>
<td>Phone Numbers</td>
<td>Description</td>
</tr>
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</tr>
<tr>
<td>St. Thomas Aquinas Program</td>
<td>Mr. Joseph Weinstein</td>
<td>516.323.4023</td>
<td>Support services for students needing additional assistance to succeed in college</td>
</tr>
<tr>
<td></td>
<td>Mr. Brendan Caputo</td>
<td>516.323.4021</td>
<td></td>
</tr>
<tr>
<td>Service Learning Office</td>
<td>Dr. Madeline Gunn</td>
<td>516.323.3356</td>
<td>Service Learning, internship opportunities</td>
</tr>
<tr>
<td>(1079 H. A.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Ms. Kathleen Reba</td>
<td>516.323.3952</td>
<td>Short-term and semester-long overseas study programs</td>
</tr>
<tr>
<td>(PS310)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Solutions Center</td>
<td>Main Line</td>
<td>516.323.4400</td>
<td>Answers to questions about financial aid, billing, and The Lions Den</td>
</tr>
<tr>
<td>(W Lobby)</td>
<td>Ms. Cathleen Ciullo</td>
<td>516.323.4404</td>
<td></td>
</tr>
</tbody>
</table>
Now that you have made it through a good bit of your first year of college, and realize that it is not as bad as you thought it was going to be, you may have begun to give some thought to participating in some of the worthwhile activities available for students here at Molloy College. Just fill out this form and hand it in to your instructor. You will be contacted within a few weeks with information about the club, organization, or activity in which you expressed interest.

Name: _______________________________ E-mail: _______________________________

Address: ________________________________________________________________

____________________________________________________________

Home Phone: ___________________________ Work Phone: _______________________

Please send me information about the following club, organization, or activity:

**Campus Clubs**
- African American Organization
- American Red Cross Club
- American Sign Language
- Anime
- Art Club
- Asian Student Union
- Biology
- Business and Accounting Club
- Chrysalis (Yearbook)
- Circle K International (Community Service)
- Club TRIO
- Education Club
- English Club
- Gaelic Society
- Hillel
- History and Political Science Club
- Italian Student Union
- Impact Magazine
- Leadership, Education and Awareness for Disabilities (LEAD)
- Lioness Step Project (Step Dancing)
- Lion’s Café (Poetry Group)
- Math and Computer Studies
- Molloy Against Trafficking Humans
- Molloy Forum (Newspaper)
- The Molloy Literary Magazine
- Molloy Mock Trial/Moot Court Club
- Molloy Nursing Student Assn.
- Music Education Club
- Music Therapy Club
- National Student Speech Language Hearing Assn.
- Performing Arts Club
- Philanthropy Club
- Philosophy Club
- Pre-Med Club
- Psychology Club
- Quidditch Club
- Respiratory Therapy Club
- Social Work Club
- South Asian Cultural Club
- South Asian Cultural Study Club
- Student Government
- Student teaching in England (Senior Year, Education Majors Only)
- Summer Study Abroad (1 Month July or August/Spain or England)
- Short-Term Study Abroad (1-2 Weeks during Winter/Spring Break)
- United States Women’s Rugby

**Government**
- Student Government

**Intramurals**
- Men’s Rugby
- Women’s Rugby

**Study-Abroad**
- Semester Abroad (Junior Year)
- Student teaching in England (Senior Year, Education Majors Only)
- Summer Study Abroad (1 Month July or August/Spain or England)
- Short-Term Study Abroad (1-2 Weeks during Winter/Spring Break)

**Volunteering**
- Community Work-Study (off campus for pay)
- Mentoring (on and off campus working with children)
- Volunteer Program (off campus, not for pay)

**Campus Ministries**
- Liturgical Ministries (Reading, Folk Group, Eucharistic Ministry)
- Retreats
APPENDIX D
FIRST SEMESTER INVENTORY

If you are experiencing any sort of difficulties as a first year student here at Molloy that need to be addressed, please fill out this form and either submit it to your FST instructor or directly to the Office of the First Year Experience [Siena 103d]. You will be contacted within two weeks to set up a meeting with the Director of that Office to help you solve any problems that you have indicated. Please be assured that all information included on this form will be treated as confidential by all personnel at Molloy College.

Name: ________________________________ Email: ________________________________
Home Tel #: ________________________________ Cell Phone #: ________________________________

☐ ACADEMIC ISSUES

I am experiencing academic difficulties or am in danger of failing the following courses:

Course Name: ___________________________ Instructor: ___________________________
Course Name: ___________________________ Instructor: ___________________________
Course Name: ___________________________ Instructor: ___________________________

☐ FACULTY ISSUES

I am experiencing personal difficulties with a college instructor and would like to discuss the situation with someone.

☐ FINANCIAL ISSUES

I am experiencing some serious financial difficulties this semester and the cause is...

________________________________________________________________________

☐ ADJUSTMENT ISSUES

I am not having a positive experience here at Molloy and the reason is...

________________________________________________________________________

☐ PLEASE CONTACT ME

I would appreciate a meeting with the Director of the First Year Experience to discuss the problems that I have indicated on this form. Please contact me at:

☐ the above telephone number ☐ the above email address as soon as possible
NOTES
REMEMBER:
YOU ARE NOT ALONE

If you are experiencing a problem during your Freshman Year, stop by the Office of the First Year Experience (Siena 103d) or call 516.323.3263

WE CAN HELP!
See Separate File for back Cover