Chapter 1

You Have Arrived: A Primer on College Life

Read this chapter to answer the following questions:

- How does studying in college differ from studying in high school?
- What special situations can you expect to encounter in college, sooner or later?
- How do you make a positive impression on your professors?
- How do you ask a professor for help?
- How do you take full advantage of the resources your college has to offer?
DIRECTIONS: On a scale of 1 to 5, with 1 being “strongly disagree,” 3 being “somewhat agree,” and 5 being “strongly agree,” respond to each of the statements below. Although you may not have firsthand experience with some of these issues, you probably do hold some preconceived notions of what college will be like. Your responses to these items should give you a good idea about how much you think your college experience will differ from what you experienced in high school.

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<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Some-what agree</th>
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<td>1. My college professors will expect much more of me.</td>
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<td>2. My college classes will move at a faster pace.</td>
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<td>3. My college classes will require more than just memorization.</td>
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<td>4. My college classes will not give me chances to earn extra credit.</td>
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<td>5. My college classes will require me to spend more time studying.</td>
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<td>6. My college professors will give fewer exams.</td>
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<td>7. I will have more freedom in college.</td>
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<td>8. I will often feel anonymous in college.</td>
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<td>9. I will experience motivation problems in college.</td>
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<td>10. Managing my time effectively will be more challenging in college.</td>
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<td>11. It will be more difficult to get to know my teachers in college.</td>
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Now add up your score. The higher your score, the more differences you believe you will experience in making the transition to college. The more differences you experience, the more time it may take you to make the adjustment. But don’t despair. The skills you will learn in Effective College Learning will help you make this transition.

Before reading the chapter, reflect on your responses to the self-assessment. What types of information will you need to find out to make your transition to college smooth? What do you feel confident about?
Before You Begin

In each chapter you will notice two to four words that appear in bold. These are your "Word Wise" words. As you read, try to construct the meaning of the words through the context of the paragraph or sentence. This section will define the words for you and provide you with a brief context so that when you encounter the word in your reading, you will have some familiarity with it.

1. **Presumably** (adv., p. 5) — by reasonable assumption; can be taken for granted.  
   She bought a ticket for the concert, so presumably she will go.

2. **Ancillary** (adj., p. 5) — supplementary; extra; material that is subordinate to something else.  
   The handout was ancillary to the textbook, so the professor impressed on the class the importance of not losing it.

3. **Proactive** (adj., p. 7) — acting in advance; anticipatory actions.  
   By studying a little every day, the student took proactive steps to maintain her excellent grades in the class.

4. **Inevitably** (adv., p. 9) — is a way that is certain; impossible to avoid or prevent; by necessity.  
   Inevitably, our final exams will occur in May.

**WORD WISE**

DID YOU KNOW?  
“getting the meaning through context.” It is certainly not a bad idea for a beginning point of learning a new word, but rarely is it enough. Research shows that using context alone works only if the context provides a very clear definition of the word. However, this is usually not the case. So, if you run across a word in the course of your reading that you don’t know and the context is weak, use your dictionary or ask someone to clarify the meaning for you.

**RESEARCH INTO PRACTICE**

**Friendsickness and Adjusting to College**

In this study, researchers examined the role of friendsickness in adjusting to college life. They define friendsickness as concern about losing old friends and/or worries about making new friends in college. The results indicated that more than 50 percent of their participants experienced moderate to high levels of friendsickness as they transitioned to college. Students who experienced these levels of friendsickness showed difficulty in making the transition to college. They reported feeling lonely, had poor self-esteem regarding the ability to make new friends, and felt that their social life in college was not what they expected. The researchers suggested several ways to overcome friendsickness. First, students should consider this transition a process, during which time they will begin to learn new coping skills.

Second, students who are friendsick need to realize that they are grieving. Grief or loss education, often available at campus counseling centers, can help them develop productive coping strategies. Third, the researchers found that it is helpful for students to create a balance between working on building and strengthening college friendships and realizing that their relationships with precollege friends will change. This research is important because many students realize that they are homesick but may not consider the role that friendsickness can play in the adjustment to college.

How Is College Different from High School?

Starting college! You may feel as if you have been preparing for this day forever. You’ve taken a college preparatory curriculum in high school, you’ve talked with friends or siblings who are already in college, and you may have visited several campuses before deciding which school to attend. Or you may be returning to college after several years of working, having already gone through careful life assessment and financial budgeting. Regardless of your situation, presumably you are excited about what the next few years have in store for you. And, for a variety of reasons, some of you may even be a little wary and unsure of yourselves as you begin down the college path.

In this chapter, we will discuss some of the ways in which college differs from high school. In addition, we will present nine situations that you are sure to encounter in college sooner or later and will offer suggestions about how you might deal with them. We will also talk a little about college professors and how your relationship with them can influence your college success. Keep in mind as you read this chapter that campuses differ in size and in the expectations they have of students. For example, students attending a large university may have experiences very different from those of students attending a local community college. Students starting or returning to college after working for a couple of years will have still different experiences. In this chapter, we will discuss a variety of generalizations and solutions, many of which will apply to your particular situation.

How many times have you heard one of your relatives say something like this: “Oh, (insert your name)! Enjoy these college years. They will be the best of your life.” Although this statement may be true—college is enjoyable and memorable—it is also demanding and, in many instances, just plain different from high school. It’s a time in your life when you will go through many changes as you prepare for the world of work that follows. In this section, we will discuss some of the reasons why high school and college differ.

### Reality Check

**Transitioning to College**

We often ask students what they wished they had learned in high school about making the transition to college. Surprisingly, many students tell us that they wish that teachers didn’t scare them so much about professors. They are often told in high school that professors won’t care about them or get to know them at all, but our experience says that this is really not the norm. With a little effort, you can get to know your professors, and most of us are pretty nice folks. Think about your own experience. What do you wish you had learned about the transition to college? How do you feel so far about your interaction with your professors?

### 1. College Requires Greater Independent Learning

Your high school teachers may have been willing to give you lots of test preparation help. They may have prepared study guides or even provided the exact questions that would be asked. Although college instructors also want you to be successful—we have never met a professor who wanted students to fail—they don’t give students as much study help. Sure, most professors will answer questions about course content and things you don’t understand, but they rarely provide you with a variety of ancillary learning materials and they certainly will not give you exact test questions. They also expect that you know effective and efficient study strategies; and if you don’t know how to study for their courses, they expect you to learn how.
Chapter 1

2. COLLEGE COURSES MOVe AT A FASTER PACE

If you ask first-year college students about the differences between high school and college, one of their most common responses would be that college courses move much faster than high school classes. What might have taken a full year to cover in high school will probably be covered in a semester in college. It’s not uncommon for college professors to move through three, four, or more chapters in a week, expecting you to keep up. In addition, topics are generally covered in greater detail. However, college professors may go into detail on just a few points and expect you to fill in the rest of the details on your own.

3. COLLEGE COURSES REQUIRE CRITICAL THINKING

In your high school classes, perhaps you were required to memorize lots of facts for exams. You may even have been discouraged from questioning either your high school textbooks or your teacher. But as you proceed through college, you will find yourself in classes where your professors want you to do more than memorize. You might have to critique an essay on literary theory, read and respond to a historian’s view of the Vietnamese conflict, or compare and contrast conflicting scientific theories. All of these tasks require you to think critically because you need to go beyond memorization to applying or synthesizing the information.

4. COLLEGE CLASSES HAVE FEW SAFETY NETS

Usually on the first day of a college class, your professor will give you a syllabus. The syllabus outlines the course requirements and also generally tells you how your grade will be determined. Something that will become clear as you read your syllabus is that many of the safety nets that you had in high school, such as extra credit assignments or other bonuses to improve your grade, have all but disappeared. This means your course grade will be determined by the grade you earn on a limited number of tests or papers; you’ll need to give every assignment your best effort.

5. COLLEGE REQUIRES YOU TO STUDY LONGER AND MORE EFFECTIVELY

You will probably find out pretty quickly that both the amount of time you put into studying and the way you study in college will have to change if you want to earn high grades. Many of our students tell us that they really didn’t have to study in high school. “Studying” was reading over a study guide or skimming class notes for about a half hour. Some students begin college without ever having had to read their texts, and others have never taken essay exams. It is important to realize that studying in college requires not only more time, but also a variety of study strategies. In fact, you will soon realize the strategies that work for you in English literature will not work for you in physics.

6. COLLEGE PROVIDES FEWER CHANCES FOR EVALUATION

When you were in high school, it may have seemed as though you were always taking tests or writing papers. Chances are you were tested on small amounts of material (only one or two chapters) and you had numerous chances for evaluation. If you did poorly on one test, you could usually make it up on the next one. In college, on the other hand, you will probably have fewer chances to be evaluated. At first, the idea of taking fewer tests per course in a term may seem appealing. But think about the big picture. If you have only three exams, you are going to be held responsible for much more information at one time than you were in high school. What at first seems to be an advantage—fewer tests, homework that goes unchecked, a longer period of time between exams—may actually work against you, unless you know how to stay on top of things.

7. COLLEGE GIVES YOU GREATER FREEDOM AND GREATER RESPONSIBILITY

In college, no one makes you stay on top of your coursework or keeps track of your comings and goings or checks to see that you have done all of your reading and studying before heading out for a night on the town. This freedom comes with a tremendous amount of responsibility. It is your responsibility to prioritize the tasks you have to do against the things you want to do. This applies to
all students, no matter what your age when you begin college. If you’re like most students, you will love the freedom part and not be so fond of the responsibility part.

8. COLLEGE PROVIDES GREATER ANONYMITY

If you attend a moderate to large college or university, you will be faced with being somewhat anonymous, and in some cases, very anonymous. This is an issue for community college students as well because most two-year institutions are commuter schools with little or no on-campus lodging. By anonymous we mean that you can become just another face in the crowd. Think back to high school, especially those of you who attended small schools. Most of you probably got to know your teachers and your classmates fairly well. Your teachers not only knew your name, but also were concerned about whether or not you were learning and understanding the information presented in their classes. For the most part, you don’t get to know most of your college professors that well. All is not lost, however. Most of the time, students are anonymous only if they want to be, regardless of how large or small their campus may be or how old they are. You can become more than a “face” to your professors by making appointments to talk with them. You can join clubs that have faculty sponsors. You can take part in a variety of campus activities with other students who share your interests.

9. COLLEGE REQUIRES YOU TO BE PROACTIVE

Being proactive means that it’s your responsibility to take the initiative in a variety of situations. In high school, either your teachers or your parents may have insisted that you get help if you were having problems with a particular course. And you may have followed their advice reluctantly. In college, however, it becomes your responsibility to know the resources that are available on your campus, so that if you do run into difficulties or need the services of some office, you’ll know how to find the information you need or where to go to get assistance. If you are proactive and find out a little about them before you need their services, it will save you time in the long run. Some of these services include:

The Library In addition to providing resources, the library is a great place to study, to do research online, or to meet your study group. Most campuses have library orientations that help students learn to navigate large and complex systems. Although much of what you need from the library will be online, there will be times when you will have to use the bricks-and-mortar library, so it’s a good idea to familiarize yourself with it early on.

The Learning Center The campus learning center can be an excellent source of assistance, because most offer a variety of services—from academic counseling to help with writing, studying, and mathematics.

Tutorial Services Like learning centers, most campuses offer tutorial services for a broad range of courses. Generally, tutoring is provided by undergraduate students who earn top grades in the areas that they tutor. This tutoring is usually free, but appointments are often necessary. Individual departments—particularly those in languages, mathematics, and sciences—may also offer tutoring or group reviews. Find out which departments on your campus offer such tutoring services.

Learning Disability Services These centers provide a resource for students requiring classroom accommodations because of a variety of learning disabilities. They also often provide comprehensive assessments for students. If you have been diagnosed with a learning disability or think you may have one, it is a good idea to use their services as soon as you get to campus.

Health Services Because getting sick enough to need the services of a doctor is inevitable, know where your campus health facility is and what the rules are to be able to see a medical professional. Don’t wait until you feel as if you’re on your deathbed. Find out where to go and what to do early on.
Counseling Center More and more students are enlisting the help of trained professionals from their campus counseling centers. If you find that you have problems that are getting in the way of your academic success, you should seek out help. Sometimes talking with a friend works. If it doesn’t, find out more about the services offered through the counseling center.

Office of Diversity Many campuses house offices of ethnic and racial diversity where students can find workshops, lecturers, and even faculty mentors. The aim of these offices is to foster an understanding for and respect of cultural differences in the campus population and to promote equity for all students at the institution.

Student Center or Student Union On most campuses, the student center is the hub of the campus where you can meet friends, but most also offer a wealth of resources. Sometimes campus organizations and clubs have offices in the student center. Social event and concert tickets can be purchased there. General information about campus such as bus schedules, campus maps, and event schedules can be obtained. Often, the campus bookstore is located in or near the student center. When you don’t know where else to turn, the student center is a good place to start if you need information about your campus.

Monitor Your Learning

DIRECTIONS: Now that you have read about some of the ways that college requires you to think differently, analyze your own experiences and respond to the following questions.

Suppose you had a teacher or a professor you did not like. How would you deal with the situation? What suggestions do you have for others who might be in the same predicament?

What are the advantages of going to class each day? Think about advantages for both students and professors.

Think about a time when your motivation to learn was low. What caused you to lose motivation? What did you do to restore it? How do you know when you’re losing motivation?
Eight Situations You Can Expect to Encounter Sooner or Later

Now that you have seen some of the ways in which high school and college differ, let’s examine the transition from another perspective. Let’s examine eight situations that most college students will inevitably encounter and how you might cope with or handle each situation. All of these situations will be addressed again throughout this text so you will be able to explore these ideas in greater detail.

In a perfect world, none of the following situations would occur. All students would go to class every day, distribute their study time over several days, stay on top of their reading, and make the dean’s list every term. However, the world of college is an imperfect place. So, let’s discuss some of the situations that you might encounter in college, some for which you might not be prepared. As you read each section, think about how you might handle the situation and what additional information might help you cope better.

1. PROFESSORS WHO TAKE ROLL

Someone may have told you that the only time you really have to show up for classes in college is on test days, or that if you can get the information on your own, professors don’t really care whether you are in class. Although many professors don’t take attendance, eventually you will run across one who does; and, in reality, most actually do want you present in class. Many professors truly believe that attending class will help you learn. We believe this as well, so even if your professor does not take roll, it’s still a good idea to attend class. We will talk more about the role of professors later in this chapter.

2. EARLY MORNING CLASS

Most traditionally aged college students (as well as many who are of nontraditional age) are not morning people. In fact, there’s even scientific evidence to indicate that the biological clocks of young people are preset to stay up late at night and to sleep late in the morning. However, the college officials who determine the times of class periods evidently are unaware of this research.

Unfortunately for most college students, a time will come when you will have to take an early morning class. If you do have that early class, try to juggles the rest of your schedule so that you can go to bed earlier than usual. Additionally, try to take one that meets only two or three days a week, thus allowing you a little more flexibility on other days. In Chapter 2, we will discuss additional ways to manage your time so you can make it to your classes.

3. A COURSE OR PROFESSOR YOU DON’T PARTICULARLY LIKE

It’s perhaps sad, but true: there will be courses you don’t like and professors with whom you will fail to connect. Even if you have a wide range of interests
and you can get along well with almost everyone, at some point you'll probably have to make it through a rough class. You can take one of two routes when this happens:

**Route A**
You can think of every excuse imaginable not to do the work or go to class. You can blame your attitude on the professor or the boring material that you are expected to learn.

**Consequences of Route A**
A poor course grade, feeling bad about yourself, and having to work doubly hard in another course to bring up your overall grade point average.

**Route B**
Acknowledge that you really don't care much for the course or the professor. It's one course, however, and you can make it through. Study with someone who seems to like the course. Try to motivate yourself with small rewards. Tell yourself that this is temporary and the course will soon be over.

**Consequences of Route B**
Perhaps you will not earn an A in the class, but you will emerge with your ego and your grade point average intact.

We will talk more in Chapter 3 about the role of attitude on learning.

**4. CRAMMING FOR A TEST**
Imagine that you have a big test in a couple of days (or worse yet, tomorrow) and you've done very little preparing. Now it's *cram time*! Personally, we've never met a student who didn't have to cram at some time. And cramming occasionally probably isn't a horrible thing, but it shouldn't become the way you live your academic life. If you have to cram occasionally, try to use the strategies you'll learn in this book to study to your advantage. And, as soon as possible, regroup so that you don't have to cram again. We will discuss a variety of ways to prepare for exams in Chapters 10–13.

**5. DIFFICULTY MAINTAINING MOTIVATION FOR ACADEMICS**
Most college students experience motivation problems at some time or another. This usually doesn't last long, but for some students the decline in motivation is long enough and severe enough to interfere with their schoolwork. Other students experience a lull in motivation in just one class, generally a class with which they may be experiencing difficulty. Still others begin the term with good intentions, yet quickly develop general motivation problems in every class. If you are having motivation problems, try setting some specific, reachable goals. Whether your lack of motivation is concentrated in one particular course, occurs at a specific period of time (such as around the midpoint of a semester), or is generalized across all your academic courses, goal setting can help you stay focused and improve your motivation to learn. We will discuss motivation in more depth in Chapter 3.

**6. PERSONAL PROBLEMS AND/OR ILLNESS**
No one plans on getting sick or having serious personal problems, but at some point you will likely experience both predicaments. However, there are some things you can do to salvage even a bad situation. First, as you plan your schedule for the term, build in some flexibility, just in case. If everything goes according to plan, the worst thing that can happen is that you'll have some extra time to study, work, or play. Second, as mentioned earlier, use the services that are available on your campus. Third, develop a set of reliable peers or count on family members who can be there for you in times of illness or other problems. Often, knowing that some other person can help you out makes all the difference in the world. We will talk about these issues in Chapter 5.

**7. FRUSTRATION**
It's a given that you will experience frustrations and stressful situations, but it's how you deal with them that makes the difference. Try not to let things build up to the point where you can't cope. As much as possible, deal with frustrations as they
arise. Evaluate all the alternatives. And try not to become stressed by things you have no control over. So . . . take a walk. Go work out. Spend a few minutes venting to a friend. In time, it will work out. See Chapter 5 for more suggestions on managing stress and frustration.

8. JUGGLING TOO MANY RESPONSIBILITIES

College students tend to be busy people—going to class, studying, attending meetings, working, exercising, taking part in campus organizations, and the list goes on. Add to all of this family responsibilities, social interactions, and some good old time to play, and you can easily become over committed. Although you certainly want to get the most out of your college experience, try to think about how new responsibilities will affect you. Remember that if you are in college full time, your primary job is to be a student. If you are a part-time student, you have at least two roles to fill. Then you can ask yourself: “What other kinds of responsibilities can I take on?” Will you have so much to do a month from now that you will constantly feel stressed out and frustrated? If you can think about this in advance and learn to say “No” when you find yourself maxing out, you will be able to keep all those balls in the air and be a much happier student. We will talk in Chapter 2 about ways to manage all you have to do.
Feeling Comfortable With Your Professors

College can be intimidating at times. Sometimes it’s easy to find yourself in situations where you want to initiate conversations but you are simply too scared to follow through. This uncomfortable feeling can be especially painful if you feel like the new kid on the block. One situation that seems to make many college students uneasy, particularly first-year or returning students, is approaching professors. Whether it’s to ask for assistance, to clarify a reading assignment, or to discuss a grade on a paper or an exam, talking with your professor doesn’t have to be threatening.

Students are often unsettled about talking with professors because they believe that the professor is the only one who determines their grade. Many students fail to acknowledge that grades are earned, not given, and therefore they see the professor as the power person in the classroom. Because they view the professor as having all of the control, they see little they can do in the way of talking to professors to influence their grades. What they don’t realize is that knowing how to interact in a positive way with their professor can go a long way toward helping them earn a better grade. Notice that we didn’t say that just because the professor knows who you are and gets the impression you are trying, he will give you a better grade. No professor that we know gives a student a grade just because the student has gotten to know him. But knowing how to talk with your professor can go a long way toward making a positive impression and helping you feel more relaxed with that professor—and other professors—in the future.

How Professors Are Ranked?

Most professors have what are called advanced degrees. The degree required generally depends on the type of post-secondary institution in which an individual teaches. For example, a community college may require each of their teachers to have a master’s degree, while a university might expect a doctorate degree. A person can have a doctor of philosophy degree in botany, English literature, history, or just about any other discipline you can think of. Usually it takes an individual three or more years after earning a master’s degree to earn a doctorate.

When a professor is hired, she will normally begin at the assistant professor level. Each new assistant professor receives institutional guidelines that outline what she must do in order to get promoted to the next level, which is associate professor. Depending on the type of post-secondary institution, the criteria for promotion may be weighted heavily on the professor’s ability to teach, but it might also be on the research she publishes, the committees she serves on, and the service projects in which she participates. It takes anywhere from four to seven years to reach the associate level.

The next rank, full professor, is reserved for those who are able to sustain exemplary teaching, research, and/or service records for another several years, because college teachers usually must hold the rank of associate professor at least five years before being promoted to full professor. Full professors generally have high status because they have an extended track record.

We believe that it is important for students to be familiar with this ranking system so that they can better appreciate how much work their college professors must invest in order to be promoted. Some college students believe that all professors have to do is to sit in their offices and wait for students to come and ask them questions. Nothing could be further from the truth. Certainly, most professors enjoy interacting with students and enjoy teaching, but regardless of the type of institution, they have expectations and responsibilities that extend beyond the classroom. The point here is that college professors, no matter what kind of college they teach at, are busy people.
Some General Tips About Interacting with Professors

"The first impression is a lasting one" holds true when interacting with professors as much as it does with other people. Recall the first time you met someone with whom you eventually became friends. What was your first impression of him or her? Chances are that you liked that person right from the beginning. You didn't become best friends overnight, but there was something about the person that made a good impression on you and made you want to get to know him or her better. Because first impressions don't change dramatically over time, it's important to make a good impression on your professor right from day one. How can you do that? Several general tips may help you out.

Sit Up Front in Class When you are up front, you are more likely to stay alert and focused on the lecture, especially if you are in a class with lots of other students. If you can't get a seat up front, at least try to sit in the professor's line of vision. If you have to sit in the back, sit in the center, not off to one side where it's more difficult to focus on the professor.

Ask Questions Professors may begin or end each class with a question-and-answer period. Some professors use the first few minutes to answer questions about the previous lecture or reading assignments. Others will take questions near the end of the lecture period. Still others will tell students to raise their hands at any time during the lecture if they have questions. And more and more professors are taking questions via e-mail. When you ask well-thought-out questions, you make a good impression because professors sense that you are interested and that you are keeping up with the course material. Notice that the questions should be phrased in such a way that the professor understands the clarification you need and that she doesn't need to repeat something she just said a minute ago.

Ask For Help Sooner Rather Than Later Nothing makes a worse impression than waiting until the day before the test or, worse yet, five minutes before the test to ask a question about course material that was presented a week earlier. This is especially true if it's a rather large chunk of material that is giving you trouble. As soon as you realize that you are having trouble, make an appointment to see your professor, a tutor, or some other person designated to provide assistance.

Read the Syllabus The syllabus contains a wealth of information and should always be your first
source when you have questions about grading, course pacing, or expectations. For example, if your professor hasn’t discussed in class how your course grade is determined, before you ask him to explain it, check your syllabus. If it’s not on there and he hasn’t explained it in class, then ask. In addition, refer to your syllabus often. It’s not a document that you read only at the beginning of the term. Professors often revise their syllabi over the course of the semester. If this happens in your class, you need to be sure you are following the most current version.

**Know and Follow the Class Rules** Most professors have pet peeves about something. For example, we don’t know of any professors who are fond of cell phones ringing during class. One faculty member we know explained this very clearly to students during the first class session and reminded them of his policy during the second session. "If your phone goes off, it’s mine for a week, and trust me, I will keep it for a week." During the third class session, a student’s phone rang right in the middle of his lecture. Embarrassed, the student quickly silenced it, but the professor kept his word and took the phone. In addition to violating class rules, this student did not make a good impression at all. It’s important for students to know what rules are in place and to follow them. Don’t be the student that the professor uses as an example of inappropriate behavior.

**Talk with Your Professors via E-mail** More and more professors are encouraging students to communicate with them through e-mail. In fact, some professors require students to interact with them using e-mail at several points over the term. In addition, many professors have Web pages where you can view the syllabus, download class notes, and obtain additional information about both the course and the professor.

**Make an Appointment to Talk with Your Professor** Sometimes students feel intimidated about talking with their professors, but it can be a positive experience if approached in the right manner. To make a good impression, be sure to arrive on time for your appointment, be able to clearly explain why you made this appointment, and, if you are there to get help, take notes on your professor’s advice. If you follow these simple guidelines, you will make a good impression.
Out of three classes the first week, she has only made it to one. Second, her professors seem to expect much more of her than her high school teachers did. She is already behind in her reading, especially for her 8:00 class. Third, it isn’t that easy to make friends, so she really doesn’t have anyone to hang out with; she feels alone and isolated. She likes her roommate and would like to get to know her better, but her roommate knows a lot of people already and she’s not around much. It seems so hard to make new friends. Finally, she feels very intimidated by her English professor and knows she won’t feel comfortable asking him for help. Even though it’s only the end of the first week of class, she worries that she is just not cut out for college.

What can Tamara do?

1. What advice do you have for Tamara?

2. What could she do to help herself academically? Socially?

3. What might she do so that she doesn’t feel so intimidated by her English professor?
1. Sometimes professors can seem intimidating, especially when you first begin college, but most college teachers are personable people who enjoy interacting with students. In order to get to know one of your professors a little better, make an appointment to talk with him or her. You might discuss course expectations, ask for studying pointers, or discuss your past successes or problems with similar courses. Write up a one-page summary of your conversation.

2. Listed below are the services discussed in this chapter. Complete the information for your campus services and use it as a convenient way to have access to important information.

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<th>Location</th>
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