

COLLEGE

IS ONLY THE

BEGINNING

A Student Guide to Higher Education



Second Edition

John N. Gardner ♦ A. Jerome Jewler

THE FRESHMAN YEAR EXPERIENCESM SERIES

College Is Only the Beginning

A Student Guide to Higher Education
Second Edition

Edited by

John N. Gardner

DIRECTOR, UNIVERSITY 101
UNIVERSITY OF SOUTH CAROLINA, COLUMBIA

and

A. Jerome Jewler

CO-DIRECTOR, UNIVERSITY 101
UNIVERSITY OF SOUTH CAROLINA, COLUMBIA

Wadsworth Publishing Company
Belmont, California
A Division of Wadsworth, Inc.

The Freshman Year Experience_{SM} Series Editor: Henry Staat
Production Editor: Gary McDonald / Deborah Cogan
Managing Designer: Carolyn Deacy
Print Buyer: Karen Hunt
Interior and Cover Design: Seventeenth Street Studios
Copy Editor: Pat Tompkins
Compositor: Better Graphics, Inc.
Signing Representative: Neil Oatley

The Freshman Year Experience is a servicemark of the University of South Carolina. A license may be granted upon written request to use the term *The Freshman Year Experience* in association with educational programmatic approaches to enhance the freshman year. This license is not transferable and does not apply to the use of the servicemark in any other programs or on any other literature without the written approval of the University of South Carolina.

© 1989, 1985 by Wadsworth, Inc. All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transcribed, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, Wadsworth Publishing Company, Belmont, California 94002, a division of Wadsworth, Inc.

Printed in the United States of America 19

5 6 7 8 9 10—93 92 91 90

Library of Congress Cataloging-in-Publication Data

College is only the beginning: a student guide to higher education / edited by John N. Gardner and A. Jerome Jewler.

p. cm.—(The Freshman year experience series)

Includes index.

ISBN 0-534-09642-5

I. College student orientation. I. Gardner, John N.

II. Jewler, A. Jerome. III. Series.

LB2343.3.C65 1989

378'.198—dc19

88-25986

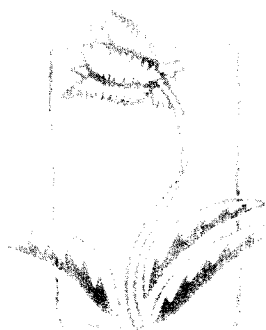
CIP

To Belle, Donna, Melissa, Scott, Wynn, Jonathan, and Vicky.

To the students in our lives.

To college faculty, staff, and administrators everywhere who believe that a college education must go beyond the classroom in order to be educational.

And to college freshmen who are fortunate enough to have these kinds of people around to help them discover their own wonderfully distinctive strengths and talents.



Preface

Most preface statements aren't read. This one is meant to be.

As editors of *College Is Only the Beginning* and directors of the University 101 program at the University of South Carolina, we believe very strongly that the majority of entering students can accomplish much more during their college years if they know how to play the game.

No, this book can't make you brighter than you are, and it surely doesn't give you an easy way to get through the next several years without working. This point is, you are going to have to work very hard to reap the many benefits of higher education. This book's purpose is to get you off and running in proper fashion.

We know how important it is to begin college in that fashion. Since 1972, we've learned that students who enroll in the University 101 freshman seminar at Carolina tend to survive into their sophomore year at a higher rate than students who don't. It isn't because they're smarter than other students. In fact, the University has predicted that a majority of them won't fare as well as the students who choose not to take this course.

What happens to change them? We believe we know the answers, and that's what this book is all about.

First, these students were made to understand the meaning and significance of higher education, and we know that students who understand why they are in college tend to stay in college longer than those who don't.

Second, they discovered that professors would challenge them in the classroom because professors were interested in helping them succeed, not because they wished them to fail.

Third, they found that getting involved in clubs and activities could also motivate them to succeed in the classroom.

Fourth, because they were encouraged to speak up in class and felt comfortable with other students and the professor, their self-esteem and self-awareness were considerably higher than before. In simple terms, they felt good about themselves.

And finally, they learned a variety of survival skills—how to study, how to write, how to manage stress, how to use the library—that helped them achieve higher grades.

This is what we hope *College Is Only the Beginning* will do for you. In a series of essays by experts in various areas of higher education, we've attempted to provide you with the ammunition for your own college success. While we have attempted to sequence the essays in logical order, don't feel you have to begin with the first and read through to the last. You might gain more by checking the topics in the table of contents and plunging in as the mood strikes you. Your instructor may have similar views when he or she assigns the chapters in this volume.

The first edition of this book emerged just as freshman seminars were coming into their own. When we began to plan the second edition, our experience indicated the need to eliminate certain chapters and add others. We think the changes have resulted in a book that is even more suited to the needs of the typical college freshman of the 1980s and 1990s.

For example, new to this edition is an essay on higher education in the Western world, in which John Orr Dwyer traces the development of what we now know as college through the centuries. Also new is an expanded chapter on study skills by Ken Long of the University of Windsor. Because we know that learning to study properly is a key to academic success in college, this new chapter kicks off our unit on academic blossoming.

Mary Stuart Hunter, our colleague in University 101, tells you what to expect from your academic advisor and also warns you to be prepared when you sit down to discuss your academic future.

Another colleague and friend, Carolyn Matalene, divulges how a caring attitude toward writing can reward you with more than just a semester's worth of essays in your English course.

Thorne Compton of the University of South Carolina stresses the importance of developing critical thinking skills and points to the liberal arts as the basic building blocks of education. Richard Morrill, president of the University of Richmond, urges you to develop your own personal values system and tells you how to begin. Bob Friday of Duquesne University discusses the importance of relationships. Our other authors return in revised versions of previous efforts to complete your program for success.

We would like to thank the publisher's reviewers of the manuscript for this edition: Roger Danchise, Bentley College; Arthur U. Iriarte, Central Connecticut State University; John T. Lewis, West Georgia College; and Frances K. Rauschenberg, University of Georgia.

As with our other work, *Step by Step to College Success*, this book is dedicated to freshmen everywhere. We hope that the wisdom offered on these pages will help you find your niche in college and throughout life. If you're wondering how to begin in college you can start by reading these

essays, by practicing what they suggest, and by taking advantage of every opportunity your college offers for personal and professional development.

In these pages we suggest that while college can be tough, it doesn't have to be demeaning. When professors and other college professionals care about helping students develop, both parties benefit. So as you continue your college career, we hope you will use the skills you have learned from this book and from your caring instructors. Use them and use them well, and you will discover that college and life will reward you many times over.

*John N. Gardner
A. Jerome Jewler
January 1989*

Contents

PREFACE

xv

UNIT ONE COLLEGE AS A NEW BEGINNING

Chapter 1 Making the Transition 2

A. Jerome Jewler

CO-DIRECTOR FOR INSTRUCTION AND FACULTY DEVELOPMENT, UNIVERSITY 101, AND PROFESSOR OF JOURNALISM, UNIVERSITY OF SOUTH CAROLINA

So critical is the transition from high school to college that we open this book by reminding you of the differences between the two. As you read this chapter, make a list of the ways college is going to be different and underline the changes you feel will be the most difficult for you.

Chapter 2 The College Experience: 13 **An Investment in Your Future**

Hilda F. Owens

VICE PRESIDENT FOR ACADEMIC AFFAIRS,
SPARTANBURG METHODIST COLLEGE

If you believe college is simply a path to a career, we think you will change your mind after reading Hilda Owens's carefully researched chapter, which shows that college graduates not only earn more money but also tend to live longer and more fulfilling lives.

Chapter 3 **Higher Education in the Western World:
Some Contrasts** **25**

John Orr Dwyer

DEAN, COLLEGE OF LIBERAL ARTS, UNIVERSITY
OF DETROIT

Understanding why you are in college is a big step toward staying in college and doing your best. In this historical survey, John Orr Dwyer recalls how college dramatically affected some famous individuals.

UNIT TWO **COLLEGE AS ACADEMIC BLOSSOMING**

Chapter 4 **Study Skills: Mastering the Basics** **43**

Kenneth F. Long

COORDINATOR OF EXPOSITORY WRITING
PROGRAM, UNIVERSITY OF WINDSOR

Learning how to learn is critical for success in college. Ken Long shows you how to easily adopt methods for taking lecture notes, taking notes on texts, and studying for exams that all but guarantee you'll do better—and enjoy learning more.

Chapter 5 **Decoding Your Professors** **57**

John N. Gardner

DIRECTOR, UNIVERSITY 101; VICE CHANCELLOR
FOR UNIVERSITY CAMPUSES AND CONTINUING
EDUCATION; AND PROFESSOR OF LIBRARY AND
INFORMATION SCIENCE, UNIVERSITY OF SOUTH
CAROLINA

College professors were once freshmen, too. Surprised? In this chapter, you'll discover the other side of the person who guides you through classes each week. Here you'll find out how your professors spend their days and what you can do to help them help you become a better learner.

Chapter 6 **Getting the Most from Your Academic Advisor** **68**

Mary Stuart Hunter

CO-DIRECTOR FOR CONFERENCES AND
ADMINISTRATION, UNIVERSITY 101, UNIVERSITY
OF SOUTH CAROLINA

When college programs were simple, students had few choices about the courses best suited to their needs. But with today's many options, most students need advice from an expert. Read how your academic advisor can help you help yourself in making the right decisions.

Chapter 7 **Becoming an Information-Literate, Self-Reliant Learner** **76**

Charles C. Curran

ASSOCIATE PROFESSOR, COLLEGE OF LIBRARY
AND INFORMATION SCIENCE, UNIVERSITY OF
SOUTH CAROLINA

Once you learn how to discover information in the library, writing a research paper ceases to be the mystery that it is for thousands of new students. This chapter introduces you to an easy yet effective method for obtaining the facts you need.

Chapter 8 **Private Writing for Public Success** **92**

Carolyn Matalene

ASSOCIATE PROFESSOR OF ENGLISH, UNIVERSITY
OF SOUTH CAROLINA

This chapter is going to help you become a better learner—but only if you practice its suggestions. For writing is not only something you do for a grade but also an experience in thinking. As with other skills, practice in writing leads to improvements.

Chapter 9	The Liberal Arts and Critical Thinking: Building Blocks of the Educated Person	109
------------------	---	------------

H. Thorne Compton

ASSOCIATE DEAN, COLLEGE OF HUMANITIES AND
SOCIAL SCIENCES, UNIVERSITY OF SOUTH
CAROLINA

What is the value of psychology to a business major, of history to a journalism major, of biology to an English major? The truth is that the liberal arts and sciences are building blocks for critical thinking, thinking that actively assesses why and what if.

Chapter 10	How Rational Thinking Affects Student Success	121
-------------------	--	------------

Foster E. Tait

ASSOCIATE PROFESSOR OF PHILOSOPHY,
UNIVERSITY OF SOUTH CAROLINA

Just as a study of the liberal arts helps you become a more critical thinker, a review of rational thinking processes helps you avoid false arguments. When you can argue logically, it's easier to take the bits and pieces of knowledge you have and come up with exciting inferences and conclusions.

Chapter 11	Choosing a Major, Planning a Career	133
-------------------	--	------------

Linda B. Salane

DIRECTOR, UNIVERSITY CAREER CENTER,
UNIVERSITY OF SOUTH CAROLINA

Barbara G. Alley

PRESIDENT, EFFECTIVE SYSTEMS, INC.

Some of us who are much older than you still don't know what we want to be when we grow up. This chapter introduces freshmen to the world of work and its many and varied possibilities. It also tells you how to find help in exploring careers and academic majors on your campus.

UNIT THREE COLLEGE AS PERSONAL BLOSSOMING

Chapter 12 **Minority Students on Campus: Enhancing Cultural Growth and Understanding** **155**

Francine G. McNairy

DEAN OF ACADEMIC SUPPORT SERVICES AND
ASSOCIATE VICE PRESIDENT FOR ACADEMIC
AFFAIRS, WEST CHESTER UNIVERSITY OF
PENNSYLVANIA

Dan Romero

ASSOCIATE DIRECTOR OF CAREER PLANNING
AND PLACEMENT CENTER, UNIVERSITY OF
CALIFORNIA AT BERKELEY

All students, minority and majority, need to understand the special needs of minority groups on predominantly white campuses. This chapter looks at the challenges black and Hispanic students face and offers advice to all minority students.

Chapter 13 **Developing a Personal System of Values** **175**

Richard L. Morrill

PRESIDENT, UNIVERSITY OF RICHMOND

What are values and what part do they play in the freshman experience? Read this chapter and you'll find out how important it is to clarify your values system to others and, most importantly, to yourself.

Chapter 14 **Relationships: Communicating with Yourself and Others** **186**

Robert A. Friday

ASSISTANT PROFESSOR OF COMMUNICATION
AND DESIGNER/TRAINER, NEW STUDENT
SEMINAR, DUQUESNE UNIVERSITY

First, you'll explore your relationship with yourself. Then, you'll look at the value and meaning of relationships with others. Robert A. Friday tells you how to reveal yourself to others and establish mutual respect in a relationship, the importance of having a common frame of reference, the art of active listening, and checking the meaning of communication as part of the formula for healthy relationships.

Chapter 15	Developing Leadership and Life Skills Through Involvement in Campus Activities	201
-------------------	---	------------

Dennis A. Pruitt

VICE PRESIDENT FOR STUDENT AFFAIRS AND
DEAN OF STUDENTS, UNIVERSITY OF SOUTH
CAROLINA

Not everyone was born to be a leader. But through participation in student activities—clubs, sports, and a wide range of organizations—you can develop skills that are valuable in the classroom and throughout life.

Chapter 16	Living at Home, on Campus, and with Friends	210
-------------------	--	------------

Richard D. Wertz

VICE PRESIDENT FOR BUSINESS AFFAIRS,
UNIVERSITY OF SOUTH CAROLINA

Where you live will have an impact on how you succeed in college. Read the views of one who lived in a dormitory, a fraternity, and an apartment off campus and now supervises university residences. There's a life-style for everyone; the important thing is finding the one that's right for you.

Chapter 17	Developing a Healthy Life-Style	222
-------------------	--	------------

Linda Morphis

HEALTH NURSE SPECIALIST AND GYN/OB NURSE
PRACTITIONER, STUDENT HEALTH CENTER,
UNIVERSITY OF SOUTH CAROLINA

What do exercise, diet, weight control, drugs, alcohol, and sensible sex habits have to do with success in college? Plenty, and this chapter and the one that follows discuss each of these areas. In this chapter, Linda Morphis describes how good habits begun early in life are a form of insurance for a happy and healthy life for years to come.

Chapter 18 **Smashed, High, or Smart? Alcohol, Drugs, and You** **242**

Reid H. Montgomery, Jr.
ASSISTANT PROFESSOR OF CRIMINAL JUSTICE,
UNIVERSITY OF SOUTH CAROLINA

Michael Shaver
DIRECTOR, CAMPUS ALCOHOL PROJECT,
UNIVERSITY OF SOUTH CAROLINA

Like it or not, the legal drinking age in most states is 21, and this has caused a number of legal and ethical problems on nearly every college campus in America. Without preaching or making moral judgments, two experts in the field take a close look at the effects of drugs and alcohol on college students.

Chapter 19 **Stress Management** **255**

Kevin King
COUNSELING PSYCHOLOGIST, COUNSELING AND
HUMAN DEVELOPMENT CENTER, UNIVERSITY OF
SOUTH CAROLINA

Students get anxious at exam time. They also experience stress at other times: on first dates and at registration for classes, to cite just two examples. A counseling psychologist describes an exercise designed to reduce or manage stress and explains that stress is often healthy, provided you don't overdo it.

Chapter 20 **Standing Up for Yourself—Without Stepping on Others** **264**

Ruthann Fox-Hines
COUNSELING PSYCHOLOGIST, COUNSELING AND
HUMAN DEVELOPMENT CENTER, UNIVERSITY OF
SOUTH CAROLINA

What's the difference among assertive behavior, aggressive behavior, and nonassertive behavior? This counseling psychologist makes an excellent case for being assertive and for avoiding the other two behaviors. She demonstrates how you can change your behavior with practice.

Chapter 21 Dollars and Sense: Dealing with College Costs and Money Management 277

Ray Edwards

DIRECTOR OF STUDENT FINANCIAL AID,
EAST CAROLINA UNIVERSITY

Our chapter on money management appropriately follows the chapters on stress and assertiveness. Handling money can be stressful, and an assertive outlook can help. Read this student financial aid director's suggestions on managing a budget and finding money for college.

Chapter 22 Welcoming the Returning Student 294

Dorothy S. Fidler

DIRECTOR OF MATURE STUDENTS PROGRAM AND
ASSOCIATE DIRECTOR, NATIONAL CENTER FOR
THE STUDY OF THE FRESHMAN YEAR
EXPERIENCE, UNIVERSITY OF SOUTH CAROLINA

As with other special populations, returning students, generally freshmen 25 or older, have their own special needs. The director of this successful mature students program encourages others to return to the campus, advises them on how to balance their commitments, and provides younger freshmen with food for thought on their older classmates.

Glossary of College Terms 306

Ed Ewing

Do you know what a GPR or a prerequisite is? Our master of college jargon has put together an extensive list of terms you'll need to know. Look up the word or term you don't understand in this handy list.

Index 321

UNIT ONE

College as a New Beginning





Making the Transition

A. Jerome Jewler

CO-DIRECTOR FOR INSTRUCTION AND FACULTY
DEVELOPMENT, UNIVERSITY 101
PROFESSOR OF JOURNALISM
UNIVERSITY OF SOUTH CAROLINA

My father had died the year before, my mother had opened a small retail business to support the rest of us, and I found myself entering college as a somewhat bewildered, anxious, and skeptical freshman. That was more than thirty years ago, but I can still remember the smell of the dank, musty field house where the university president welcomed us, although I don't remember a thing he said. I can recall the dirty wooden floor creaking under my feet as I shuffled through line after line in the dusty armory, attempting to sign up for the classes I needed at the times I needed them.

That fall I sat through an early morning English class and three or four other courses in which I vaguely knew the instructor and felt he knew me even less. In the middle of the spring semester, after months of wondering why I was spending this hard-earned money, I announced to my family that I was dropping out of college to help Mom in her business. You can't imagine the panic that set in at my house. "You're the first one ever to go to college in the whole family. You just can't give up," they pleaded. But I insisted that they, who had never been there, could not know how pointless college was.

I was majoring in journalism (at least I knew what major I belonged in!), and my family suggested I might try working on the campus newspaper if classes weren't stimulating. It might make a difference, they said. Knowing what I now