



**the
urban
student**

**being your
best at
college & life**



THORNTON ▼ WAHLSTROM ▼ WILLIAMS

the urban student

being your best at college & life

Jerry Sue Thornton

CUYAHOGA COMMUNITY COLLEGE

Carl Wahlstrom

GENESEE COMMUNITY COLLEGE

Brian K. Williams

STUDENT PHOTOGRAPHS BY MICHAEL GARRETT / GENESEE COMMUNITY COLLEGE



Wadsworth Publishing Company

ITP® An International Thomson Publishing Company

Belmont, CA • Albany, NY • Bonn • Boston • Cincinnati • Detroit • London • Madrid
Melbourne • Mexico City • New York • Paris • Singapore • Tokyo • Toronto • Washington

Publisher: *Gary Carlson*
Editorial Assistant: *Ryan Vesely*
Director of Marketing: *Lauren Ward*
Marketing Manager: *Chaun Hightower*
Marketing Assistant: *Tami Strang*
Senior Project Editor: *Jerry Holloway*
Production Management: *Stacey C. Sawyer,*
Sawyer & Williams, Incline Village, NV
Interior Design: *Seventeenth Street Studios, Oakland, CA*
Print Buyer: *Barbara Britton*
Permissions Editor: *Robert Kauser*
Copy Editor: *Stacey C. Sawyer*
Cover Design: *Seventeenth Street Studios*
Cover Photos: *Clockwise from top: B. Chederos/Leo de Wys, Inc.;*
The Image Works; Photo Disk; Tom McCarthy/Photo Edit.
Compositor: *Seventeenth Street Studios*
Printer: *Bawden Printing*

C O P Y R I G H T © 1 9 9 7

By Wadsworth Publishing Company
A Division of International Thomson Publishing Inc.

ITP® The ITP logo is a registered trademark under license.

Printed in the United States of America.
2 3 4 5 6 7 8 9 10

All rights reserved. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, or information storage and retrieval system—without the written permission of the publisher.

Library of Congress Cataloging-in-Publication Data

Thornton, Jerry Sue.

The urban student : being your best at college & life /
Jerry Sue Thornton, Carl Wahlstrom, Brian K. Williams;
student photographs by Michael Garrett.
p. cm.

Includes bibliographic references and index.

ISBN 0-534-52893-7

1. College student orientation—United States. 2. Study
skills—United States. 3. College students—United States—
Life skills guides. 4. Commuting college students—United
States—Life skills guides. 5. Education, Urban—United
States. I. Wahlstrom, Carl. II. Williams, Brian K., 1938 -
III. Title.

LB2343.32.T56 1996

378.1'98—dc21

96-48945

For more information, contact Wadsworth Publishing Company:

Wadsworth Publishing Company
10 Davis Drive
Belmont, California 94002 USA
International Thomson Publishing

International Thomson Publishing
Europe
Berkshire House 168-173
High Holborn
London, WC1V 7AA, England

Thomas Nelson Australia
102 Dodds Street
South Melbourne 3205
Victoria, Australia

Nelson Canada
1120 Birchmount Road
Scarborough, Ontario
Canada M1K 5G4

International Thomson Editores
Campos Eliseos 385, Piso 7
Col. Polanco
11560 México D.F. México

International Thomson Publishing GmbH
Königswinterer Strasse 418
53227 Bonn, Germany

International Thomson Publishing Asia
221 Henderson Road
#05-10 Henderson Building
Singapore 0315

International Thomson Publishing Japan
Hirakawacho Kyowa Building, eF
2-2-1 Hirakawacho
Chiyoda-ku, Tokyo 102, Japan

www.wadsworth.com

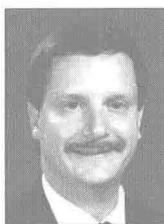
wadsworth.com is the World Wide Web site for Wadsworth Publishing Company and is your direct source to dozens of online resources.

At *wadsworth.com* you can find out about supplements, demonstration software, and student resources. You can also send e-mail to many of our authors and preview new publications and exciting new technologies.

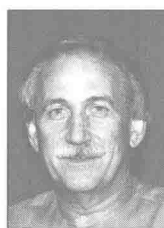
wadsworth.com

Changing the way the world learns®

■ The Wadsworth Advisory Panel for the Urban Student



DARRELL COUSERT
Director, Student Affairs,
Ivy Tech State College —
Central Indiana Region



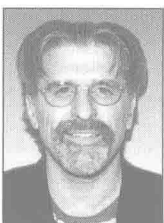
JOHN T. GREB, JR.
Associate Dean of Student Services,
Miami-Dade Community College,
North Campus, Miami



PEGGY KRAVITZ
Director of Orientation Programs,
University of Southern California,
Los Angeles



SHERILYN POOLE
Vice President, Student Development,
University of Tulsa,
Oklahoma



BRIAN D. SMITH
Counselor and Psychology Instructor,
Seattle Central Community College,
Seattle

about the authors

JERRY SUE THORNTON is President of Cuyahoga Community College, the largest community college in Ohio, with three campuses and two learning centers. The college serves approximately 26,000 credit and 32,000 noncredit students annually through 77 degree



programs and unique services for special population segments.

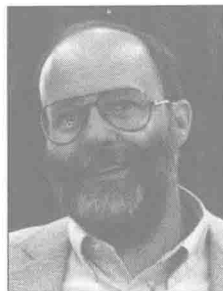
Dr. Thornton obtained her B.A. and M.A. degrees from Murray State University and Ph.D. from the University of Texas at Austin. She began her career in Kentucky as a junior high-school and high-school English teacher. Later she moved as an English

instructor to Triton College in River Grove, Illinois, where she became Dean of Arts and Sciences. From 1985 to 1991 she was president of Lakewood Community College in White Bear Lake, Minnesota.

She has received several awards and honors, including the Master Teacher Award from the National Institute for Staff Development in 1987 and the outstanding CEO Award from the American Association of College Teachers in 1991. She also serves on many boards, including the Urban League of Greater Cleveland, the Greater Cleveland Growth Association, the Rock and Roll Hall of Fame and Museum, and United Way Services.

CARL WAHLSTROM is Professor of Intermediate Studies and Sociology at Genesee Community College, Batavia, New York. He has been the recipient of the State University of New York Chancellor's Award for Excellence in Teaching, the National Freshman Advocate Award, and several other teaching honors. He is past president of the New York College Learning Skills Association and a member of the State University of New York College Transition Course Development Council.

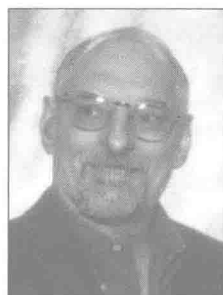
Besides developing and teaching First-Year Experience courses, he has taught courses in



human development, learning strategy, sociology, psychology, and human relations. He has a B.S. in Sociology and an M.S. Ed. in Counselor Education from SUNY Brockport and an M.A. in Sociology from the University of Bridgeport.

He lives with his wife, Nancy, an employee benefits consultant, in the Finger Lakes area of New York. He enjoys running, skiing, tennis, boating, mountain biking, karate, motorcycling, music, travel, and getting together with friends and students.

BRIAN K. WILLIAMS has a B.A. in English and M.A. in Communication from Stanford University. He has been Managing Editor for college textbook publisher Harper & Row/Canfield Press in San Francisco; Editor-in-Chief for

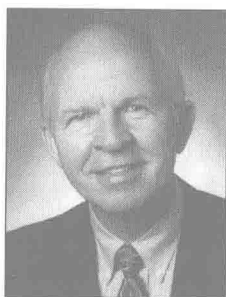


trade book publisher J. P. Tarcher in Los Angeles; Publications & Communications Manager for the University of California, Systemwide Administration, in Berkeley; and an independent writer and book producer based in San Francisco and in Incline Village (Lake Tahoe), Nevada.

He has co-authored 16 books, including such best-selling college texts as *Computers and Data Processing* with H. L. Capron, *Microcomputing: Annual Edition* with Tim and Linda O'Leary, *Invitation to Health* with Dianne Hales, and *Using Information Technology* with Stacey Sawyer and Sarah Hutchinson.

He is married to author/editor and book producer Stacey Sawyer, and the two have a passion for travel and for experimenting with various cuisines. He enjoys reading four daily newspapers and numerous magazines and books, hiking in the Sierra, playing blues on the guitar, and getting together with his family.

To Instructors Everywhere: Are We Ready for the Paradigm Shift?



by John E. Roueche, Ph.D.
*Director, Community College
Leadership Program
The University of Texas at Austin*

We college instructors are experiencing an amazing paradigm shift during the closing days of the 20th Century. The dramatic fact is, simply, . . . *students aren't what they used to be!*

The 300-year-old image of a college student in North America—that of someone who lives in a campus residence hall, pursues a degree full time, and graduates according to the schedule in the college catalog—is no longer realistic. In its place we are seeing a greatly different picture, one that has been coming into focus only during the last few years:

- Four-fifths of all students live off campus, over half attend college part time, and a huge number are likely to spend 5 hours or more a week just commuting to class.
- Today most students enrolling in the freshman classes of North American colleges are significantly older—by 10 years or more—than first-year college students of even 5 years ago.
- They are often employed, working 20 hours or more a week, which puts strenuous demands on their time and energy.
- They are more apt to have significant family responsibilities—to be single parents or the primary wage earners in their households.
- More than ever before, they are increasingly likely to be the first in their families to attend college—meaning they are less likely to have role models to mentor them in their new experience.
- Often they feel themselves rusty from having been away from the classroom for several years or they have a history of marginal academic performance, so that they have serious doubts about how successful they can be.

- And, needless to say, any or all of these attributes can significantly increase the time required to achieve their academic goals.

How are colleges handling this paradigm shift? Many are discovering that they must look with new eyes at the realities the new crop of students is bringing to higher education. They are finding ways to become more accessible, to make allowances for different experiences, to deliver education within varying time frames, to help students balance college with their work and family commitments.

This book parallels these new attempts to engage and meet the needs of today's students. Here students will find answers to the major questions they ask, descriptions of the common challenges and opportunities they will face, and useful strategies they can employ to address them. They will become more proficient at using a variety of important tools as they work through lessons and activities—tools they will find as valuable outside college as inside. The authors have created an excellent learning resource, expertly crafted from their collective experiences and ideas. You and your students will benefit greatly from their many years of experience in helping today's students succeed in college.

—John E. Roueche

Sid W. Richardson Regents Chair
The University of Texas at Austin

preface to the instructor

**Q: “What, in a nutshell,
is this book about?”**

**A: “This book is specifically
intended for urban college
students. It shows them
how they can learn to be
the best in college—and
thereby learn to be the
best in life.”**

—The Authors

THE AUDIENCE FOR THIS BOOK

THE URBAN STUDENT: Being Your Best at College & Life is intended for use by students in urban areas enrolled in a one-term College Success or First-Year Experience course. Offered in community colleges, vocational-technical schools, four-year colleges, and universities, this course is designed to help students master the academic and personal skills needed to succeed in higher education.

THE PROMISES OF THIS BOOK

The key features of *THE URBAN STUDENT* are as follows.

1. *The book is intended specifically for urban students.*
2. *The principal theme is that the skills mastered for success in college are the skills needed for success in life.*
3. *Our book presents a concise version of essential material.*
4. *The book presents a highly interactive approach to teaching and learning.*

Extra feature: We offer a special section in the middle of the book, “Productivity Tools for Your Future.”

We elaborate on these features on the following pages.

KEY FEATURE #1: OUR BOOK IS INTENDED

SPECIFICALLY FOR URBAN STUDENTS. This book is *designed for students who are attending college in urban areas*. Whether these colleges are in the older cities of the East and Midwest or the sprawling newer cities of the South and West, the book assumes that urban students' experiences are different from those of students attending residential colleges outside the city.

Some urban students fit the profile of the traditional college student: they are 18–24 years old, attend school full time, live in college residence halls, and participate in extracurricular activities. We assume, however, that many, perhaps most, readers of this book do not fit this description. Rather they are students . . .

who may be working while attending school,

who may attend college part time,

who may be living at home,

who may be older than 24,

who may be racial or ethnic minorities,

who may use public transportation or an older car,

who may have gone to a substandard high school,

who may be first in their families to attend college,

who may come from outside the United States or Canada,

who may be struggling to make ends meet,

who may be parents (and worry about daycare),

who may be mostly on campus to take classes,

who may have many time demands,

who may feel isolated,

who may be unsure how the college system works,

who may not be sure about the value of college.

At various points in the book we try to address all these concerns.

KEY FEATURE #2: OUR PRINCIPAL THEME IS

THAT THE SKILLS MASTERED FOR SUCCESS IN COLLEGE ARE THE SKILLS NEEDED FOR SUCCESS IN LIFE. This book provides a *practical philosophy based on action*. This book is designed to help students be the best—that is, achieve mastery—in two areas:

- ***Be the best in college:*** We show readers how to master the academic and personal skills needed to succeed in college—how to manage their time, improve their memory, handle money, deal with relationships, and so on.
- ***Be the best in life:*** We point out how the skills one needs for success in college are the same skills one needs for success in life—in work, in relationships, in stress management, in finances, and so on. We pay great attention to the connection between higher education and the rest of one's life.

KEY FEATURE #3: OUR BOOK PRESENTS A

CONCISE VERSION OF ESSENTIAL MATERIAL. *THE URBAN STUDENT* is a *concise version of material presented elsewhere*. Much of this book was adapted from *Learning Success: Being Your Best at College & Life* by Carl Wahlstrom and Brian K. Williams. Because it contains fewer pages, *THE URBAN STUDENT* is designed to serve the needs of schools that offer a shorter version of the College Success course (such as those offering few or no credit hours). It is also intended to address the needs of urban students who are more apt to have to combine school and commuting, school and work, and school and family obligations.

Principal differences with the more comprehensive *Learning Success* text are that this book reduces total text—for example, material on reading, oral presentation, health, and relationships. In addition, the book was redesigned so that less space is given over to artwork.

THE URBAN STUDENT covers both *academic success strategies* and *personal success strategies* in just 13 chapters. Special-interest, bonus material is covered within regular chapters. Specifically:

- **Academic success strategies—covered in nine chapters:** We cover making the transition to college, goal-setting, campus resources, time and memory management, learning from lectures and readings, test taking, and researching and presenting written reports.
- **Personal success strategies—covered in four chapters:** We cover stress, relationships, money, and work (majors/careers). (Instructors of abbreviated courses may wish to skip these topics.)
- **Bonus material—covered within regular chapters:** Instead of having a full chapter for each special-interest topic, we discuss all such “bonus material” within the confines of regular material. *Values clarification*, for instance, is discussed in Chapter 2, “Succeeding.” *Multicultural diversity* is covered in Chapter 3, “Resources.” *Learning styles* are considered in Chap. 5, “Memory.” *Math confidence* is discussed in Chap. 7, “Reading.”

KEY FEATURE #4: OUR BOOK PRESENTS A HIGHLY INTERACTIVE APPROACH TO TEACHING AND LEARNING.

THE URBAN STUDENT takes a very focused approach in presenting material—heavy use of interactive features, techniques to reinforce learning, and flexible organization for instructors. Here’s how:

- **Heavy use of interactive features:** Recognizing that most first-year classes are interactive ones, we provide a number of features that ask the student to become actively engaged with the material:
- (1) **Personal Explorations**, or learning exercises for individuals, are activities that ask students to examine their feelings and behaviors with regard to particular matters. There are 29 such Personal Explorations in the book.
- (2) **Classroom Activities** are collaborative exercises that instructors may elect to assign, in or outside of the classroom. There are

50 such Classroom Activities in this book, grouped at the end of each chapter.

- (3) **The Examined Life: Assignments for Journal Entries** is a regular end-of-chapter feature that asks students to explore their own thoughts with regard to something that is meaningful to them in the chapter they have just read.
- (4) **Essentials for Time & Life Management** is a six-step strategy that shows students how to set daily tasks from life goals.
- **Techniques to reinforce student learning:** To help students in acquiring knowledge and developing critical thinking, we offer the following to provide learning reinforcement:
- (1) **Interesting writing**, studies show, significantly improves students’ ability to retain information. Thus, we have employed a number of journalistic devices—such as the personal anecdote, the colorful fact, the apt direct quote—to make the material as interesting as possible.
- (2) **Brief interviews with 26 students** of different majors, ages, and ethnic backgrounds help students make a meaningful personal connection to the book.
- (3) **Key terms are marked by an underscore and definitions are printed in boldface** in order to help readers avoid any confusion about what terms are important and what they actually mean.
- (4) **Section “previews”** offer additional reinforcement. These are the “abstracts” presented at the beginning of each section, which enable the reader to preview, and later review, the material that follows.
- (5) **Material is presented in “bite-size” portions.** Major ideas are presented in bite-size form, with generous use of advance organizers, bulleted lists, and new paragraphing when a new idea is introduced.
- (6) **Sentences are kept short**—the majority not exceeding 22–25 words in length.
- **Flexible organization:** After the first two chapters, the remaining 11 chapters may be taught in any sequence, or omitted, at the instructor’s discretion.

BONUS FEATURE: WE OFFER A SPECIAL SECTION, "PRODUCTIVITY TOOLS FOR YOUR FUTURE." The special section in the middle of the book (between Chapters 7 and 8) presents tools of the Information Age that students will find useful in college and essential in their careers. These include personal computers (including notebooks and subnotebooks), computer software (including spreadsheets and database managers), communications tools (such as fax machines and e-mail), online services, and Internet sites and browsers.

SUPPLEMENTS & SUPPORT

Several useful supplements accompany this text. They include the following:

INSTRUCTOR'S RESOURCE MANUAL. This supplement for *THE URBAN STUDENT* helps instructors teach the chapters of this text by making available additional activities and exercises, advice, teaching suggestions, and answers to questions students commonly ask.

THE WADSWORTH COLLEGE SUCCESS

INSTRUCTOR'S COURSE GUIDE. Suitable for instructors of all types—in community colleges, vocational-technical schools, four-year colleges, and universities—*The Wadsworth College Success Course Guide* is a general resource designed to offer general assistance in the teaching the first-year experience course. Examples of subjects covered are how to build support for such course, how to administer it, and how to shape it for the future. Regarded as the most useful resource of its kind available in the market, it is available free to adopters of this text.

TEST PACKAGE. This collection of test and quiz items supports the main chapters of *THE URBAN STUDENT*.

TRAINING/WORKSHOPS. Wadsworth offers training and workshop opportunities of various kinds to instructors and/or coordinators of college success or study skills courses. Contact your local sales representative or Wadsworth's Customer Service Department at 1-800-245-6724.

FILMS & VIDEOS. Wadsworth's film and video policy is designed to help instructors enhance their course presentations. Ask your sales representative for more details.

NEWSLETTER. *The Keystone Newsletter* of the Wadsworth College Success Series enables instructors to share ideas with colleagues around the country.

CUSTOM PUBLISHING & BUNDLING OPTIONS.

Wadsworth makes available several ways of customizing this text to specifically suit instructors' preferences. In addition, instructors may have local materials shrinkwrapped with *THE URBAN STUDENT*. For further information about content, binding options, quantities, and price, contact your local sales representative or Wadsworth's Customer Service Department at 1-800-245-6724.

FACILITATOR'S GUIDE. A special Facilitator's Guide will be available in late 1997 for a fee as a "train the trainer" package that can be used to conduct on-site training by local school personnel.

ACKNOWLEDGMENTS

Three names are on the front of this book, but there are a great many other talented people whose efforts helped to strengthen our own.

Foremost among the staff of Wadsworth Publishing Company were Susan Badger, Gary Carlson, Lauren Ward, Ryan Vesely, and Jerry Holloway, all of whom did a terrific job of supporting us. Susan, we really appreciate your continual presence; we've never seen the president of a publishing company take this kind of hands-on interest, as you did, and we're very grateful. Gary, you were terrific in keeping this project on track and in handling all the interaction with reviewers; we discovered amazing things in our joint phone conferences as a result of your participation. Lauren, thanks for your warm support and for keeping the spirit of this book alive among the ITP staff. Ryan, it was wonderful the way you were able to step into a vacuum and make happen all the necessary things that had to happen to help this book achieve publication. Jerry, you were super, as always; all the knowledge gained through those years of experience—your mastery of how to get things done—really paid off for us. Thanks a billion.

We are also grateful for the cheerfulness and efficiency of others in the Wadsworth editorial and marketing departments: Joe Fierst, Chaun Hightower, and Tami Strang. In addition, we want to express our special appreciation to Alan Venable and, especially, to Mike Alread. We also want to acknowledge the support of Pat Brewer, Kathy Head, Bob Kauser, Peggy Meehan, and Stephen Rapley. Thank you, everyone!

Outside of Wadsworth, we were ably assisted by a community of top-drawer publishing professionals. Directing the production of the entire enterprise, as well as doing the copyediting, was Stacey Sawyer—Brian's wife and an author herself and thus fully equipped to understand authors' travails. Stacey, once again you've pulled a book out under intolerable deadlines, and once again we're in your debt. Thanks for everything!

We also were extremely fortunate to be able to get the services of Seventeenth Street Studios and designer Randall Goodall, who created the cover. Seventeenth Street Studios also handled the composition, and we greatly appreciate their efforts.

Carl Wahlstrom would like to acknowledge the support and encouragement of many friends and associates, including and most importantly his best friend and wife, Nancy, for her continued support, patience, and understanding; Don Green for his tremendous support, suggestions, and direct input; Glenn DuBois for his caring about this project and student success; Meredith Altman, Charley Boyd, and Brenda Beal for encouragement and being part of the team; Stuart Steiner for his continued support; and Pamela Schmitt for helping with information on financial aid. Kudos once again go to Michael Garrett, whose photographic help and willingness to hit the road have helped to make this book once again a student-centered resource. Special thanks are due to the tremendous help from the faculty and staff at Rochester Institute of Technology, including J. Wixson Smith, Latty Goodwin, Maureen Berry, Enid Stevenson, Gail Gucker, Kris Mook, Jackie Czamske, Lorna Mittelman, Jo Cone, Ann Gleason, Audrey Debye, and Dottie Hicks. Carl would also like to thank all his friends and associates in the New York College Learning Skills Association. Last, but surely not least, he would like to express his gratitude to his students for providing him with a source of energy and warmth to help facilitate their growth and learning.

ACKNOWLEDGMENT OF THE WADSWORTH/ITP ADVISORY PANEL ON THE URBAN STUDENT

We are grateful to the members of the Wadsworth/ITP Advisory Panel on the Urban Student for their consultations and for their comments on recent drafts of the manuscript: Darrell Cousert, Director, Student Affairs, Ivy Tech State College—Central Indiana Region; John T. Greb, Jr., Associate Dean

of Student Services, Miami-Dade Community College, North Campus, Miami, Florida; Peggy Kravitz, Director of Orientation Programs, University of Southern California, Los Angeles; and Sherilyn Poole, Vice President, Student Development, University of Tulsa, Oklahoma.

WE WANT TO HEAR FROM YOU!

We welcome your response to this book, for we are truly trying to make it as useful as possible. Write to us in care of Director of College Success, Wadsworth Publishing Company, 10 Davis Drive, Belmont, CA 94002 (fax: 1-800-522-4923).

Or contact us directly as follows:

Jerry Sue Thornton, Ph.D.

Cuyahoga Community College
700 Carnegie Avenue
Cleveland, OH 44115
Phone: 216-987-4581 (Eastern Time)

Prof. Carl Wahlstrom

Genesee Community College
One College Road
Batavia, NY 14020
Phone: 716-343-0055 ext. 6305
(Eastern Time)
Fax: 716-343-0433
E-mail: Wahlstrom@SGCCVA.SUNY
GENESEE.CC.NY.US
Wadsworth/ITP voice mail:
1-800-876-2350 ext. 339

Mr. Brian K. Williams

Box 10006, 771 Randall Avenue
Incline Village, NV 89450
Phone: 702-832-7336 (Pacific Time)
Fax: 702-832-3026
E-mail: 76570.1533
@COMPUSERVE.COM
Wadsworth/ITP voice mail:
1-800-876-2350 ext. 858

brief contents

<i>About the Authors</i>	vi		
<i>Foreword by John E. Roueche</i>	vii		
<i>Preface to the Instructor</i>	ix		
<i>Detailed Contents</i>	xvi		
■ 1. CHALLENGES:			
<i>Surviving as an Urban Student</i>	1		
■ 2. SUCCEEDING:			
<i>Why Are You Here? What Is Your Fear?</i>	19		
■ 3. RESOURCES:			
<i>Getting Help, Finding Opportunities, Benefiting from Diversity</i>	35		
■ 4. TIME:			
<i>Translating Your Life Goals into Task Management</i>	61		
■ 5. MEMORY:			
<i>Fundamentals of Learning</i>	89		
■ 6. LECTURES:			
<i>The Importance of Note Taking</i>	103		
■ 7. READING:			
<i>Getting Everything You Need to Know from What You Read</i>	119		
■ SPECIAL SECTION:			
<i>Productivity Tools for Your Future</i>	141		
■ 8. TESTS:			
<i>Developing Confidence in Taking Exams</i>	159		
■ 9. COMMUNICATION:			
<i>Writing Great Papers</i>	185		
■ 10. STRESS:			
<i>Taking Care of Yourself Mentally</i>	211		
■ 11. RELATIONSHIPS:			
<i>Managing Conflict, Assertiveness, & Sexual Risks</i>	227		
■ 12. MONEY:			
<i>Getting It & Using It</i>	247		
■ 13. WORK:			
<i>Majors, Résumés, & Careers</i>	267		
		<i>Sources & Credits</i>	287
		<i>Glossary/Index</i>	291

detailed contents

1 challenges

<i>Surviving as an Urban Student</i>	1
The Urban College Student: Who Are You?	2
Seven Challenges of the Urban Student	4
"Street Smarts": What Strengths Do You Bring to College?	10
■ PERSONAL EXPLORATION #1.1: <i>Who's in Charge Here?</i>	11
Onward	15
Notes	15
Classroom Activities	16
The Examined Life: Assignments for Journal Entries	17

2 succeeding

<i>Why Are You Here? What Is Your Fear?</i>	19
Why Are You Here? Values & Your Reasons for College	20
■ PERSONAL EXPLORATION #2.1: <i>Your Values About Higher Education</i>	21
What Is Your Fear? Anxiety as a Positive & Negative Motivator	23
■ PERSONAL EXPLORATION #2.2: <i>Going to College: What Is Your Fear?</i>	24
How Could College Make a Difference in Your Life?	25
How College Work Can Improve Your Career Skills	27
Setting College Goals from Life Goals	28
■ PERSONAL EXPLORATION #2.3: <i>What Are Your Long-Range Goals?</i>	30
Onward	31
Notes	31
Classroom Activities	31
The Examined Life: Assignments for Journal Entries	33

resources

<i>Getting Help, Finding Opportunities, Benefiting from Diversity</i>	35
A Look Around the Campus	36
■ PERSONAL EXPLORATION #3.1: <i>Learning to Use Your College Catalog</i>	39
Academic Help	40
Physical, Emotional, & Spiritual Help	46
Other Kinds of Assistance	48
Activities & Campus Life	49
The Urban Multicultural "Salad Bowl": Diversity of Genders, Ages, Cultures, Races, & So On	50
Onward	55
Notes	55
Classroom Activities	55
The Examined Life: Assignments for Journal Entries	57

time

<i>Translating Your Life Goals into Task Management</i>	61
How to Improve Your Time Management	62
■ PERSONAL EXPLORATION #4.1: <i>What Are Your Long-Range Goals?</i>	64
■ PERSONAL EXPLORATION #4.2: <i>What Are Your Plans? Intermediate-Range Goals</i>	65
■ PERSONAL EXPLORATION #4.3: <i>What Are Your Actions? Steps to Implement Your Plans</i>	68
■ PERSONAL EXPLORATION #4.4: <i>Your Master Timetable for This Term</i>	70
■ PERSONAL EXPLORATION #4.5: <i>Your Weekly Timetable for This Term</i>	74
■ PERSONAL EXPLORATION #4.6: <i>Your "To Do" List for This Week</i>	77
Battling the Killer Time Wasters	77
■ PERSONAL EXPLORATION #4.7: <i>How Do You Spend Your Time?</i>	78
Onward	84
Notes	85
Classroom Activities	86
The Examined Life: Assignments for Journal Entries	87