 RESOURCE GUIDE FOR UNV 101/ BUS 103

A Collection of Resources to Promote Effective Transitions for First-Year Students

Academic and Advising Services
Penfield Hall Annex
(478) 301-2078 • aas.mercer.edu

Introduction to Higher Education and Mercer University
Adjustment to College
Ethics and Academic Integrity
Student-Faculty Connection
Academic Success
Responsible Decision-Making
Major and Career Exploration and Vocation Exploration
Appreciating Differences and Relationships
Financial Issues
Service and Civic Engagement
Curriculum Review
Advising and Registration Processes
Wellness and Personal Safety
Involvement and Leadership
Preparing for Finals
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Using This Guide

The following resource guide provides resources for instructors and Peer Advisors of University 101, *The First-Year Student Experience* (UNV 101), and Business 103, *First-Year Leadership Experience* (BUS 103). These optional activities include discussion prompts, group exercises and both in-side and outside-of-class suggestions for work with your students. Compiled from Mercer experiences, listserv resources shared for institutional use, and general Web searches (citations from non-Mercer items are provided), the activities should not be viewed as either required or an exhaustive list of possible resources for class, but simply a collection from which to choose. Every topic features “Discussion Prompts” and “Possible Activities,” and some sections are followed by additional materials.

While you will probably want to vary the format weekly so that you and your students stay interested, each class should include, at the least, each of the following components:

• opening remarks and attendance,
• opportunity for students to share what has happened since you were last together with Q & A,
• activities and discussions centered around the weekly topic, and
• announcements about upcoming events and assignments.

HOW you do this depends on your strengths and your plans developed by your leadership team (faculty and Peer Advisor)!

Instructors and Peer Advisors should meet weekly to discuss the plan of action for the following week’s class. Class format, supplies, responsibilities, announcements, etc. need to be discussed well in advance of the actual class.

Academic and Advising Services
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## Introduction to Higher Education and Mercer University

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<td>-Share and discuss Mercer University Mission Statement</td>
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<td>-What do you think of what you heard?</td>
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<td>-Share ways you have seen these ideals at work at Mercer.</td>
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<td>Read and discuss President Underwood’s 2006 Convocation remarks.</td>
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<td>Require students to attend Pilgrimage to Penfield. (Make plans to attend, too!)</td>
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<td>Schedule a Tower Tour and incorporate appropriate passages from <em>The Whisper of the River</em>.</td>
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<td>Bring together a panel of various students to discuss their higher education preparation and experience (first-generation college student, international student, out-of state student, etc.).</td>
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<td>Take a tour of Macon.</td>
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Survey: More freshmen than ever say they go to college to get better jobs, make more money

The American Freshman: National Norms Fall 2012

The current economic situation in the United States has a major influence on first-year students' decisions about which college to attend and is reflected in their reasons for pursuing higher education, according to the CIRP Freshman Survey, UCLA's annual survey of the nation's entering students at four-year colleges and universities.

The survey, part of the Cooperative Institutional Research Program (CIRP), is administered nationally by the Higher Education Research Institute (HERI) at UCLA's Graduate School of Education and Information Studies.

Two out of three first-year students (66.6 percent) surveyed said they believe current economic conditions significantly affected their choice of college, up from 62.1 percent just two years earlier, when the question was first asked.

Reflecting this concern, students are increasingly placing a premium on the job-related benefits of going to college. The portion of incoming freshmen that cited "to be able to get a better job" as a very important reason for attending college reached an all-time high of 87.9 percent in 2012, an increase from 85.9 percent in 2011 and considerably higher than the low of 67.8 percent in 1976. In the minds of today's college students, getting a better job continues to be the most prevalent reason to go to college.

Many incoming students also said the ability "to make more money" was a very important reason to attend college; this percentage rose from 71.7 in 2011 to 74.6 in 2012, another all-time high.

"Students have figured out that increased lifetime earnings result from a college education," said Sylvia Hurtado, director of HERI. "It is important to continue to encourage a long-term view of the benefits of college in this recovering economy."

Regarding college affordability, more first-year students reported not being able to afford their first-choice institution in 2012 — at 13.4 percent, this figure is the highest it has been since the question was first asked in 2006 (9.4 percent). As a result, fewer incoming students in 2012 were attending their first-choice institution (59.3 percent), compared with three and four decades ago, when roughly three-quarters of students attended their first-choice college.

The realities of college completion

A new question on the survey gauged student expectations concerning the amount of time it would take to earn their degree. The survey found that 83.4 percent expected to graduate from the college they had just entered in four years. Yet when looking at actual four-year graduation rates from colleges in the survey, it would be expected that only 40.6 percent would complete their education in four years.

"There is a large mismatch between students' expectations and the reality of time to college completion," said John H. Pryor, lead author of the report and director of CIRP. "Given the increasing number of students concerned about college affordability and the significant cost of adding an extra year of college, students could benefit from a better understanding of individual college graduation rates."

More students feel overwhelmed

More incoming college students reported that they felt frequently overwhelmed during their senior year of high school (30.4 percent in 2012 vs. 28.5 percent in 2011). More than twice as many incoming female students (40.5 percent) reported feeling frequently overwhelmed as first-year male students (18.3 percent).
Those who said they felt overwhelmed were also much less likely to report that their emotional health was in the "top 10 percent" or "above average" than students who did not report these feelings.

"These findings underscore the need for colleges to provide and promote resources that support students' health and wellness as soon as they arrive on campus," said Laura Palucki Blake, a co-author of the report and assistant director of CIRP.

There is some positive news for these students. The survey shows that they are more likely than their peers who report not having felt overwhelmed to anticipate participating in college activities that can help them ease the college transition. These activities include regularly communicating with their professors, getting help through tutoring, participating in student clubs and groups, and seeking personal counseling.

**Other survey findings**

Additional first-year student highlights include:

- 81.0 percent of incoming students — an all-time high — reported that "being very well off financially" is a very important personal goal, up from 79.6 percent in 2011.
- 76.7 percent were accepted at their first-choice school, but only 59.3 percent are attending that school, a gap of 17.4 percentage points.
- Support for same-sex marriage continues to climb at a high rate, having risen from 71.3 percent in 2011 to 75.0 percent in 2012.
- 17.2 percent of students intended to live with family or other relatives, up to from 15.0 percent in 2011.
- Fewer students intended to live in college residence halls — 76.1 percent in 2012, down 3.2 percentage points from 79.3 percent in 2011.

The 2012 Freshman Norms report is based on the responses of 192,912 first-time, full-time students entering 283 four-year colleges and universities of varying levels of selectivity and type in the United States. These data have been statistically weighted to reflect the approximately 1.5 million first-time, full-time students entering 1,613 four-year colleges and universities across the country in 2012. Since 1966, the first year the survey was conducted, more than 15 million students have completed CIRP surveys at 1,900 colleges and universities. The CIRP Freshman Survey is the largest and longest-running survey of American college students.


**The Higher Education Research Institute** is one of the premier research and policy organizations on postsecondary education in the country. Housed in the UCLA Graduate School of Education & Information Studies, the institute is an interdisciplinary center for research, evaluation, information, policy studies and research training in postsecondary education. Please visit our blog ([www.heri.ucla.edu/blog](http://www.heri.ucla.edu/blog)) and follow us on Facebook ([www.facebook.com/hericirp](http://www.facebook.com/hericirp)) and Twitter ([www.twitter.com/heriucla](http://www.twitter.com/heriucla)).
Mission Statement

Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

In fulfilling this mission, the University supports undergraduate, graduate, and professional learning as well as basic research and its application in service to others. As a university committed to excellence and innovation, Mercer challenges members of its community to meet and exceed high standards in their teaching, learning, research, scholarship and service.

Founded by Baptists in 1833, Mercer is an independent university that remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the equal worth of every individual, and commits to serving the needs of humankind. As a reflection of this heritage:

• We encourage our students to discover and develop fully their unique combination of gifts and talents to become leaders who make a positive difference in the world.

• We seek to inspire members of our community to live virtuous and meaningful lives by using their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor.

• We seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding, including an examination of the moral, religious and ethical questions of this and every age.

• We affirm and respect the dignity and sacred worth of every person and celebrate both our commonalities and our differences.
About Mercer

Mercer University is one of America’s oldest and most distinctive institutions of higher learning, offering rigorous programs that span the undergraduate liberal arts to doctoral-level degrees. Founded by early 19th century Baptists in 1833, Mercer — while no longer formally affiliated with the Baptist denomination — remains committed to an educational environment that embraces the historic Baptist principles of intellectual and religious freedom, while affirming values that arise from a Judeo-Christian understanding of the world.

With more than 8,300 students enrolled in 12 schools and colleges on campuses in Macon, Atlanta and Savannah; three medical school sites in Macon, Savannah and Columbus; and at four Regional Academic Centers around the state, Mercer is consistently ranked among the nation’s leading institutions by such publications as U.S. News & World Report, which in 2013 named Mercer as the No. 2 Best Value in the South. Our more than 68,000 alumni are making important contributions to their professions and communities throughout Georgia, the Southeast and the world.

While offering a breadth of programs found at much larger universities, Mercer maintains an intimate, student-focused culture more characteristic of smaller liberal arts colleges. Mercer’s uniqueness is found in the way the University integrates five defining components of its mission:

Liberal Learning

The foundation of a Mercer education since 1833 has been liberal learning. By studying the best that has been created and discovered in the sciences, the arts, and the humanities, liberally educated women and men learn to think for themselves and to seek excellence. Liberal learning at Mercer engages undergraduate students in research and scholarship, emphasizes leadership and service locally and internationally, offers students cutting-edge interdisciplinary programs of study, and provides intensive preparation for the professions. Liberal learning at Mercer is hands-on education for future leadership in the professions, in business, in public service, and in our communities.

Professional Knowledge

Mercer is a leader in equipping students with the professional knowledge they need for rewarding and successful vocations. Whether it is preparing undergraduate liberal arts students for advanced study or for careers in a variety of fields, or educating future teachers and school administrators, ministers, performing artists, attorneys, entrepreneurs, engineers, physicians, and other healthcare practitioners through its professional schools and colleges, Mercer offers a comprehensive set of well-regarded educational options.

Discovery

Great universities generate new discoveries that add to the world’s body of knowledge. Mercer’s rapidly expanding investments in this arena range from groundbreaking work in new drug delivery protocols to cutting-edge translational cancer research. A Mercer distinctive is the interdisciplinary nature of research that promotes collaboration across schools and colleges. Faculty and students from the School of Engineering work with faculty and students from the School of Medicine to develop new biomedical devices. Undergraduate biology students work
alongside faculty in the College of Liberal Arts and the College of Pharmacy to devise new cancer treatments. This kind of integrative research is critical to solving the world’s most pressing challenges. Because of Mercer’s array of academic programs and an institutional culture that promotes collaboration, the University is well positioned to generate important new discoveries that make a difference in people’s lives.

Service to Humankind

A Mercer hallmark since its founding has been service to others, which is rooted in our faith-based mission. The University was a pioneer in service-learning, integrating volunteerism and curricula long before the term came into vogue and was embraced by many other institutions. Mercer was one of the first institutions in the country to participate in the AmeriCorps program in the 1990s and the Upward Bound program in the 1960s.

Service to humankind is ingrained in the Mercer culture. It is found in its academic units – a medical school dedicated entirely to preparing primary care physicians for rural and other medically underserved areas of Georgia and a law school widely recognized for its contributions in the arena of public service – to signature programs like Mercer On Mission that deploy students and faculty across the world to alleviate human suffering. It is found in programs like Mercer Service Scholars, which engages diverse undergraduate students in substantive service to local and international communities, while preparing them to become leaders on campus, in their professions, and in their communities. It is found in the more than 200,000 hours of volunteer service that students in Macon and Atlanta contribute to their communities each year. This commitment to service led Princeton Review in 2005 to name Mercer as one of its “Colleges with a Conscience.”

Community

Community has meaning on two levels at Mercer — internal and external — and in both the University excels. At Mercer, students, faculty and staff relate to one another in an environment that inspires collaboration, support and respect. Strong bonds are formed between faculty and students and between colleagues. This kind of community promotes active mentoring and a work and study environment where people flourish.

The external community – cities and neighborhoods where students, faculty and staff live and serve – is also important at Mercer. Whether it is investing in the revitalization of historic neighborhoods surrounding the Macon campus or fueling economic development in cities through Georgia – Mercer’s contributions to communities are significant. Over the past decade, the University has earned numerous awards and national recognition for community engagement. Mercer is the only college in Georgia, and one of just 119 in the United States, to be selected by the Carnegie Foundation for the Advancement of Teaching for its 2008 Community Engagement Classification. The University also was one of only 113 colleges in the nation to be recognized in 2013 for distinguished community service on the first President’s Higher Education Community Service Honor Roll. The University also made the honor roll in 2006, 2007 and 2008.

http://about.mercer.edu/
You might want to begin this session by giving students *The Whisper Quiz*, either for a “grade” or class participation points or to simply see how many students actually read the book. The remainder of the discussion topics might have to be modified if only a few students have read the book because the topics ask specific, detailed questions. Review answers.

It is suggested that instructors begin this discussion by asking the questions: Did this book offend you? If so, why? Asking these questions first clears the air so that students may have a more productive discussion. Often students who are offended discuss the language of the book and/or the references to sex. Students might also discuss the questions raised by the book about the role of women, gays, and race, but if they do not, be sure to ask if they thought at all about how this book addressed those topics. Also remember to ask students how these two topics are addressed differently now verses the late 30s and early 40s when this book takes place.

Next, have students prepare for an activity. Divide the group in half. Tell one group to make a list of Porter’s hopes, fears, and expectations, and let the other group make a list of their own hopes, fears, and expectations, without allowing each group to know what the other is doing. At the end of five minutes of brainstorming have both groups read their lists out loud to the class. Often, the lists are very similar. Ask student why this is so.

Discussion …

Follow the activity with the questions: What are some good choices Porter made while at Willingham? What are some poor choices? Good choices often include his study habits as well as his eagerness to form relationships with his instructors. Some students mention Porter’s pranks as bad choices. Remind student that as a freshman, Porter was only 16 and was quite immature. Ask them why Porter chose to carry out the pranks and how he dealt with their consequences. Do they think Porter was a prankster in order to set himself apart or in order to gain acceptance or for some other reason? Why did he continue to pull pranks even though he faced punishment? (It is sometimes fun to read excerpts of Porter’s pranks: pages 98-99 include the passage where Porter sets the water bucket up over the door; pages 186-187 are about Porter’s prank with the mouse, and pages 432-433 describe Porter’s toilet paper prank.)

Next, ask students why they are asked to read *The Whisper of the River*? Many answers involve Mercer history and the fact that is was written by an alumnus, but you should also prompt students to think about the importance of Porter’s first-year transition and adjustment to college.

What influence did Porter’s parents have on his transition to college? How are your parents’ influences similar and different? This might be a good time to discuss why Porter hid the letters from his mother that
he received. Also, how did Mr. Osborne’s talk with Porter on the way to Willingham influence his transition? Ask the students if they have talked to their parents about similar topics and how their parents’ advice is different from Porter’s fathers’ advice. (See pages 16-23 of The Whisper of the River – you might consider reading excerpts from these pages, particularly Mr. Osborne’s advice about money).

- How did Porter deal with homesickness? (Page 114 gives a description of one of Porter’s homesick episodes.) This is often a good time to talk about homesickness since many first-year students experience it (even though they will probably never admit to it). Suggest ways to deal with homesickness such as getting involved on campus. Suggest that they attend the involvement fair and choose organizations in which they are interested. The more involved students are, the less time they have to think about being homesick. Try to encourage them to get together as an O-group once a week (maybe in the UC or somewhere else on campus during the 10 o’clock hour on Monday or Friday) just to chat. This type of O-group bonding often builds a strong group of first-year students who feel accepted and can help and encourage each other during their first year.

- Prepare students for another activity. Read one of the letters (or an excerpt) from Mrs. Osborne to Porter (a good example can be found on page 55) and one from Porter to his mother (pages 104-106). Give each student a postcard and have them write a short note to someone they miss from home, telling their loved one about what transitions they are experiencing so far or about their initial reactions of Mercer.

- How did Porter handle his academic transition to Willingham? Did his previous education prepare him for the challenges of college life? What do you think has prepared you for the academic transition from high school to college? (Consider reading an excerpt from pages 145-151 from Porter’s meeting with Dr. Huber after he discovers that he might fail French. Ask students if they fear encountering a similar situation.)

- Have students think about the relationships Porter forged during college with students, faculty, and staff. Which one(s) of these relationships had the most influence on Porter? Ask students why is it important to bond with fellow students, faculty, and staff members. Do they think any of their relationships will be similar to Porter’s? Have students consider Porter’s relationships with the following: Boston Harbor Jones, Tiny Yeoman, Mrs. Capulet, Dr. Rudh, and his fraternity brothers. Some questions to consider: How did Porter’s relationship with Boston change after Boston went away? How did Tiny’s attempted suicide change their relationship? Did Porter’s view of Mrs. Capulet change throughout his first year? Why did Porter go to Dr. Rudh after visiting Tiny in the hospital? Were Porter’s relationships with his fraternity brothers love/hate relationships?

- Next, have students consider how Porter’s living environments affected his college experience. How did he interact with his roommates? Would students have handled the situations differently? (Have students consider his relationships with Bob Cater, Tom Christian, and Mike Jurkiedyk.) What challenges do they think students today face with their living environments? How are those challenges different for students who commute?

- Ask students to think about how Porter’s sense of the importance of community changed throughout the book? In what ways did he work to integrate himself into his new community, both socially and academically? In what ways did he distance himself from that community? Why is community important at Mercer today, and what are some ways that students can get involved in the Mercer community?
Have students consider how Porter’s understanding of religion changed after he went to Willingham. What does being “raised right” mean to Porter? How did Porter view religion when he arrived at Willingham? Why was it important to him to read the Bible and pray everyday? How did the events of his years at Willingham change his understanding of the role of God in his life?

Lastly, ask students how Porter changes and evolves through the book? In what ways is he a different person at the end of the book? In what ways is he the same person? How is Porter a more enlightened person (both academically and non-academically) after his years of higher learning? How do his interactions with Tiny, Vashti, Dr. Rudh, and Boston expand his view of the world?

Extras!

Make copies of The Whisper of the River handout taken from the Tarver Library website and let them read about the people behind the characters in the book.

You might also want to take them on the “Porter Osborne Tour” around the center of campus. Begin at the Administration Building by reading the description of Willingham University found on pages 24-26 of The Whisper of the River. “The Chapel” is, of course, Willingham Hall, and the “Baptist Church” is now Newton Chapel. What Porter knew as the “Chemistry Building” is now Ware Hall which houses the Psychology department, and Groover Hall which currently holds IDS was known to Porter as the “Christianity Building.” The “unapproachable” Law Building is Ryals Hall today, and the Library (which is described as looking like a flapper) is now Hardman Hall that houses the art department. Ware Hall, described as a “crew-cut and flamboyant” building was the Biology Building in Porter’s day. Walk around the Quad as you talk about each of the buildings and then head to Sherwood hall, where Porter lived, remembering to highlight the memorial to Lee Battle, one of the “real life” components of Boston Harbor Jones located in front of the building.

If you choose to take the group on a tour of the tour, discuss how the function of the administration building has changed since Porter’s time. Ask students what types of activities were held there in The Whisper of the River (fraternity and sorority meetings etc.) and then discuss its function now. As your group (or part of it) is ascending to the tower, read the passage found on pages 372-373 of the description of Porter climbing to the tower.
The Whisper Quiz

Name ___________________________________________   Date ________________________

1. What is the name of the “fictional” university in The Whisper of the River?

2. When was The Whisper of the River written?

3. In which fraternity was Porter Osborne’s father while in school?

4. What is Tiny Yeoman’s real name?

5. Name three of Porter’s great antics.

6. What “operation” does Porter perform on Boston Harbor Jones?

7. Why is Tiny in the hospital at the story’s end?

8. Where does Porter have his secret “meetings” with Vashti?


10. To which professor does Porter turn the night his fraternity brothers strip his clothing?

11. What animal does Porter use in his prank on the top floor of Nottingham Hall?

12. Why is Porter put in solitary confinement on the top floor of Nottingham?

13. What food does Porter’s mother send him in a care package his freshman year?

14. What is Porter’s nickname that nobody at college is supposed to learn?

15. On what kind of charges are Dr. Bozeman and several other faculty members brought up?

16. Who is Tiny going to marry at the book’s end?

17. How does Porter finally chase away his roommate, Tom Christian?

18. Which subjects were taught in the Administration building and how much of it was actually dedicated for the administration?

19. What was on the site of Plunkett Hall before it was built?
Answers to *The Whisper* Quiz

1. Willingham University
2. 1984
3. Kappa Alpha
4. Eunice
5. The cat, rolling the campus, the lunch siren, the ink throwing, roommate pranks, etc.
6. He helps him remove his deformed finger
7. She tried to commit suicide
8. The tower of the Administration Building
9. French; Tiny
10. Major Jones-Bethune
11. Because of the ink-throwing incident
12. Cats
13. Fried chicken and caramel cake
14. Sambo
15. Heresy charges
16. Dr. Huber
17. By getting him accused of setting off the siren by planting his cane near the scene of the “crimes.”
18. Mathematics, sociology, psychology, history, and languages. Only the second floor.
19. Milltown-like houses for ministerial students.
Porter Osborne Tour

1. Penfield Hall, known in Porter's day as the "Co-op," was the Student Center where he socialized with Eunice Yeomans and Sybil Swygert. Here, the students received their mail, bought their books and supplies, and made dates. Remember, there were no women's dormitories at that time.

2. Roberts Hall was built and dedicated during Porter's day. At the dedication, Porter finally "overshot the strip," drawing a heavy disciplinary measure.

3. Sherwood Hall was Porter's residence hall upon arrival at Mercer. In Sherwood, there was a dining hall, scene of many of Porter's adventures and misadventures. There, he worked for Mrs. Raleigh, who was "no stranger to suffering," and met Boston Harbor Jones who nudged Porter into setting off the siren "cause it needed doin!"

   Porter resided on the first floor of Sherwood Hall and engaged in much mischief, a huge portion of it directed toward his blind roommate, Tom Christian. Mrs. Capulet was Sherwood's house mother and Porter's protector, despite his pranks at her expense. (Mrs. Capulet was actually Mrs. Montague, who was on the staff of the Hardman Library and, in fact, as much a supporter and defender of students as Mrs. Capulet.)

4. The monument in front of Sherwood Hall honors the memory of Lee Battle who is one component of composite of Boston Harbor Jones. Battle, who served in several capacities including trainer and unofficial head cheerleader for the athletic teams, was loved by the entire Mercer community of Porter's time.

5. The Hardman Building, which now houses the Art Department, was the Library during the Osborne era.

6. The Ryals Building, now home of Mercer One, housed the Walter F. George School of Law during Porter's time.

7. Groover Hall, in which the Education Department was, but where the Interdisciplinary Studies (IDS) is now located, was the domicile of the Christianity Department where Porter received the ministry of Dr. Rudl following the attempted suicide of Eunice.

8. Ware Hall, in which the Math Department is now located, was originally named Willet Hall, and was then the domicile of the Biology Department. Here, Porter learned from Henry Bean, and took the measure of Hyman Goldberg.
Galileo grew up in a 16th century world where people believed the Earth was at the center of the universe – that all the heavenly bodies revolved around the Earth. This belief was based on what people of that age could see from their limited vantage. The Sun and the stars seemed to move across the sky and around the Earth. It was also based on Scripture. Just as there are creation accounts in Genesis 1 and 2, so there is a creation account in Psalms found in the 104th chapter. That creation account begins in verse 5, which tells us that:

"God fixed the Earth upon its foundation, not to be moved forever."

Based on a literal interpretation of this passage, the leaders of the Church decreed that the Earth was fixed at the center of the universe, and that all heavenly bodies revolved around it.

Galileo was a brilliant scientist and mathematician – a man with an inquisitive mind. A man who was not afraid to ask hard questions, even questions that challenged the orthodoxy of his day. With the invention of the telescope, Galileo was able to see farther than scientists had before. Based on his observation of the moons of Jupiter and his geometric calculations, Galileo concluded that it was, in truth, the Earth that revolved around the Sun.

This finding contradicted a literal interpretation of the creation account found in Psalms. It placed Galileo in direct conflict with leaders of the Church, who received it with alarm.

· One religious leader proclaimed that "geometry is of the devil" and "that mathematicians should be banished as the authors of all heresies."

· Another claimed that Galileo's conclusion was atheistic – that you could not believe in God and also believe that the Earth revolved around the Sun.

· Yet another asserted alarmingly that Galileo's "pretended discovery destroys the whole Christian plan of salvation."[1]

These religious leaders were afraid. They were afraid of any idea that might undermine the authority of the scriptures. Galileo was eventually tried before the Roman Inquisition in 1633 and found guilty of heresy. Church leaders forced him to recant, held him under house arrest for the remainder of his life, and banned his books.

Fortunately, that's not where the story ends. Three hundred and sixty nine years later, in 1992, some 23 years after the first man walked on the moon, the church admitted that it had been wrong about Galileo.[2] The Earth does move. As it turns out, the creation account found in Psalms was never intended to convey scientific truth. Rather than a book of science, the leaders of the church came to understand Psalms as a book of theology – that the Psalmist uses poetry to communicate theological truth about the relationship between God and creation. By examining God's creation – the bodies in space, their movement, and their relationship to one another, we came to know that our earlier understanding of scripture was superficial.

Because Galileo was willing to question existing orthodoxy, people of faith came to a deeper understanding of God's truth. There was another lesson in the Galileo episode. That is that we are wrong when we cast our interpretation of
scripture against what God has revealed to us through his creation. If our search of God's creation leads us to conclusions that contradict our interpretation of scripture, it may just be that our interpretation of scripture is wrong, just as the 17th century church's literal interpretation of Psalms was wrong.

II.

It is the free thinkers among us – men and women like Galileo who are courageous enough to ask questions that challenge community orthodoxy – who advance human understanding and thereby change the course of history. Free thinkers like a Puritan preacher named Roger Williams, who lived in a world of religious intolerance – a world where those with power had so little confidence in their faith that they feared it would be consumed by a sea of secularism unless they forcefully imposing their religious views on others. When Williams advocated freedom of the individual conscience, he was declared a heretic by the Puritan religious establishment and forced to flee from Massachusetts.

Williams found his way to what is now Rhode Island, where he founded the first Baptist church in North America and the only colony committed to religious liberty. This colony founded by Baptist free thinkers became a refuge for Quakers, Jews, and others who faced religious persecution elsewhere. Eventually, through the influence of these early Baptists, the First Amendment to the Constitution was ratified to ensure religious freedom throughout the United States.

III.

Jesus Christ was a free thinker who challenged the religious leaders of his day. The Pharisees fancied themselves experts on the meaning of the scriptures. They set themselves up as the spiritual masters for others. Yet Jesus specifically warned his disciples to "beware" of the teaching of the Pharisees.[3] Referring to their interpretations of the Hebrew scriptures, Jesus taught us in the Sermon on the Mount:

- "You have heard it said, you shall love your neighbor and hate your enemy. But I say to you, love your enemies and pray for those who persecute you."

- "You have heard it said an eye for an eye and a tooth for a tooth. But I say to you, do not resist an evil person, but whoever slaps you on your right cheek, turn the other to him also."[4]

Jesus challenged the orthodoxy of his day. And he taught us to think for ourselves – to think critically – to not give mindless deference to anyone, including our religious leaders. Jesus commanded us to use our minds – to love God with our hearts and our souls – and also to love him with our minds.[5] And Jesus rebuked the religious establishment of his day, urging us to think for ourselves: "Do not call anyone on earth your father [he taught us]; for One is your father, He who is in heaven."[6]

IV.

Mercer is a university in the best Baptist tradition – the tradition of Baptists like Roger Williams. A university community, like that early Baptist colony of Rhode Island, composed of individuals of all faiths. A university community that honors the commandment that we love God with our minds. A university community committed to a free and open pursuit of truth.

Our founder Jesse Mercer concluded his argument to Georgia Baptists in favor of creating this great university by exclaiming "The Lord save us from an ignorant ministry."[7] Since our founding in 1833, Mercer has been blessed with courageous and free thinking faculty, trustees, administrators, and students.
· People like President Rufus Harris and Professor Joe Hendricks, who together with our faculty and trustees had the courage to defy prevailing community orthodoxy by leading Mercer to become the first private university in Georgia to desegregate in 1963.[8]

· People like Professor John Freeman, who in teaching religion courageously pursued truth even when that path led to attacks by the religious establishment here in Georgia.[9]

· People like President Kirby Godsey who for nearly three decades defended the academic integrity of this university community and was himself declared a heretic for having the courage to share his own views regarding the grace of God.[10]

Mercer is a community with a storied tradition of encouraging you to think for yourselves and then to test your ideas in free and open discourse with others, even ideas that are controversial – even ideas that challenge prevailing viewpoints. We are a university community that understands that it is this free exchange of ideas that is most likely to lead to the discovery of truth – that, in the words of Oliver Wendell Holmes, Jr., "the best test of truth is the power of the thought to get itself accepted in the competition of the market." We are a university community that understands that, in the words of the United States Supreme Court, our future as a civilization "depends upon leaders trained through wide exposure to that robust exchange of ideas which discovers truth out of a multitude of tongues, rather than through any kind of authoritarian selection."

V.

Today, some religious leaders have never learned the lessons of Galileo. These religious leaders seem more interested in defending orthodoxy than in pursuing truth. They seem to fear where the pursuit of truth might lead. They fear independent thought. They fear science, just as the 17th century church feared science.

Let me suggest that it is not science – rather it is this sort of intentional ignorance – that poses the real threat to faith. The kind of ignorance that seeks to pit our faith against our minds, as though we must choose. The Galileo affair was eventually resolved after 300 years on the basis of overwhelming scientific evidence. But as is inevitably the case when we cast our faith against our intellects – more damage was done to faith than to science.[11]

We owe it to ourselves never to give in to those who fear the pursuit of truth. To our students, your responsibility to yourselves demands that you think for yourselves. Not that you be arrogant. There are many great thinkers here. There are many great thinkers who have gone before us. Their perspectives should be carefully considered in your search for truth. You may find them persuasive. But ultimately, you must decide all issues for yourselves. Your responsibility to yourselves demands that you exercise your individual freedom of conscience.

Let me go further. Let me suggest that your responsibility to others – to your community – will require you to exercise your freedom of conscience. Just during my lifetime, too few Christians in the South resisted community orthodoxy when it came to segregation of the races. When a Baptist church, once located here on our campus, refused to allow African-American students to worship with that congregation as late as the mid-1960s, what that community desperately needed were more free thinkers who would exercise their individual freedom of conscience – free thinkers who would challenge the prevailing orthodoxy – free thinkers with the courage to say "this is wrong."

How many other beliefs at one time firmly held as true have been proven false with the passage of time? What so-called "truths" that we hold dear today will the passage of time prove false? And how will we know if we accept what others declared as orthodox without question? Let me challenge each student to fully engage this community of learning. Ask tough questions. Use the intellect that God has given you. Think critically. And have courage.


## Adjustment to College

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<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
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<tbody>
<tr>
<td>If available, share the Beloit College Mindset List and discuss highlights. <a href="http://www.beloit.edu/mindset/">http://www.beloit.edu/mindset/</a></td>
<td>-Create personal lists and then share with larger group: Similarities/Differences Between High School and College</td>
</tr>
<tr>
<td>-What adjustments have you already had to make?</td>
<td>Making Connections</td>
</tr>
<tr>
<td>-How will you define success?</td>
<td>-Find two other people. Talk and discover three things you have in common (not simply “attending college,” “first-year student,” etc.). Share with larger group.</td>
</tr>
<tr>
<td>-How will you know this is The place for you?</td>
<td>-Now find another group and make a slightly larger group. Talk and discover three things you have in common. Share with the larger group.</td>
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<tr>
<td></td>
<td>-If time, do it once more.</td>
</tr>
<tr>
<td>What are some of the common stressors first-year students experience in their adjusting to college? How can you effectively handle these stressors?</td>
<td>In order to adjust to this environment, making connections is extremely important.</td>
</tr>
<tr>
<td></td>
<td>-How might you attempt to make additional connections at Mercer?</td>
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<tr>
<td></td>
<td>-Are there connections that could be more valuable than others?</td>
</tr>
<tr>
<td>What things still make you apprehensive about college?</td>
<td>“Letter to myself”- Ask students to write a letter to describe how they are feeling now, what they are looking forward to, expectations, goals and hopes. Seal these up and save it to the end of the semester for them to read or save it for another time for them to reflect on their college experience.</td>
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Welcome to college! Attending college is one of the first major life transitions for many young adults. Some students are excited to take on the new experiences of campus life, while others feel apprehensive about making this change. Regardless of your outlook when beginning your first year of college, you may benefit from talking with others who have already made that transition.

Making the Transition

What are some of the most common changes you can expect in the first year on campus?

- **New environment and relationships.** First year students must adapt to an unfamiliar environment, adjust to different living arrangements, and develop new relationships. Living with roommates may be the first ‘test’ freshmen experience. Students face the challenge of adjusting to roommates who may have very different boundaries and individual needs than family and friends from home. Roommates may or may not develop close friendships, but communication and compromise can build a smoother transition. College brings a unique opportunity to interact and live with students from various backgrounds and cultures. Expanding your worldview by learning about each other’s differences and similarities will likely enhance your college experience.

- **Greater personal freedom.** Living on your own for the first time means that you will gain independence and take charge of the many choices and decisions that your parents and teachers made for you in the past. While this new found freedom can be exciting, it may also feel overwhelming and less predictable than what you are accustomed to. The freedom to manage your daily life is a learning process, but one that can be very satisfying.

- **Added responsibility.** First-year students must manage the important daily responsibilities that accompany their increased personal freedom. Students must manage basic tasks such as eating, sleeping, exercising, and going to class. New students must also address more complex responsibilities such as balancing studying and socializing, participating in clubs and activities, and handling finances. Managing time is a demand that all first-year students experience. A typical day in college is less structured than high school, and there is more reading and studying that is required outside of class. Some students may feel as if they have no free time to do anything but schoolwork, while others feel like they have too much free time outside of the classroom.

- **Changing relationships.** While there are many changes occurring in your new campus life, there will also be changes in your relationships. New students often face challenges such as best friends going to other universities, beginning new romantic relationships or maintaining existing ones, and juggling newly formed relationships with already established ones. Students must balance a sense of connectedness and separation while at college. Some freshmen feel the need to call or e-mail home several times a week in the first few months away, while others require less frequent communication with their family and friends.

Common Stressors

The first year of college is a new and exciting adventure, but one that may come with a few challenges along the way. What are some of the most common stressors that first-year students experience?

- **Time Management.** Now that you are in college, there are no more eight hour school days like those in many high schools. You may have class for six, three, or even zero hours a day. The rest of your time must be negotiated between homework, clubs and activities, work, socializing, and self-care. College students often feel as if there is just not enough time to do everything that needs to be done. Using a schedule and some organizational skills will help you to effectively manage your hectic and changing life.

- **Academic Performance.** By nature, college coursework is challenging, and it can be hard to keep up with the increased academic demands. Some students undergo pressure from both themselves and their parents. There may
be requirements for scholarships and graduate school admission that you have not previously experienced. In order to manage the increased demands and expectations, it is important to attend class regularly, keep up with readings and assignments, and ask for help when you need it. Professors and teaching assistants are there to assist you, and want you to succeed. If you need additional help, various organizations on campus offer tutoring services, many of which are free. Alpha Lambda Delta: Freshman Honor Society, Office of Minority Student Affairs, and University Residence Halls Academic Assistance are a few such services that offer tutoring at no cost.

- **Roommate Conflict.** Learning to live with someone new can be one of the most challenging aspects of going to college. Different living habits are the most common source of roommate conflict (i.e. neat vs. messy; quiet vs. noisy; early-to-bed vs. up-all-night). Failure to communicate your expectations about living together can lead to tension and eventually conflict. To avoid “roommate fallout” you should communicate your needs and expectations respectfully, while recognizing your own habits and quirks that might affect your relationship. If conflict does escalate you should take it to a Resident Advisor, Resident Director, or a Counselor to determine a course of action.

- **Long Distance Dating Relationships.** It is not uncommon for first-year students to begin college in a long distance dating relationship. Where at one time this relationship may have helped you cope with everyday stress, it could now be a source of distress due to the distance between you and your partner. Uncertainty in what the future holds for the relationship is one of the most common stressors experienced by college students in long distance dating relationships. There are a few key efforts that each partner can make to lessen the sting of separation. Verbal communication, openness, and assurance of one another can reduce stress associated with being separated. It is also essential for each partner to seek social support from others and remain active in their individual lives while apart.

- **Body Image.** Many college students also struggle with body image. Our culture pays a great deal of attention to the appearance of our bodies, particularly during young adulthood. Media representations of the ideal body, messages from peers, and other cultural factors shape what we perceive as “normal” or “good”. It can be difficult to have a clear, healthy perspective on ourselves and our bodies when our culture sends so many confusing, conflicting, and sometimes unhealthy messages. This can be stressful at a time when many are trying to “fit in” with others and make new, exciting relationships. If you find yourself preoccupied with how you look or become distressed about your body, discussing your concerns and ideas with someone can be extremely helpful in creating, developing, and maintaining a body image that is healthful and fulfilling.

**Recommendations for First-Year College Students**

What steps can you take to have a great first year of college?

- **Be patient.** While campus may seem new and overwhelming for new students, it becomes more familiar with time. Refer to the many resources available to assist you in navigating your surroundings. Maps, your R.A., upper-level students, and the university Website are all useful tools to get you through the initial transition to campus.

- **Connect with other students.** If you talk to other students, you are likely to discover that they share similar questions and concerns. Your R.A. is an excellent person to go to when issues arise. She or he is equipped to help you solve problems and refer you to appropriate resources.

- **Get involved.** Student organizations are a fun way to interact with other students and faculty. Meeting people with similar interests and goals is an exciting way to make friends and participate in social activities.

- **Utilize resources.** There are numerous resources on campus designed to create a rewarding college experience. A range of offices and programs, such as cultural houses and the LGBTQ office, are offered to assist the diverse campus’ needs. In addition, there are numerous sources of support such as the Office of Dean of Students, the Counseling Center, the Career Center, your Academic Advisor, financial aid programs, and mentoring/tutoring programs offered to address various student needs.

- **Care for yourself.** The foundation for a productive college career is a healthy lifestyle. Take the necessary steps for nurturance, getting adequate rest, socializing, and physical activity. Campus Recreation offers several resources
that students can utilize to work towards wellness. The ARC, CRCE, and the Wellness Center are just a few campus facilities that strive to promote healthy practices and to educate the campus community on various health topics.

Suggested Readings


References


### Ethics and Academic Integrity

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<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
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| Review “The Honor Code” and “Community of Respect” from *The Lair.*  
- How do these statements affect our lives as Mercerians. | Distribute case study. Allow students to individual read and answer questions. Afterwards, divide into small groups and charge them with coming to a consensus on the “Top Three.”  
- Share discussion points and ideas, as well as their “Top Three.” |
| What are qualities that you personally value? Who or what helped to shape these values? How do these values correspond to your academic goals? | Speaker from Honor Council |
| Review “Academic Integrity Policy” and Mercer Honor System” from *The Lair.* | Show YouTube clip and discuss: Plagiarism  
[https://www.youtube.com/watch?v=tUSaQ5-mDRI](https://www.youtube.com/watch?v=tUSaQ5-mDRI) |
| What is the difference between “values” and “ethics”? | Show YouTube video and discuss: Plagiarism  
[https://www.youtube.com/watch?v=2qrWcTq1Y](https://www.youtube.com/watch?v=2qrWcTq1Y) |
| What is plagiarism, and how does it inhibit your academic experience, individually and as a member of your various classes? | Show YouTube clip and discuss: 10 Clever Ways to Cheat on Tests  
[https://www.youtube.com/watch?v=r3W_JUS0iVs](https://www.youtube.com/watch?v=r3W_JUS0iVs) |
| | Reiterate time management concepts. |
| | Ask students Honor Code Quiz Questions or even prepare a written assessment for them to take in preparation for your discussion. |
The Pressure of Being Denise  
http://www.academicintegrity.org/casestudies.asp.

Read the following and then respond to the questions at the end. When you are done, form a small group and discuss your ratings. Try to get your group to agree on which three people have the greatest responsibility.

Denise came from a small, rural town in central South Carolina where her father raised her very strictly, and it was only with great reluctance that he allowed her to come to Winthrop University for college. He feared the big and diverse university would corrupt her morals. As he left her on campus the day the residence halls opened, he warned her of many things including, "If I ever find out that you've been cheating, I'll be really disappointed and embarrassed."

Denise loved her dad and wanted to make him proud of her. Her career ambition was to become a medical doctor and help people. Her first two years of classes went OK and she was making progress towards obtaining her degree in Biology and had a 3.3 cumulative GPA. While good, she realized she probably needed higher grades to get into medical school. In September of her junior year she began dating Larry who was a fellow student in her organic chemistry class. By late November they were intimate. Denise had never experienced such a demanding class as organic chemistry and was barely making a C as finals approached. She had even quit her off campus job in September to devote more time to studying. However, she took advantage of a credit card solicitation and before she knew it she had over $2000 in debt and no way to pay it. She had to get a job on campus and easily found one working as a security assistant at nights in Wofford Hall. All her earnings were devoted to just paying the minimum demanded each month from her credit card bank. The anxiety caused by her academic course demands, her increasing debt level from the bank's mounting interest, and her lack of sleep from her night job began to push her towards depression as final exams approached.

As the semester was winding down, her organic chemistry professor offered all students in the class an opportunity for extra credit by writing a short research paper on "foreseeable breakthroughs in chemistry the next decade." Denise thought this would be the opportunity she needed to get a B in the class. However, she found out as the semester began to wind down, there was just too much going on and she couldn't find the time to devote to the research paper.

Two nights before the paper was due while Denise was working as a Security Assistant, Susan, a co-worker at the security desk, suggested she check out a great web site called FREE-ESSAY.COM. Denise did so and found a paper with the same title in little more than five minutes. Pressed for time and wanting to avoid plagiarizing she cut the essay from the internet and pasted it into her word processor to use it only as a guideline for the format of her essay. She then went on-line to the three sources referenced in the FREE-ESSAY.COM paper and fortunately was able to read all the sources within a matter of hours directly on her desktop computer. While reading she tried to paraphrase the wording from the original essay. She also cited the original sources in her paper, but she never cited FREE-ESSAY.COM

After work that night, Denise went to bed with Larry and mentioned to him how she was able to get the paper done on-line and asked him if it seemed like plagiarism. Larry replied, "I don't think so; besides, you've worked so hard you deserve this one break." On her way to class the next day to submit the paper, Denise was chatting with Mary, the student who sits next to her in class, and Denise casually mentioned how she was finally able to get the extra credit paper done.

After class that day, Mary slipped an anonymous note under the professor's office door telling her to check Denise's paper closely. Thus alerted, the professor noticed a particularly well expressed paragraph and placed it in Turnitin.com, an internet plagiarism site. In .02 seconds, Turnitin returned 5 hits including FREE-ESSAY.COM and the original source which Denise had found and referenced in her submitted paper. The professor decided this was a case of academic plagiarism where a student presented the ideas or words of another person as one's own for academic evaluation without proper acknowledgment. The professor gave Denise an F in the course as an academic consequence.

Denise maintained she thought she had properly referenced the original sources and requested a hearing before the University's Judicial Council comprised of three faculty members and two students. The Judicial Council heard the
case a few days before Denise’s remaining finals began and decided that Denise had committed academic misconduct by plagiarizing for failing to cite the FREE-ESSAY.COM assistance. The F grade for the entire organic chemistry course was therefore posted on her transcript, and she was also placed on disciplinary probation for the next semester.

Denise knew the F in organic chemistry probably doomed her chances for getting into medical school. She hesitated to call her dad, knowing how disappointed he would be. She was sad that she had embarrassed him by being accused of cheating. She got quite upset about all this and her new disciplinary record. She found it difficult to concentrate on her finals, did poorly, and did not return to Winthrop after that semester.

Rate each of the characters according to their responsibility for Denise’s departure from Winthrop. Identify the least responsible as #6 to most responsible being #1.

___________ The professor ___________ Denise
___________ Her father    ___________ Larry, her boyfriend
___________ Susan, her co-worker  ___________ Mary, her classmate

Briefly respond to the following question (in two or three sentences):

Do you think the consequences Denise experienced were appropriate in this situation? Why/why not?

DISCUSS YOUR VIEWS WITH YOUR GROUP AND SEE IF YOU CAN AGREE AS TO WHAT THE APPROPRIATE CONSEQUENCES FOR DENISE SHOULD BE IN THIS SITUATION. TRY TO GET YOUR GROUP TO AGREE ON WHO THE 3 MOST RESPONSIBLE PEOPLE ARE.
The Pressure of Being Denise, Discussion Guide

Some questions and thoughts to think about when students choose a given character as their “most responsible” character in the discussion of the Case Study: The Pressure of Being Denise. These questions/comments are not in any priority order. Use these responses (or not) as they seem appropriate for the discussions with students.

The Professor:

- What is the professor’s obligation as a teacher, mentor, moral guide?
- The professor also has responsibility in other “systems.” What happens to her own integrity if she denies these other obligations?

Denise’s Father:

- What is more disappointing to Denise’s father – that she gets a D in a difficult class or that she cheats?
- His generation probably has a clearer moral code. He has a specific education and values of his generation. Can he deny that history?
- When does Denise stand on her own regardless of what her father will think or say?
- How would Dad feel if she had gotten a D and then said, “I might have gotten a B if I cheated?”

Susan – the Co-Worker:

- What do we do with information that does not fit our beliefs and values?
- Why would this information be interesting to Denise now unless she is willing to act on it? Surely she knew before this that such sites existed.
- Denise has a lot of other information that doesn’t fit her values. For example she knows of the existence of porn sites on the internet, but does not act on that knowledge. How is the plagiarism different?
- The old “saw” – If someone else jumps off the bridge, does that mean you will do it too?

Denise:

- “I am the captain of my own ship. I am the master of my own fate.”
- All of Denise’s challenges did not start with this event. What might she have done along the way to change directions so that she would not have arrived at this dilemma?
- Is Denise trying to do too many things, live up to too many expectations?
- Education is supposed to be about leisure – about having the time to think and reflect and join a “community of scholars.” Where does that fit into this case study?

Larry, the Boyfriend:

- What other stresses are on Larry? Why might he be likely to agree with Denise?
- How seriously should Denise take Larry’s “counsel”?

Mary, her Classmate (who submitted the anonymous note):

- No matter how you put it, anonymous notes are “sleazy.” But is that reason to blame Mary for Denise’s decisions?
- Many teachers routinely check papers if they have the slightest concern about cheating. So perhaps, Denise would have been discovered without the note.
- We know nothing of Mary’s motivation. Perhaps she is thinking, “I worked hard in this course. She’s not just going to copy and get the same grade I do.” How would you feel if someone achieved a passing grade by cheating while you worked hard to achieve the same grade or even a lower grade than the cheater?


Resource Guide • Page 26
Lecture Notes for Good Scholarship and Avoiding Plagiarism
ENGL 1312   Amy Baldwin, Pulaski Tech

After completing the readings for this week, you should be able to master documenting any source you use and avoiding plagiarism. The notes below represent some of the highlights as well as additional information that you need to know.

Plagiarism Is As Ugly As It Sounds (and It Itches, Too)

I think both of your books do a great job of explaining plagiarism, so I won’t add much more to the information, but I do want to say a few things about it. Plagiarism can easily be avoided if you do the following:

• Acknowledge all sources that you use in an assignment with proper documentation and citation information.

• Take your time on assignments and do not rush them. Many students plagiarize because they feel pressed for time to get something done.

• Have a good attitude about the assignment (no matter how boring or ridiculous it is) and think of it as a learning opportunity for you.

• Take good notes when using sources. Separate others’ ideas from yours as soon as you record them. You won’t remember where things came from later if you don’t mark them now.

• Realize that professionals require that ideas and information be documented for professional courtesy and legal reasons.

• Recognize the reason we (crazy professors) assign papers: We want you to find your (not someone else’s) voice and thought on certain topics. We want your brain to grow and stretch so that you can be the smartest person at the office, on the block, or in the family!

A Couple More Videos on Plagiarism (Who knew so many existed?)

• http://www.youtube.com/watch?v=sQGBhZ0ov6o

• http://www.youtube.com/watch?v=gC2ew6qLa8U

“Summary” Is Not How It Feels When the Weather Warms Up

A summary, which you were asked to do in the Course Agreement assignment, is a very specific type of writing. Basically, summaries

• Are a retelling of the source’s main points (don’t omit important ideas).

• Are always shorter than the original source.

• Are objective (don’t include your opinion or analysis—stick to the facts of the source).
Must be documented UNLESS you are summarizing the ENTIRE work.

Must contain the author and title of what you are summarizing within it.

Must contain your own sentence structure and word choice.

Are best written after you have read and reread the source.

Must be accurate representations of the original.

Used often in the “real world” of work in, for example, “executive summaries,” which are retelling of the main points a long report.

Are also called “abstracts” in the scientific community; you will see that term when you research articles for your essays.

Example of Summary:

Alice Walker’s short story “Everyday Use” is about a mother and her two very different daughters and the change in her relationship with them after the oldest comes back for a visit and asks for the family’s heirloom quilt.

Notice in the summary that I have hit the major ideas of the short story. I could have expanded my summary to include specifics about how Dee looked down on her family and how Maggie was the shy sister, but in this case I kept it short. Notice also that I don’t include the page numbers of the entire short story because I have summarized the entire work. If I had chosen to summarize just the scene where Dee drives up to the house and steps out of the car, then I would place the parenthetical documentation at the end of my sentence.

Websites and Videos on Writing a Summary (Who knew they existed?)

- http://homepage.smc.edu/reading_lab/writing_a_summary.htm
- http://www.enotes.com/topics/how-write-summary (Not a fan of E-notes because students often use them as either sources in their literary analyses or plagiarize from them; however, this page is helpful).
- http://www.youtube.com/watch?v=D02PT0bl88A

A “Paraphrase” Is Not Two Phrases

A paraphrase is similar to a summary in that it is a retelling or rephrasing of an original source. You may have paraphrased in your Course Agreement assignment if you took one of my sentences and restated it in your own words. Mastering the skill of accurately paraphrasing material is essential to good scholarship; quite honestly, poor paraphrases contribute to most of the cases of plagiarism. Claiming “I thought just putting my documentation at the end of the sentence is okay” doesn’t work, but the good news is you will know better after this week’s exploration of the topic.

Paraphrases share some similarities to summaries; they

- Are a retelling of the original source.

- May be the same length as the original or even longer; however, most style books suggest making the paraphrase close in length to the original.
• MUST ALWAYS BE DOCUMENTED.

• Must contain your sentence structure and word choice.

• Are often used to “translate” jargon or to present the material more clearly to your audience.

Websites and Videos on Writing a Paraphrase (Who knew they existed?)

• http://library.duke.edu/research/plagiarism/cite/paraphrase.html

• http://projects.uwc.utexas.edu/handouts/?q=node/37

• http://www.youtube.com/watch?v=9z3EHloa9HI

• http://www.youtube.com/watch?v=ZD-kK6bWwSE

Don’t Quote Me on This!

Your literature book has an amazing checklist for when to quote and why to quote. Be sure to review the assigned reading for this week and highlight the information. Here are a few reminders about using quotations. Quotations

• Are often used when you can’t say it any better than the source.

• Are often used to make a point about what words are being used.

• Should be “pistachio, not vanilla”; in other words, choose quotes that create a vivid picture, show a clear instance of what you are arguing, strike you and your reader as interesting.

• Are used greatly in literary analysis. You will want to make a claim about the literature and then immediately back it up with a direct quote from the text.

• Must contain exact words from the original.

• Must use those “ “ marks to surround the exact words.

• MUST BE DOCUMENTED.

• Should contain lead-ins, especially if you are using a secondary source for the first time. Here is an example with the lead-in underlined and the integrated quote highlighted: As Robert Rowland argues in his critical essay “Willy Loman: The Alien Father,” Willy is at odds with both of his sons and he “longs for the comfort of woman who understands his primal needs” (56).

• Must be integrated into your sentence structure and grammatical. You don’t want a “floating quote,” which is a sentence that begins and ends as a complete quote. You also don’t want to create a grammatical error when you use a quote in your paper.

• Must be commented on, tied to your analysis, integrated into your argument. Don’t place quotations randomly in your essay without any connection with what you are writing.

Websites and Videos on Quotations (Who knew they existed?)

• http://www.youtube.com/watch?v=2VU_gt70a5A
Analysis Is Not a Method for Bothering Your Sister

One of the last things I want to “lecture” on this week as you prepare to read, study, and analyze a short story for next week is how to analyze literature. Simply put, “analysis” means to break something apart and examine those pieces. Thus, in a piece of literature, you may break it down into characters, scenes, dialogue, symbols, and you may examine the effect or the use of those parts. You may also go beyond the literature (which we will talk about much later) and analyze the time period in which it was written or the author’s life’s influences on the work. Here are a few pointers regarding analysis. Analysis

• Is always YOUR idea/interpretation/viewpoint on the piece of literature.

• Must focus on what the effect of the part you are examining as it relates to the whole.

• IS NEVER DOCUMENTED IF IT IS WHOLEY YOURS.

• Must be supported by textual evidence (direct quotes) from the source.

• Should have a significance to it so that you reader doesn’t ask “So what?”

• Is NEVER plot summary. If you are retelling the action in the text, you are not analyzing.

• Should never be confused with cutting and pasting sources from “analysis” sites that have already attempted to write a literary analysis. This is YOUR thoughts/ideas/interpretation of the work.

Websites and Videos on Analysis (Who knew they existed?)


• http://www.roanestate.edu/owl&writingcenter/OWL/ElementsLit.html (good overview of literary terms)

• http://lrc.sierra.cc.ca.us/writingcenter/litcrit.htm

• http://www.youtube.com/watch?v=8adKfLwIrVk
Mercer University Honor Code Quiz/Discussion Questions WITH ANSWERS

True or false:

1. For first-year students, the first-time violation of the Honor Code is excusable. Professors will only report students to the Honor Council upon their second violation of the Honor Code. (False)

2. I, as a Mercer student, have the right to appeal the decision of the Honor Council. (True)

3. In rare cases for multiple offenses of the Honor Code, Mercer students can be expelled from the University by the Honor Council. (True)

4. If the professor does not say or write that sources must be cited, you do not need to cite sources you use. (False)

5. Discussing test questions with friends from another section of class who have already taken the exam before you is not cheating. (False)

6. The Honor Council will impose more severe penalties for repeat offenders, regardless of the severity of the violation. (True)

7. You have the right to prevent a particular justice from hearing your case. (True)

8. It is permissible to copy or cite directly from an internet article without mentioning the author or the website as a source. (False)

9. It is permissible to restate something verbatim you heard at a lecture on campus without giving credit to the speaker. (False)

10. If you obtain valuable information for a paper during a phone conversation with your uncle—a college professor at another university—, you are required to cite him as a source if you use this information in the paper. (True)

11. There is nothing wrong with purchasing a term paper from an academic resource service and submitting it as my own work. (False)

12. Submitting the same paper for more than one course is an honor code violation. (True)
Multiple Choice:

1. You and your roommate have the same Biology professor, but your class meets at 11am and your roommate’s class meets at 3pm. On the day of your first exam, you take the exam at 11am and then return to your room while your roommate is still studying for his/her test at 3pm. In an effort to help your roommate, you tell him/her some of the questions to expect on the exam. By doing so, which of the following is true? (D)

   a. You have done nothing to violate the Honor Code

   b. You have violated the Honor Code, but you are not responsible. After all, the professor could make two versions of the exam if he didn’t want students from different sections discussing exam questions.

   c. You have violated the Honor Code, and you are responsible. You willingly gave aid to another student for an individual exam.

   d. Both you and your roommate have violated the Honor Code, and you are both responsible. You willingly gave aid to another student for an individual exam, and your roommate willingly accepted aid from another student for an individual exam.

2. What is special about Mercer’s Honor System? (D)

   a. The Honor Council is composed of Mercer students only

   b. If a student withdraws from a class in which he/she was reported for a violation, the violation is dismissed.

   c. The Honor Council conducts its business without faculty supervision

   d. The Honor Code includes reporting violations students observe.

   e. Both answers (a) and (d) are correct.
3. Jane’s chemistry professor, Dr. Proton, says that she cheated on her midterm, and because of this Jane will receive an "F" on the test. What should Jane do? (C)

   a. Nothing. Dr. Proton is the professor and he has made his decision.

   b. Ask Dr Proton for some extra-credit work to help bring up the poor grade

   c. Notify the Honor Council. It is not up to a professor to decide how to handle violations of the Honor Council, and Jane has the right to have her case heard by a jury of her peers.

   d. Withdraw from the class.

4. Your instructor has assigned individual projects that are due tomorrow. The project requires online research and a display board showcasing what you have found. You and a friend decide to help one another. Which of the following activities would not constitute an Honor Council violation? (C)

   a. You do all of the research for both projects while your friend designs and puts together both of the boards.

   b. You pay your friend to do both projects and head downtown.

   c. You stay up until 1am in the library keeping one another awake but neither of you do any part of the other’s project.

   d. After both projects are completed you realize your friend’s work is not quite up to par. You decide to reword his findings because you don’t want him to make a bad grade.

   e. None of these are Honor Code violations
5. It is 11 o’clock on a Tuesday night. You are flipping through your planner and, to your horror, realize you have a 5 page paper due in FYS tomorrow. Panic ensues and you realize you cannot possibly complete it in time. What course of action would not constitute a violation of the Honor Code? (D)

   a. You immediately do a Google search for the topic of your paper. To your relief there are several similar articles online. You decide to rephrase one author’s work while keeping the main ideas. You also decide it will be best not to cite this author, but another one so your teacher doesn’t realize what you have done.

   b. You use your favorite search engine to find three or four articles of similar topics. You copy and paste sentences and paragraphs from each. You write the introduction and conclusion yourself, but do not include a works cited page.

   c. You call your best friend, who is also in the class, and ask what she wrote about. She kindly allow you to borrow her completed paper. You use her original ideas and cited quotes but write the majority of the paper yourself. You do not cite her in your works cited.

   d. All of the above are Honor Code violations.

   e. None of these (neither a, b, nor c) are Honor Code violations

6. Each of the following constitutes plagiarism except (C)

   a. borrowing ideas from a book without properly citing the source.

   b. copying directly from an internet article without mentioning the author.

   c. using a quote directly from The New England Journal of Medicine and including in-text citations and the source in your list of references for your research paper according to MLA standards.

   d. restating something verbatim you heard at a lecture on campus and neglecting to give the lecturer credit according to APA guidelines.

   e. Basing most of your arguments on information you received during a phone conversation with your uncle, a professor at another university.
7. Which of these statements below is required of students entering the University as stated in the Honor Code and on the Honor Council website? (F)
   a. I will not give aid for any assignment.
   b. I will be truthful and honest with the Honor Council.
   c. I will only use sources and information allowed by the professor on my work.
   d. I will report violations of the Honor Code if I see them.
   e. (a) and (c)
   f. (a), (b), (c) and (d)

In each of the following examples, the text in regular font presents original source material. Is the text in italics an example of plagiarism or not?

1) The concept of systems is really quite simple. The basic idea is that a system has parts that fit together to make a whole; but where it gets complicated -- and interesting -- is how those parts are connected or related to each other.

   A system has parts that fit together to make a whole, but the important aspect of systems is how those parts are connected or related to each other (Frick, 1991).


(YES)
2) An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).

Whether they are probabilistic (i.e., the cause increases the chances of the stated effect occurring) or they are deterministic (i.e., the cause always results in the stated effect), we can think of theories as dealing with cause-and-effect relationships or with flows of natural processes.


(YES)

3) An important characteristic of instructional-design theories is that they are design oriented (or goal oriented). This makes them very different from what most people usually think of as theories. Theories can be thought of as dealing with cause-and-effect relationships or with flows of events in natural processes, keeping in mind that those effects or events are almost always probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect).

Reigeluth (1999) states that we can think of theories "... as dealing with cause-and-effect relationships or with flows of events in natural processes," and goes on to say that they may be either "probabilistic (i.e., the cause increases the chances of the stated effect occurring) rather than deterministic (i.e., the cause always results in the stated effect)" (p. 7).


(NO)

4) Instructional designers typically employ models to guide their day-to-day work. Due to the increased practice of the systematic design of instruction in a growing number of settings, available models become more and more proliferated, focusing on particular types and contexts of learning, particular groups of learners or designers, or particular instructional units (either whole curricula or individual modules or lessons.) The main goal of any instructional design process is to construct a learning environment in order to provide learners with the conditions that support desired learning processes.

"The main goal of any instructional design process is to construct a learning environment in order to provide learners with the conditions that support desired learning processes" (van Merriënboer, 1997, p. 2), so process models proliferate because more and more designers generate models that focus on specific contexts, learners, or even units of instruction.

References:
5) There is a desperate need for theorists and researchers to generate and refine a new breed of learning-focused instructional design theories that help educators and trainers to meet those needs, (i.e., that focus on learning and that foster development of initiative, teamwork, thinking skills, and diversity). The health of instructional-design theory also depends on its ability to involve stakeholders in the design process.

We need theorists and researchers to generate and refine learning-focused instructional design theories. Such theories will help educators and trainers to meet needs that focus on learning and that foster development of initiative, teamwork, thinking skills, and diversity. Instructional-design theory must involve stakeholders in the design process.

References:
**Student-Faculty Connection**

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are characteristics of Mercer faculty members?</strong></td>
<td>Assign students to interview one of their faculty members and present a written essay or oral presentation on their experience.</td>
</tr>
<tr>
<td><em>(If a friend asked you to describe Mercer faculty, what would you tell them?)</em></td>
<td></td>
</tr>
<tr>
<td><strong>How do you know what your professors expect from you? Are these expectations realistic?</strong></td>
<td>Advice from Peer Advisor</td>
</tr>
<tr>
<td><em>Why/why not?</em></td>
<td></td>
</tr>
<tr>
<td><strong>What are some advantages to establishing good relationships with your professors?</strong></td>
<td>Have students create two lists: Expectations of Faculty and (from the faculty perspective) Expectations of Students. Compare lists and provide follow-up on what faculty members expect. What if faculty members don’t meet your “expectations”?</td>
</tr>
<tr>
<td><strong>Discuss academic freedom and how it is related to our students’ academic experiences.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Faculty Expectations

What do you think?

Before you get started, think about how you would answer the following questions.

1. When you don’t understand the directions of an assignment, what do you do?
2. How will you know what your college professors will expect from you?
3. What are some advantages to developing a good relationship with your professor?

Getting off to a good start

It can be both exciting and intimidating to take a class from a professor. Many faculty members are inspiring teachers, scholars, researchers, authors, consultants and extremely knowledgeable in their field of expertise. But remember that instructors are people first. They have good days and bad days just like you. Starting off on the right foot can lead to a positive professional relationship and can be helpful down the road, when you may need a letter of recommendation for an internship, a job or for graduate school.

Anticipating expectations

One way to start off on the right foot is to know what your professors will expect from you. Each faculty member will be different but some common things your professors will expect from you include:

1. Reading the syllabus
   a. The majority of college instructors communicate their expectations for students through a course syllabus. A syllabus usually provides an overview of the course, the learning outcomes expected, materials you will need such as textbooks, instructor contact information and a description of assignments and exams.

   b. Many instructors open the class with a review of the syllabus. This process offers you a good opportunity to highlight key information, such as due dates, make notes of instructor preferences and ask any questions that you may have about the course set-up. It is also a good idea to place your syllabus in your class notebook and/or make a copy to insert in your textbook as well. You should refer to your syllabus throughout the semester.

2. Going to class regularly and being on time
   a. Attendance and grading policies will usually be explained the first day of class and in the syllabus. However, if attendance is not part of your grade, your instructors still expect to see you in class. You never know when the professor will mention something important about an exam or assignment!
3. **Being an active learner**

   - Listen and ask questions in class, take notes manually or through a note taker, and participate in class discussions.

4. **Reading the assigned materials before class**

   - When assignments are listed for specific days, this usually means that the assignment is due on that day. For example, class readings for a given day should be read before you go to class.

5. **Asking your professor if you have questions**

   - Read the syllabus to find out when your professors have office hours and visit them during these scheduled hours. Be prepared when you go to see them by having specific questions to ask them. Asking them to give their lecture again is not appropriate. However, asking for clarification on a specific point is appropriate.

6. **Turning in assignments on time**

   - At the beginning of the semester go through each of your syllabi and find the due dates for your papers, tests, quizzes, etc., and put them into your planner. This step will help remind you of important due dates. Remember to look at your planner often.

   a. Check the syllabus for your professor’s late policy. Some professors will not accept late assignments at all while others deduct points for each day the assignment is late.

   b. If you can’t make the deadline, contact your professor ahead of time and find out if you can have an extension. Not all professors will give extensions but some may give extensions based on extenuating circumstances. In addition, if you are a student who regularly attends, turns in assignments on time, is attentive in class and shows a genuine desire to do well, your professor may take these into account when considering an extension.

7. **Being respectful during class.**

   - Refrain from talking to neighbors, talking on cell phones, text messaging, sleeping in class, packing up before class has ended and surfing the Web during class.

**Getting to know a faculty member**

- After class, go up to the professor, briefly introduce yourself and ask a quick question related to the class lecture or discussion.

- Stop by during office hours to ask a question about something you read or an assignment.

- Volunteer to help out (e.g., hand out papers, assist with course evaluations).

- Participate in class discussions but don’t dominate the conversation.
Be professional and respectful when communicating with faculty in person or through e-mail. When talking with them, your conversations should relate to academics and the class. Limit personal conversation and acknowledge the time spent with you. When e-mailing your professors, consider these points:

a. Use your college e-mail when e-mailing professors.
b. Avoid using slang, text message abbreviations and acronyms.
c. Keep your tone positive and professional.
d. Avoid emoticons.
e. Use an appropriate greeting such as “Dr.” or “Professor” and then their name.
f. Include an appropriate subject line.
g. Include your class name and time it meets at the end of your e-mail.
h. Proofread your e-mail before you send it.
i. Use spell and grammar check.

http://www.going-to-college.org/campuslife/faculty.html
Importance of Knowing Professors

Studies have shown that students who make the effort to get to know their professors outside of the classroom setting are more likely to succeed in college. Remind your residents to take advantage of their professors: they are more than lecturers and researchers—they have real life experience to share.

Here are some reasons why students should form a relationship with their professors:

- When you create a good impression, the professor is more likely to help you with a question or a later request
- Professors can help answer your questions for upcoming exams
- They can clarify points from their lecture
- They can offer career advice
- They can write letters of recommendations for jobs/graduate school
- They can suggest clubs or organizations to consider joining
- They may have seemed boring in class but are actually fascinating people
- They could serve as a mentor or help you locate someone else who would be
- They could be a source of an on-campus job (or share a research opportunity)

Also, don’t forget to stress the importance of creating a good impression during the actual class time. Arrive to class on time. Avoid leaving early. Be prepared. Avoid talking to other classmates during the lecture. Stay awake. Show genuine interest in class. Participate. Be honest (avoid excuses for missing class or not having homework). Submit professional work. Sit up front.

adapted from a presentation from The University of South Carolina, Department of Housing & Residence Life
How Do I Get to Know Faculty?

You may be wondering - why do I need to know faculty in the first place? At Stanford, this is a reasonable question, especially since faculty here may seem out of reach. Consider these reasons to make the effort:

- You may find faculty who are interested in the same issues and topics as you are.
- Research with faculty could open whole new vistas for you (grad school, lab research, internships, etc.).
- Faculty can be very helpful to you when thinking about career plans or grad school.
- A letter of rec from a faculty who knows you better than the A in his or her class can be very influential in your future.
- Though accomplished experts in their fields, faculty may not be as intimidating to approach as you think.

Yes, but...these faculty are too important to be bothered with me. What lame excuse am I going to use to get to know faculty?

You do not have to have a lame excuse, but it does help to have a game plan, some legitimate reason for striking up a conversation and getting to know a faculty member better than face and name. Some suggestions:

- Go to office hours with questions you have about the class material.
- Go to office hours to discuss an idea you have about a paper.
- Go to office hours to ask about assisting in some research you read about.

You get the idea. Office hours are a good place to start. Though extremely busy, faculty set aside times each week to meet with undergraduates. Take advantage of the time set for you. Other ideas:

- Give yourself a goal - meet one new faculty member outside of class each quarter, get to know one faculty member well each year, have one faculty member know you well enough to call you by name when they see you on campus.
- Join a freshman/sophomore seminar - the small size of these seminars is designed for better faculty/student interaction.
- Invite your favorite faculty to Faculty Night Dinners - meeting in an informal setting can do lots to break the ice.

Take the first step. You are on your way to becoming a full participant in the community of scholars.
Defining Academic Freedom

*Inside Higher Education* • December 21, 2010

Cary Nelson

Over the course of decades, a great many books, essays, and policies have been written and published about academic freedom. We have learned how to apply it to pedagogical, technological, cultural, and political realities that did not exist when the concept was first defined. Not only faculty members, administrators, trustees, and students, but also parents, politicians, and other members of the public, would now benefit from a concise summary of its major features. Sometimes academic freedom is invoked in situations where it doesn't actually apply. But many within and without higher education are not well-versed in all the protections it does provide. This statement is designed to help clarify both what academic freedom does and doesn't do.

**PART 1: What it does do**

1. Academic freedom means that both faculty members and students can engage in intellectual debate without fear of censorship or retaliation.

2. Academic freedom establishes a faculty member’s right to remain true to his or her pedagogical philosophy and intellectual commitments. It preserves the intellectual integrity of our educational system and thus serves the public good.

3. Academic freedom in teaching means that both faculty members and students can make comparisons and contrasts between subjects taught in a course and any field of human knowledge or period of history.

4. Academic freedom gives both students and faculty the right to express their views — in speech, writing, and through electronic communication, both on and off campus — without fear of sanction, unless the manner of expression substantially impairs the rights of others or, in the case of faculty members, those views demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise.

5. Academic freedom gives both students and faculty the right to study and do research on the topics they choose and to draw what conclusions they find consistent with their research, though it does not prevent others from judging whether their work is valuable and their conclusions sound. To protect academic freedom, universities should oppose efforts by corporate or government sponsors to block dissemination of any research findings.

6. Academic freedom means that the political, religious, or philosophical beliefs of politicians, administrators, and members of the public cannot be imposed on students or faculty.

7. Academic freedom gives faculty members and students the right to seek redress or request a hearing if they believe their rights have been violated.

8. Academic freedom protects faculty members and students from reprisals for disagreeing with administrative policies or proposals.
9. Academic freedom gives faculty members and students the right to challenge one another’s views, but not to penalize them for holding them.

10. Academic freedom protects a faculty member’s authority to assign grades to students, so long as the grades are not capricious or unjustly punitive. More broadly, academic freedom encompasses both the individual and institutional right to maintain academic standards.

11. Academic freedom gives faculty members substantial latitude in deciding how to teach the courses for which they are responsible.

12. Academic freedom guarantees that serious charges against a faculty member will be heard before a committee of his or her peers. It provides faculty members the right to due process, including the assumption that the burden of proof lies with those who brought the charges, that faculty have the right to present counter-evidence and confront their accusers, and be assisted by an attorney in serious cases if they choose.

PART 2: What It Doesn’t Do

1. Academic freedom does not mean a faculty member can harass, threaten, intimidate, ridicule, or impose his or her views on students.

2. Student academic freedom does not deny faculty members the right to require students to master course material and the fundamentals of the disciplines that faculty teach.

3. Neither academic freedom nor tenure protects an incompetent teacher from losing his or her job. Academic freedom thus does not grant an unqualified guarantee of lifetime employment.

4. Academic freedom does not protect faculty members from colleague or student challenges to or disagreement with their educational philosophy and practices.

5. Academic freedom does not protect faculty members from non-university penalties if they break the law.

6. Academic freedom does not give students or faculty the right to ignore college or university regulations, though it does give faculty and students the right to criticize regulations they believe are unfair.

7. Academic freedom does not protect students or faculty from disciplinary action, but it does require that they receive fair treatment and due process.

8. Academic freedom does not protect faculty members from sanctions for professional misconduct, though sanctions require clear proof established through due process.

9. Neither academic freedom nor tenure protects a faculty member from various sanctions — from denial of merit raises, to denial of Sabbatical requests, to the loss of desirable teaching and committee assignments — for poor performance, though such sanctions are regulated by local agreements and by faculty handbooks. If minor, sanctions should be grievable; if major, they must be preceded by an appropriate hearing.

10. Neither academic freedom nor tenure protects a faculty member who repeatedly skips class or refuses to teach the classes or subject matter assigned.
11. Though briefly interrupting an invited speaker may be compatible with academic freedom, actually preventing a talk or a performance from continuing is not.

12. Academic freedom does not protect a faculty member from investigations into allegations of scientific misconduct or violations of sound university policies, nor from appropriate penalties should such charges be sustained in a hearing of record before an elected faculty body.

These points are mostly adapted from nearly 100 years of American Association of University Professors policy documents and reports. Since its 1915 founding, the AAUP has been the primary source of the documents outlining the basic principles of faculty rights and responsibilities. It is also the source of perhaps the single best statement of student rights. Putting the principles above into practice, of course, requires a goodly amount of additional detail, information the AAUP continues to provide and update.

Bio

*Cary Nelson is president of the American Association of University Professors and professor of English at the University of Illinois at Urbana-Champaign. He is the author, most recently, of No University Is an Island: Saving Academic Freedom* (NYU, 2010).


Insie Higher Ed
Baruch College

Faculty Interview Assignment

Assignment: Interview a faculty member of your choice and submit a 2 page typed paper about your conversation and what you learned.

Please plan your interview immediately! Be sure to give the professor plenty of notice (at least 1-2 weeks) as professors are extremely busy. If students prefer to interview in groups, groups should be no larger than three. However, each student must submit their own paper regarding the interview.

Interview Assignment Checklist

1. Arrange meeting with faculty member.
2. Research information about the faculty member (i.e., publications, research interests).
3. Prepare questions.
4. Confirm interview.
5. Send thank you note within a week of your interview.

E-mailing Etiquette

For helpful tips on composing proper email correspondence to your professor, please refer to the article titled, “How to e-mail a Professor” at:

http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html

Sample Interview Questions

1. How did you decide on your major when in college?
2. How did you get into this field?
3. How did you decide to become a professor?
4. What do you like about teaching and what are some of the challenges of teaching?
5. What does a “normal” work day look like for you?
6. What do you like best about your work? Least?
7. What advice do you have for me as a freshman?
8. What are your current research interests?
9. Have you involved your students in your research?
10. What books and articles have you read recently?
11. What advice would you give someone seeking to learn more about career opportunities in this field/profession (i.e, engineering, journalism, etc.)?
12. Who could you suggest I go see to learn more about this field/profession?
13. How is this field/profession changing?

These questions will help get you started, but it is not exhaustive, try to think of your own questions. You may also wish to reflect on your experience interviewing the professor. What did you get out of the experience?
### Academic Success

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the largest barrier to academic success? (procrastination) Share examples of procrastination and discuss ways to combat.</td>
<td>Visit Academic Resource Center</td>
</tr>
<tr>
<td>It’s so important to begin your college career on a positive academic note since the more hours you accumulate, the more difficult it is to increase your GPA. Identify positive behaviors you are already displaying.</td>
<td>Speaker from Academic Resource Center to discuss study skills</td>
</tr>
<tr>
<td>In terms of your Mercer academic experience, what things are you most proud of already?</td>
<td>Positive Tips from Peer Advisor</td>
</tr>
<tr>
<td>How can you continue to improve your grades?</td>
<td>Balloon Activity to begin time management discussion</td>
</tr>
<tr>
<td>How do you define academic success? Does this definition match the one held by your family members or others?</td>
<td></td>
</tr>
</tbody>
</table>
Dealing with *Procrastination*

Procrastination *Defined*

The word “procrastinate” derives from two roots: “pro” meaning “forward” and “crastinus” meaning “tomorrow.” Thus, it could be said that procrastinators do not abide by the proverb, “Why put off to tomorrow what can be done today?” Instead, the procrastinator’s philosophy is: “Why do today what can be put off to tomorrow?” This philosophy results in a perpetual pattern of postponing what needs to be done until the last possible moment, then rushing anxiously to get it done at reduced sacrificing quality, getting it only partially done, or not getting it done at all.

Research shows that three out of four college students label themselves as “procrastinators” (Potts, 1987), over 80% of them procrastinate at least occasionally (Ellis & Knaus, 1977), and almost half do so consistently (Onwuegbuzie, 2000). Furthermore, these percentages seem to be on the rise (Kachgal, Hansen, & Nutter, 2001). Procrastination is such a serious issue for college students that some colleges and universities have opened “procrastination centers,” which provide help specifically for students experiencing problems with procrastination (Burka & Yuen, 1983).

However, procrastination is by no means limited to college students. It is a widespread problem that affects people of all ages and occupations (Harriott & Ferrari, 1996), which is why you see lots of books on the subject of time management in the self-help section of any bookstore, and why you see lots of people at the post office mailing their tax returns at the last possible moment (“Haven’t File Yet,” 2003).

*Myths (False Beliefs) that Promote Procrastination*

Before there can be any hope of putting a stop to procrastination, people need to let go of two very popular myths or misconceptions about time and performance.

*Myth #1. “I work better *under pressure*” (e.g., on the day or night before something is due.)*

It is true that people can work more rapidly and with more nervous energy when they’re under pressure, but that does not mean they’re working more effectively and are producing work of higher quality. Because they’re playing “beat the clock,” their focus is no longer on how well they can do the job, but how fast they can do it and whether
they’ll be able to get it done before running out of time. This is a classic case of “haste makes waste” and a formula that is destined to result in an inferior work product or work outcome.

Don’t confuse rapidity with quality; it typically takes time to do a high-quality job, particularly if that job requires higher-level thinking skills such as critical thinking, creative thinking, or problem solving. Academic work in college often requires these forms of deeper learning and complex thinking, and they are done most effectively without being rushed because they require time for reflection. As we mention in chapter 6, creative ideas take time to formulate, “incubate,” and eventually “hatch,” so they are much less likely to happen under time pressure (Amabile, Hadley, & Kramer, 2002). Working under pressure on tasks that requires higher-level thinking is like trying to complete a long, challenging test under a short time limit. What happens is we have less time to think, to attend to fine details, to double-check our work, and to fine-tune our final product.

**Remember:** procrastinators often confuse desperation with motivation. Their belief that they “work better under pressure” is often just a rationalization to justify or deny the truth, which is that they will only work under pressure—i.e., they will work only when they are forced to work because they’re “under the gun” to finally get the job done.

**Myth #2. “Studying in advance is a waste of time because I’ll forget it all by test time.”**

This misconception is commonly used to justify procrastinating with respect to preparing for upcoming exams. As we demonstrate in chapter 4, “distributed” (spread-out) studying is more effective than “massed” (crammed-in) studying for producing deeper learning and stronger memory (see chapter 4). Furthermore, last-minute studying the night before major exams often results in lost sleep time due to the need to pull “late-nighters” or “all-nighters.” This practice reduces memory for the information that has been studied and increases “test anxiety” because of lost dream (REM) sleep—which plays a key role in memory formation and stress management (see chapter 12 for more details).

Lastly, working under time pressure adds to performance pressure or “performance anxiety” by leaving you no margin of error (time) to correct mistakes, to get help along the way, and to work around “random catastrophes” that can arise last minute (e.g., a head cold or a family emergency).

- **Pause for Reflection** -

Do you tend to put off work for so long that getting it done turns into an emergency or panic situation?

If your answer is “yes,” why do you think this happens? If your answer is “no,” what is it that you do to prevent this from happening?

**Psychological Causes of Procrastination**

Sometimes, procrastination has deeper psychological roots. People may procrastinate for reasons not directly related to poor time-management skills, but due to emotional issues involving self-esteem or self-image. For
instance, studies show that a psychological strategy that some procrastinators use to protect their self-esteem is self-handicapping. People use this strategy (consciously or unconsciously) to give themselves a “handicap” or disadvantage so that if their performance turns out to be less than spectacular, they can say it was caused by the fact that they were performing under a handicap (Smith, Snyder, & Handelsman, 1982). Research shows that some procrastinators use this self-handicapping strategy by waiting to the last minute, thereby giving themselves the handicap of working under the pressure of limited time (Burka & Yuen, 1983). If their performance does not turn out to be great (e.g., if they receive anything less than an “A”), then they can conclude that they could have attained a higher grade if they just had more time; they had the ability or potential to achieve an “A,” they just didn’t put in enough time to demonstrate their true ability. Or better yet, if they happen to get a good grade despite procrastinating, they could conclude they got it while not even putting in much time, which really proves how brilliant they are! Either way, the procrastinator’s self-image is totally protected from any possible damage because conditions are arranged to guarantee that any performance that’s less than outstanding can be attributed to external factors (lack of time), and any outstanding performance can be attributed to something within the person (extraordinary ability).

Classic Quote

“We didn’t lose the game; we just ran out of time.”

—Vince Lombardi, legendary football coach

In addition to self-handicapping, research also shows that there are other psychological factors that can contribute to procrastination. Other psychological factors that may be involved in procrastination include the following:

(a) fear of failure—the procrastinator feeling that it’s better to postpone the job or not do it at all, rather than fail at it (Burka & Yuen, 1983; Soloman & Rothblum, 1984);

(b) perfectionism—the procrastinator having unrealistically high personal standards or expectations, which lead to the belief that it’s better to postpone work or not do it at all than to risk doing it less than perfectly (Flettet et al., 1992; Kachgal, Hansen, & Nutter, 2001);

(c) fear of success—the procrastinar fears that doing well will show that he or she has the ability to achieve success and will be expected to do “repeat performances” in the future (Ellis & Kraun, 1977; Beck, Koons, & Milgram, 2000);

(d) indecisiveness—the procrastinator finds making decisions difficult, including decisions about what to do or how to begin doing it (e.g., what to study or where to begin writing a long term paper) (Anderson, 2003; Steel, 2003).
If these or any other issues are involved, it may mean that the procrastination is merely a symptom of underlying psychological causes. These psychological causes must be dealt with first before procrastination can be overcome, and because they have deeper roots, it may take some time and professional assistance to uproot them. A good place to get such assistance would be the Personal Counseling Office. The personal counselors on college are professional psychologists who have been prepared to deal with the psychological issues that can contribute to procrastination. Furthermore, these counseling psychologists are easily accessible because they provide their services on campus, and their services are free because their cost is covered by college tuition.

**Self-Help Strategies for Combating the Procrastination Habit**

Once inaccurate beliefs and any emotional issues underlying procrastination have been dealt with, the next step is to overcome the actual habit of procrastinating. Listed below are our top strategies for minimizing or eliminating the procrastination habit.

* Make the work *meaningful*.

Visualize your goals each time you feel procrastination rearing its ugly head, take a moment to think about why the work is meaningful or important to accomplish in order to eventually achieve your goals and realize your dreams. Even if the nature of the work does not relate to directly to your future aspirations, take a moment to think about how getting it done is as a necessary “stepping stone” that will get you one step closer to your ultimate goal.

`Classic Quote`

“The future belongs to hose who believe
in the beauty of their dreams.”

—Eleanor Roosevelt

* Make the start of work as *inviting or appealing* as possible.

Getting started is a key stumbling block for many procrastinators. Procrastination often involves overcoming “start-up stress” that leads to work postponement and work avoidance (Burka & Yuen, 1983). Once the work is begun, procrastinators may discover that the work wasn’t as difficult, boring, or painful as they feared it would be; and as soon as they begin to make some progress, their apprehension starts to decline. As what frequently happens for any experience that’s dreaded and avoided, the *anticipation* of the experience (in this case, work) turns out to be worse than the *actual* experience itself.

Like any situation that causes us to experience stress or anxiety, we need to confront the situation and get it *into* it before we can get *over* it. In the case of procrastination, getting going or getting started on the work is often the all-important first step toward overcoming the problem and getting the job done.
If you have trouble starting your work, one strategy for jump-starting yourself is to arrange your tasks in a way that allows you to begin on those tasks you find most interesting or are most likely to experience success. By making the start of work more appealing by starting work on tasks that are more interesting to us and that we’re more likely to do successfully, we can increase the probability that we actually start working.

This will increase the likelihood that you’ll overcome the initial inertia of start-up stress and get the ball rolling. Once you’ve “warmed up” and are “on a roll,” you can ride the momentum you’ve created to attack your less appealing or more daunting tasks.

* Make the work manageable.

Work become less overwhelming and less stressful when it’s handled in smaller chunks or pieces. You can conquer procrastination for large tasks by using a “divide and conquer” strategy: Divide the large task into smaller, more manageable units, then attack and defeat them one at a time.

Don’t underestimate the power of short work sessions. They can be much more effective than longer sessions because it’s easier to maintain maximum concentration and energy for shorter periods of time. If you’re working on a large project or preparing for a major exam, dividing your work into short work give you the opportunity to punch away at it in short strokes and poke more and more holes in it, which enables you to see the progress you’re making and gradually takes away the pressure of knowing you won’t have to go for the big “knockout punch” right before the buzzer.

* Organization matters.

Research indicates that disorganization is a factor that contributes to procrastination (Steel, 2003). How well we manage and organize work materials can help us manage our time and reduce our tendency to procrastinate. Having the right materials in the right place at the right time can make our work easier to get to and make it easier for us to get going. When we’ve made a decision to get the job done, we don’t want to waste time looking for the tools we need to begin to do the job. For procrastinators, this time delay may give them just enough time to change their mind and not bother to start at all.

One simple but effective way to organize your college work materials is by develop our own “file system.” You can begin creating an effective file system by storing materials from different courses in different colored folders or notebooks. This will allow you to get together all materials relating to the same course in the same place, while keeping materials belonging to different classes from all “running altogether” in the same place. Such a system will help you get organized, help you beat procrastination by making it easier for you to start working, and help reduce stress caused by disorganization (e.g., seeing things “out of place,” “all over the place,” and possibly lost).

* Location matters.

Where you work is as important as when and how you work. Since distraction is a factor that has been found to contribute to procrastination (Steel, 2003), it may be possible to choose a work environment whose location and
arrangement can combat procrastination by maximizing concentration and minimizing distractions—which force you
to stop and restart (or not restart at all).

Distractions tend to come in two major forms: (a) social—e.g., people around who are not working, and (b)
media—e.g., cell phones, e-mailing, text messaging, CDs, and TV. (Note: Research indicates that the number of
hours per week that college students spend watching television is negatively associated with academic success,
including, lower college GPA, less likelihood of graduating college with honors, and lower levels of personal
development [Astin, 1993]).

Pick a workplace and arrange your workspace to minimize or eliminate media and social sources of distraction.
Simply stated: **Remove anything and everything from your work place that is not relevant to your work.**

- Pause for Reflection -

List your two most common sources of distraction while working, and next to each distracter, identify a strategy that
you might use to reduce or eliminate it.

<table>
<thead>
<tr>
<th>Source of Distraction</th>
<th>Strategy for Reducing This Source of Distraction</th>
</tr>
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<tbody>
<tr>
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<td></td>
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</table>

**Student Perspective**

“To reduce distractions, work at a computer on campus
rather than using one in your room or home.”

—Suggestion for avoiding work distractions from
a student in a first-year seminar class

Lastly, remember that you can arrange your work environment in a way that it not only disables distractions but also
enables concentration. You can “enable” your work concentration by working in an environment that allows you
easy access to work-support materials (e.g., class notes, textbooks, dictionary) and access to social support—such as
working with a group of motivated students who help you stay focused and get your work done.
* Adjust your sequence of work tasks to intercept procrastination at times when it’s most likely to take place.

While many procrastination frequently involves difficulty in starting work, it can also involve difficulty continuing and completing work (Blay & Silverman, 1996). As we previously mentioned, if we have trouble starting work, it might be best to do our most stimulating tasks first. However, if our procrastination tends to “kick in” after we’ve begun working and have difficulty maintaining, sustaining, or “sticking with” our work until it’s finished, we might try scheduling work tasks that we find more interesting and are more likely to be successful at the middle or end of your planned work time. If we encounter tasks of greater interest and success at a time in our work sequence when we typically lose interest or energy, we may be able you to maintain our interest and energy and continue working until all of our tasks are completed. Also, by doing our enjoyable tasks later, we can use them as an incentive, reward, or “dessert” for completing our less enjoyable tasks first.

* Momentum matters.

If the end of a task is in sight, go for the kill and end it. Finish them then and there because you’re already on the move and within striking distance of the goal line. It often takes less effort to finish-up a task that’s close to completion than it is to restart a task, because you can ride the momentum that you’ve already created. Furthermore, finishing a task can give you a sense of “closure”—that feeling of personal accomplishment and self-satisfaction knowing you’ve “closed the deal,” or that feeling of the “thrill of victory” knowing that you’ve won the battle and crossed the finish line. Seeing a check mark by a completed task and realizing that it’s one less task to do, often serves to increase your energy and drive to accomplish all the other tasks on your list.
Balloon Activity for Priority/Time Management

* Pass out several (10-12 or so) balloons and have students blow them up, then collect all the balloons.

* Tell students you're going to play a little game bouncing balloons in the air. No balloon is to touch the ground...at all!

* Toss each balloon in the air, one by one, until all are in circulation. Let the game go for a few minutes.

Processing: Each balloon represents something students had to attend to. When there were only a handful of balloons (1, 2, or 3), keeping them in the air wasn't too difficult. The more balloons, the harder it gets. Spend some time discussing strategies--some people will have no plan but simply react (hit the balloon when it came to them), some will not participate at all (stand on the fringes and ignore the game--too hard to get to the balloons), some will really get into it (attacking balloons ferociously) but run into other people and things, and others will plan a strategy of which balloons to hit and which to ignore.
# Responsible Decision-Making

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Topic</th>
<th>Discussion Prompt/Questions</th>
<th>Supplies</th>
<th>Leader (Oversight?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Discussion Opener</td>
<td>• What does “responsible decision making” mean to you? • What does “responsible decision making” look like in college?</td>
<td>Divide into pairs. Ask 1st question and allow discussion time. Ask for feedback from pair discussion in larger group. Ask 2nd question in large group.</td>
<td>PA/RA/AWARE</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Learning Outcomes</td>
<td>• How many of you have heard the saying, “Now that you’re in college, you need to be more responsible?” • OFTEN, COLLEGE BRINGS THE EXPECTATION OF KNOWING. WE ARE HERE TO HELP YOU UNDERSTAND MORE ABOUT HOW TO MAKE RESPONSIBLE DECISIONS. • Review learning outcomes</td>
<td>Learning outcomes: • To develop personal definition of sexual assault, dating violence, stalking, and domestic violence • To learn personal responsibility as it relates to situations involving self and others (ex: to see something &amp; say something) • To empower students in bystander intervention if situation were to occur • To understand consequences of actions as defined by Mercer’s Student Code of Conduct</td>
<td>PA/RA/AWARE</td>
</tr>
</tbody>
</table>
| 15 minutes | First Half of Video Clip (stop at 4:49) youtube.com/watch?v=9zr1oxEbdsw | • Watch clip  
• Discussion Questions:  
  1. Where did you see responsible decision making?  
  2. Where did you see irresponsible decision making?  
  3. What warning signs could have forecasted to another character in the story what was going to take place that night? | • To generate awareness of campus resources for sexual assault, dating violence, stalking, and domestic violence | PA/RA/AWARE |
| 15 minutes | Second Half of Video Clip | • Watch clip  
• Discussion Questions:  
  1. WHO ARE YOU in this video?  
  2. Why do you think the first half of the video played out the way it did?  
  What might have kept people from intervening like we saw in the second half?  
  3. Have you or a friend ever been in a situation similar to this storyline? If you did intervene, what did you do? If you didn’t intervene, what kept you from doing so? | PA/RA/AWARE |
| 35 minutes | United Educators Fund Script | • Read section for each piece of the unfolding scenario  
• Pause for discussion questions  
• Review appropriate action/reaction | Script edited to include Mercer’s resources and content | PA/RA/AWARE |
| 5 minutes | Assessment | • Hand out 3 notecards and ask for reflection upon:  
  1. Define sexual assault  
  2. Define the responsibility of being a bystander  
  3. Define responsible decision making | Notecards & Pens or formalized assessment with likert scale measuring success of learning outcomes | PA/RA/AWARE |

Reminders of Upcoming Events:
• Attend the FYF workshop on “Responsible Decision Making” on Friday, September 12, at 10:00 a.m. in Penfield Hall
## Major and Career Exploration, and Vocational Exploration

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a connection between your major and your career? (Does your major equal your career?)</td>
<td>Speaker from Career Services</td>
</tr>
<tr>
<td>How did you decide on a major?</td>
<td>Vocation activities</td>
</tr>
<tr>
<td>Is it OK to be “undecided” or “searching”?</td>
<td>Use the <em>Catalog</em> and find five majors that appeal to you. List reasons for choosing the ones you did.</td>
</tr>
<tr>
<td>What do you want to be when you grow up? Has this changed?</td>
<td>Complete “Do What You Are” assessment through Career Services. Invite Career Services to facilitate “findings.”</td>
</tr>
</tbody>
</table>


Assignment 1. Planning for a College Major

At the end of chapter 2., we recommended that you make a tentative plan for the liberal arts (general education) component of your college experience. We now ask you to consider developing a plan for your college major.

Steps:

1. Go to your college catalogue (college bulletin) and use its index to locate pages containing information relating to the major you have chosen or are considering. Even if you are “totally undecided,” select a field that you might consider as a possibility. To help you identify possible majors, you can use your catalogue, or go online and complete the short interview at the following website: http://www.Mymajors.com.

   The point of this assignment is not to force you to commit to a major right now, but to familiarize you with the process of developing a plan, so that you can apply it when you do make a firm decision about the major you intend to pursue.

2. Once you’ve selected a major for this assignment, use your college catalogue to identify what courses are required for the major you selected. Use the form on the next page to list the course number and course title of all courses that are required by the major you’ve selected.

   Note:
   
   You will find certain courses required by the major that you must take; these are often called “core” requirements for the major. For instance, at most colleges, all Business majors must take the course, “Microeconomics.” In other cases, you will find that there are courses required for a certain “area” within your major, but you are allowed to choose them from a list of possible courses (e.g., “choose any three courses from among the following six courses”). Such courses are often called “restricted electives” in the major. When you find restricted electives in the major you’ve selected, read the course descriptions and choose those courses from the list that appeal most to you. Just list the course titles and numbers of these courses on the planning form. (You don’t need to write down all the possible choices that are listed in the catalogue).

Final Note:

College catalogues can sometimes be tricky to navigate or interpret, so if you run into any difficulty, don’t panic. Just seek help from an academic advisor, or check with the department secretary in the field you selected as a major, to see if the department has created any summary sheets of requirements for a major in that field.
Personal Reflections on this Assignment

After completing this assignment, take a moment to think back on it and answer the following questions.

1. Looking over the courses required for the major you’ve selected, would you be interested or “turned off” about majoring in this field?

2. Were there courses required by this major that you were surprised to see, or that you did not expect would be required?

3. Are there any unanswered questions that remain in your mind about this major?

Assignment 2. Developing a Comprehensive, Long-Range Graduation Plan

A comprehensive, long-range graduation plan includes all three key types of courses you need to complete a college degree: (1) liberal arts (general education) requirements, (2) college major requirements, and (3) “free” electives. By combining your plan for required liberal arts courses (exercise at the end of chapter 2.) and your plan for a college major (exercise 1. of this chapter), you could then add in your free electives to create a comprehensive (total) graduation plan.

You can use the form on the following page to develop a comprehensive graduation plan. Use the slots to pencil in the liberal arts courses you’re planning to take to fulfill your general education requirements, your major requirements, and your free electives. (Use a pencil so that you can easily make any changes to this plan as you develop or implement it.)

Notes and Suggestions:

1. If you haven’t decided on a major, a good strategy might be to concentrate on taking liberal arts courses to fulfill your general-education requirements during your first year of college. This will open-up more slots during your sophomore year. By that time, you may have a better idea of what you might want to major in, and you can fill these open slots with courses required by your major. This may be a particularly effective strategy if you end-up choosing to major in a field that has many requirements (e.g., engineering), because it may be necessary for you to complete several of those requirements before the end of your sophomore year.

2. For ideas on choosing your free electives, see p. ___ in this chapter.
3. Keep in mind that the *course number* indicates the year in the college experience that the course is usually taken. Courses numbered in the 100's (or below) are typically taken in the *first* year of college, 200-numbered courses in the *sophomore* year, 300-numbered courses in the *junior* year, and 400-numbered courses in the *senior* year. Also, be sure to check if the course you are planning to take has any *pre-requisites*—which are courses that need to be completed before you can enroll in the course you’re planning to take. (For example, if you’re planning to take a course in Literature, it is likely that you cannot enroll in it until you have completed at least one pre-requisite course in Writing or English Composition.)

4. To complete a college degree in *four* years, you should complete about *30* credits (units) *each* academic *year*. Summer term is considered part of an academic year, and we encourage you to use that term to help keep you on a four-year timeline.

5. Check with your course instructor or an academic advisor to see if your college has developed a “projected plan of scheduled courses” for the next few years, which indicates when courses listed in the catalogue are scheduled to be offered (e.g., fall, spring, summer). If such a long-range plan of scheduled courses is available, take advantage of it because it will enable you to develop a personal educational plan that includes not only what courses you will take, but also *when* you will take them. This can be a very important advantage because there will be some courses that you may need for graduation are not offered every term. If you’re planning to take a course that you need to graduate during your final term in college, and that course is not offered during your final term, then you may have to wait until it is offered again. While you wait for the time (term) when that course is offered again, you end up delaying your graduation and taking a longer time to complete your college degree. So, we strongly encourage you to inquire about and acquire any long-range (projected) plan of scheduled courses that may be available at your college or university, and use it to develop your personal, long-range graduation plan.

Final Note: This long-range graduation plan is not something “set in stone” (or cement). Like putty or clay, its shape can be *molded* and *changed* into a different form as you gain more experience with the college curriculum. Nevertheless, your development of this initial plan will remain useful because it provides you with a blueprint to work with and from. Once you have created slots specifically for you general education requirements, your major courses, and your electives, then you have all key categories of courses covered and changes to your plan can often be made easily by simple substitution of different courses into the slots you’ve already created for these three categories of courses.

Remember: The purpose of this long-range planning assignment is not to “lock” you into a “rigid” plan, but to help you create a rough “map” that will enable you to visualize your future years in college. Vision can provide you with a sense of direction that leads to a plan of action, which in turn, enables you to see a connection between where you are now and where you want to be. Furthermore, this process of visualizing can be energizing, because when you’re able to see what’s ahead of you, you can see the finish line, what it will take to get you there, and what obstacles to avoid along the way.
**Personal Reflections on Developing a Long-Range Graduation Plan**

After completing this assignment, take a moment to think back on it and answer the following questions.

1. Do you think this was a *useful* assignment? Why? (Or, why not?)

2. Do you see any way in which this assignment could be *improved* or *strengthened*?
Career Planning Exercises

The following exercises are offered to help you personally experience the career development process. They’re easy to complete and the results can provide you a “snapshot” of your interests and work values, how you make decisions and teach you how to research a potential career. In addition to sharing the results of the exercise with your UE instructor, you may also want to schedule an appointment with your career specialist in the Career Center (SVC 2088, phone 974-2171) to discuss what you learned about yourself from these exercises.

The following provides a brief explanation of each exercise:

Exercise 1 –Decision-Making

Instructions: Think about a recent decision you had to make. Think about what steps you went through to make the decision. Using this decision as your example, respond to the questions on the exercise sheet. This exercise will help you gain insight into how you made a recent decision and how you can use a decision-making model to make rational and planned decisions.

Exercise 2 – Satisfaction Land

Instructions: Read through each of the work team descriptions before you choose the teams that appear to be the most pleasant work experience for you. When you finish you will have identified your Holland Code, which is three letter code that can be used to identify potential career fields that match your particular personality, values, interests and skill sets. [Note: For other career assessment surveys go to the Career Center’s website for on-line career surveys or schedule an appointment for Holland’s Self-Directed Search Inventory]

Exercise 3 – What I Value At Work

Instructions: Read the list of work values. As you read each value ask yourself, “How important is this work value in my future career?” Then place a check mark to indicate whether it is of “High Importance”, “Medium Importance”, “Low Importance” or No Importance” to you? At the end of the exercise list those values you ranked as having high importance.

Exercise 4- Career Exploration Exercise

Instructions: Identify a possible career field that interests you. Using such resources as the Career Center Library (SVC 2088), the Career Center’s website (www.career.usf.edu) or other printed/web resources write out information about the career in regard to nature of the work (what you would do on the job), working conditions, where you
would find this type of career, training and required qualifications, job outlook, expected earnings and related occupations. You may want to repeat this exercise to explore two or three additional careers that interest you.

**For additional resources or assistance in making an informed career decision:**

- Use the Career Center website to access additional on-line career assessment surveys and occupational information. Go to [www.career.usf.edu](http://www.career.usf.edu) and click on “Explore and Choose a Career”. *(Note: View Career Center website screen shots on pages following the exercises)*

- Schedule a one-on-one appointment with your career specialist to discuss the results of your class exercise and identify where you are in the career development process.

- Visit the Career Center Career Reference Library (SVC 2088) to research career fields that interest you.

- Attend the workshop, “Finding a Career the Fits: Strategies for exploring career options that match your interest, skills and work values”, conducted by the Career Center. Check the Career Center’s website for current dates/times.

**Decision-Making Styles**

**Rational or Planning Style (weighing the facts)**

This style is characterized by a systematic seeking out of information about self and the anticipated situation and one’s taking responsibility for making the decision. Rational decision-makers have a past, present and future time perspective, knowing that early decisions affect later ones. They weigh alternatives in terms of both positive and negative consequences. In a careful and deliberate way, they pull all the information together and realistically decide.

**Intuitive Style (It feels right)**

This style is characterized by one’s accepting responsibility for making the decision, and by decisions being made by paying attention to emotional self-awareness, feelings and fantasy outcomes. Intuitive decision-makers spend little time gathering information or responding to information in a systematic way. The basic rightness of a course of action is felt internally. Intuitive people know their choice but find it hard to tell you how it came about.
Dependent Style*
This style is characterized by one’s not accepting responsibility for making the decision. Dependent decision-makers let others decide or defer making a choice completely.

1. Impulsive - Little thought or examination is given to the decision and often the first alternative is taken. Making the decision is often avoided until it must be made and then it is made quickly. “Don’t look before you leap.”
2. Delaying – Thoughts and actions about the decisions are delayed repeatedly. “I’ll cross that bridge later.”
3. Agonizing – This type collects tons of information and advice and is forever generating alternatives. They get lost in all the data and overwhelmed by analyzing alternatives. “I have too many choices, I don’t know what to do.”
4. Paralyzed – This type is unable to move forward or make a commitment to one particular alternative. They experience fear in choosing, similar to the agonizer. “I’m afraid I might make the wrong decision.”
5. Compliant – This type looks for an authority or significant-other to make their decisions and plans. “What do you think I should do?”
6. Fatalist – This type believes people don’t have much control over what happens to them. They believe that “fate” determines what happens to them. “It’s all in the cards.” “I can’t control it, let it happen.” “What will be, will be.”


EXERCISE 1----Decision-Making Exercise

You make many decisions everyday. Think of some decisions you have made in the last few days. Complete this exercise based on the method or methods you used to make those decisions. Most of the decisions we make on a daily basis are not life altering decisions or have long range impact. However, periodically we do make decisions that are more significant and have more future impact. For example: where am I going to eat lunch is not as significant a decision as whom am I going to marry? We process routine decisions quickly and without a lot of anxiety. Significant decisions create more anxiety and we want to get them right! Using a planned, thoughtful process to make a career decision will result in a more satisfying and meaningful career. You can do it!

1. Describe a goal or situation you made a decision about in the last few days.

2. What information did you gather or need before you could make this decision?

3. What decision strategy did you use? (circle your answer below)
<table>
<thead>
<tr>
<th>a. rational</th>
<th>b. intuitive</th>
<th>c. impulsive</th>
<th>d. delaying</th>
<th>e. agonizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. paralyzed</td>
<td>g. compliant</td>
<td>h. fatalistic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What alternatives did you consider before making your final decision?

5. What action did you take?

6. What was the outcome?

7. Was this a good decision, why or why not?
EXERCISE 2---Satisfaction Land

Welcome to Satisfaction Land. This is a very pleasant place. Our citizens are all happy, pleasant and well adjusted to our society. One reason our people experience so little frustration is because they are free to join any work team they wish. No one is critical or judgmental about the type of work our citizens perform. The only requirement is that everyone must work. It doesn’t matter what type of work you do - everyone is paid the same and has the same standard of living. Since you are new to our country you too must choose a work team. There are six teams you may choose from.

The Real Team: These citizens are physically strong, practical and like to spend at least part of their work day outdoors. They operate machines and use tools. They produce all of our food, plants and trees; while others ranch and care for animal life. Others on this team are skilled in sports - some of them compete for the enjoyment of spectators. Some teach, train or coach citizens from other work teams in physical fitness and recreation. This work team also includes all of the repair people in Satisfaction Land.

The Investigative Team: They are very inquisitive, never satisfied with the way things are, always working on changes for the future and continually asking - “Why?” They work principally in their minds. These are the researchers and problem solvers for Satisfaction Land. Most of them work with theory, ideas and concepts. This work team likes academics and typically spends many years learning and going to school to qualify for this team.

The Arts Team: Citizens on this team are very creative, love to perform and bring pleasure to members of the other teams. Their work tends to flow from their feelings. Some of them paint or sculpt, others make music and others dance or act. Some of them make movies or write stories and plays. They add depth and color to the quality of life in Satisfaction Land.

The Social Team: The recurring theme of the Social Team is service. They have a genuine concern for our citizenry and want to help all of our people realize their full potential. They work as teachers, counselors, librarians and spiritual leaders in Satisfaction Land. You will also find many from this team working in government and politics, directing and administrating all of our public institutions.

The Enterprising Team: The Enterprising or Entrepreneurial team is very energetic and task-oriented. They highly value productivity and profit. They work in all types of commerce and business for Satisfaction Land. Many on this team work in the world of finance - such as banking, securities, credit, insurance etc. This team employs all of the sales people in Satisfaction Land. The remainder of the Enterprising Team works in management - managing information, resources or people.
Finally, **The Conventional Team**: This group provides a lot of stability to our society. They like to logically organize and maintain information, inventories and records in offices. They also enforce and regulate our society’s rules, policies, laws and values. As our society strives to eliminate paper records, files and documentation more citizens on this team are using computers to perform their work.

Now that you are familiar with the six teams of workers in Satisfaction Land...

Which team would be your first choice to join?  
___________________________________________

Your first choice team has all of the workers they need right now; which team would you choose second?  
___________________________________________

Just in case your 1st and 2nd choice teams are filled, is there a third team you would join?  
___________________________________________
Understanding Satisfaction Land

All of us develop a self-concept about our professional work life that includes our employment interests. Employment interests are “what we want to do at work”, the tasks and work functions we like to perform. The team(s) you selected to join appealed to you because they were doing things that interested you and matched your employment self-concept. Employment interests usually include more than one of the six career interest areas. That is why you were prompted to choose three teams. The three teams you chose helped you identify the strength and breadth of your interests. All jobs in the United States can be classified according to this coding system. When you are choosing a career you are trying to match your personal career interests with a job that enables you to do what you enjoy most. Usually what we enjoy doing we are also good at and have a high level of competence. The more competent we are at something, the more we tend to do it and for longer periods of time. Some examples are given below of Career Areas that fall into the six career interest families.

**Realistic:** Agriculture, Forestry, Fish & Game, Conservation, Engineering, Professional Athletics, Allied Medical Health, Recreation

**Investigative:** Any kind of Research Position (usually requires a Ph.D.), Psychologists, Medical Doctors, Public Health, Scientists, Research & Development Engineers

**Artistic:** Professional Musicians, Artists, Dancers, Actors, Photographers, Graphic Artists, Curators, Writers

**Social:** Teachers, Trainers, Librarians, Counselors, Social Workers, Public/Government Servants, Clergy, Social Agents, Nursing

**Enterprising:** Any Business Occupation, All Financial Services, Retailing, Manufacturing, Real Estate, Sales, Management

**Conventional:** Accounting, Computer Science, Management Information Systems, Administrators, Mathematics (non research), Logistics, Attorneys

These examples are not all-inclusive but hopefully give you a starting point to do some exploration and research. Once you’ve identified your 3 interest areas discuss your ideas with a Career Specialist in the Career Center.
All of us have values we expect to be fulfilled in our employment. To identify which work values are most important to you, place a check mark (v) in the column that best describes each work value’s importance to you.

<table>
<thead>
<tr>
<th>Value</th>
<th>High Importance</th>
<th>Medium Importance</th>
<th>Low Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
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<tr>
<td>Competence</td>
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<td>Creativity</td>
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<tr>
<td>High Performance Pressure</td>
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<td>Status/Prestige</td>
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<td>Security</td>
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<tr>
<td>Variety</td>
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<tr>
<td>Advancement</td>
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<td>Adventure</td>
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<td>Competition</td>
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<td>Friendships</td>
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<tr>
<td>Power &amp; Authority</td>
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<tr>
<td>Training</td>
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<tr>
<td>High Salary</td>
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<tr>
<td>Professional Ethics</td>
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<tr>
<td>Recognition</td>
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<tr>
<td>Job Tranquility</td>
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<tr>
<td>Change</td>
<td></td>
<td></td>
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<tr>
<td>Routine</td>
<td></td>
<td></td>
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<tr>
<td>Work Surroundings</td>
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<tr>
<td>Excitement</td>
<td>Public Contact</td>
<td>Working Alone</td>
<td>Expert Supervision</td>
<td>Flexibility</td>
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</tbody>
</table>

What are 5 values that **are** most important to you:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What are 5 values that **are not** important to you:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
EXERCISE 4 -- Career Exploration Exercise

Name: ____________________________________  Date: ___________________

Source Used: _______________________________________________________________

Job Title Researched: _________________________________________________________

Nature of Work (what do you do?):

Working Conditions (office, outdoors, team, alone):

Employment (Where are the jobs?):
Training: Qualifications, and Advancement:

Job Outlook:

Earnings:

Related Occupations:

Based on your findings briefly describe why this career is or is not a good fit for you:

☐ is or ☐ is not a good fit for you:

__________________________________________________________

__________________________________________________________

University Experience

The University of South Florida
Conducting an Information Interview

Joe Cuseo

One of the best and most overlooked ways to get accurate information about a career is to interview professionals who are actually working in that career, which is known as “information interviewing.” An information interview has multiple advantages for your career exploration and development, which include

- getting “inside” information about what a career is really like,
- networking with professionals in the field, and
- enabling you to gain experience and confidence with interview situations that may help you prepare for future job interviews.

Since information interviews can be a source of valuable information about careers (and provide possible contacts for future employment), we recommend the following information interview assignment.

1. **Select a career that you may be interested in pursuing.**

   Even if you are currently keeping your career options wide open, pick a career that might be a possibility. You can use the resources cited in the Appendix to help you identify a career that may be most appealing to you.

2. **Find someone who is working in the career you selected and set up an information interview with that person.**

   To help locate possible interview candidates, consider members of your family, friends of your family members’ friends, and family members of your friends. Any of these people may be working in the career you selected and may be good interview candidates, or they may know other people who could be good candidates. The Career Development Center and the Alumni Association on campus may also be able to provide you with graduates of your college (alumni), or professionals working in the local community near your college, who are willing to talk about their careers with students. Lastly, you might consider using the Yellow Pages or the Internet to find names and address of possible candidates. Send them a short letter or e-mail, asking about the possibility of scheduling a short interview. Mention that you would be willing to conduct the interview in person or by phone, whichever would be more convenient for them.

   If you do not hear back within a reasonable period of time (e.g., within a couple of weeks), send a follow-up message; if you do not receive a response to the follow-up message, then consider contacting someone else.

3. **Conduct an information interview with the professional who has agreed to speak with you.**

   Suggested strategies and potential questions for use during your interview are provided in the box below.
Strategies for Conducting Information Interviews

* Thank the person for taking the time to speak with you.

This should be the first thing you do after meeting the person, before you officially begin the interview.

* Take notes during the interview.

This not only benefits you—by helping you remember what was said; it also sends a positive message to the person you’re interviewing—by showing the person that his or her ideas are important and worth writing down.

* Prepare your interview questions in advance. Here are some questions that you might consider asking:

1. How did you decide on your career?
2. What qualifications or prior experiences did you have that enabled you to enter your career?
5. How does someone find out about openings in your field?
3. What specific steps did you take to find your current position?
4. What advice would you give to beginning college students about things they could start doing now to help them prepare to enter your career?
6. During a typical day’s work, what do you spend most of your time doing?
7. What do you like most about your career?
8. What are the most difficult or frustrating aspects of your career?
9. What personal skills or qualities do you see as being critical for success in your career?
10. How does someone advance in your career?
11. Are there any moral issues or ethical challenges that tend to arise in your career?
12. Are members of diverse racial and ethnic groups likely to be found in your career field? (Note: This is an especially important question to ask if you are a member of an ethnic or racial minority group.)
13. What impact does your career have on your home life or personal life outside of work?
14. If you had to do it all over again, would you choose the same career?
15. Would you recommend that I speak with anyone else to obtain additional information or a different perspective on this career field? (If the answer is “yes,” you may follow-up by asking: “May I mention that you referred me?” )

Note: This question is recommended because it’s always a good idea to obtain more than one person’s perspective before making an important choice or decision, especially one that can have a major influence on your life—such as a career choice.
Final Note: If the interview goes well, consider asking if might be possible to observe or “shadow” your interviewee during a day at work.

**Personal Reflection Questions**

After completing your interview, take a moment to reflect on it and answer the following questions:

1. What information did you receive that *impressed* you about this career (if any)?

2. What information did you receive that *distressed or depressed* you about this career (if any)?

3. What was the *most useful* thing you *learned* from conducting this interview?

4. Knowing what you know now, would you still be *interested* in pursuing this career? (If “yes,” why?) (If “no,” why not?)

**Appendix**

The Career Development Center and your College Library are key campus resources where can find a wealth of reading material on careers, either *in print* or *on-line*. Here are some of the most useful sources of written information on careers:

- *Dictionary of Occupational Titles (DOT)*
  This is the largest printed resource on careers; it contains concise definitions of over 17,000 jobs. It also includes such information as:

  - specific work tasks that people in the career typically perform on a regular basis;
  - type of knowledge, skills, and abilities that are required for different careers;
  - the interests, values, and needs of individuals who find working in their careers to be personally rewarding;
  - background experiences of people working in different careers that qualified them for their positions.

This is one of the most widely available and frequently used resources on careers. It contains descriptions of approximately 250 positions, including information on the nature of work, work conditions, places of employment, training/education required for career entry and advancement, salaries, careers in related fields, and sources of additional information about particular careers (e.g., professional organizations and governmental agencies). A distinctive feature is that it contains information about the future employment outlook for different careers.

- **Encyclopedia of Careers and Vocational Guidance** (Chicago: Ferguson Press)
  As the name suggests, this is an encyclopedia of information on qualifications, salaries, and advancement opportunities for a wide variety of careers.

- **Occupational Information Network (O*NET) Online** ([http://online.onetcenter.org](http://online.onetcenter.org))
  This is America’s most comprehensive source of on-line information about careers. It contains an up-to-date set of descriptions for more almost 1,000 different careers, plus lots of other information similar to that found in the Dictionary of Occupational Titles (DOT).

In addition to these general sources of information, your Career Development Center or your College Library should have books and other published materials relating to specific careers or occupations (e.g., careers for English majors). You can also learn a lot about careers by simply reading advertisements for position openings. You can find them in your local newspaper or on-line, such as careerbuilder.com and monstertrak.com. When reading job descriptions, note the particular tasks, duties, or responsibilities that they involve, and ask yourself if these positions “fit” your profile of abilities, interests, and values.
Module: Characteristics of a Calling

Preparation
- **Readings:** relevant reading(s) could be excerpted from Bolles, Buechner, or Figler.
- Assignment: Based on the readings, what are some of the differences in meaning between the terms “job,” “career,” and “calling.”

Meeting
- Begin with Small Group Exercise (10 minutes)
  - Begin the class by breaking students up into pairs or groups of three. Have them discuss their answers to the following question: “If you could do one thing for the rest of your life, what would it be?” *Have each group member take notes on what the others say; this will give each student something that she can take with her to, hopefully, hold on to for the future.*
- Class Discussion of Exercise (10 minutes)
  - After the allotted period of time, call the class back together.
  - Ask the small groups to share some of what they talked about
  - Highlight some of the similarities and differences among the kinds of things that students identified. Instructor may wish to frame these as student “passions” or as the things that captivate them.
- Define a “Calling” (15 minutes)
  - Share with the class a definition of calling that emerges from the prepared readings. One example is from Bolles
  - Outline the characteristics of a calling
  - Discuss with the class some of the distinctions they jotted down (in preparation for class) between a “calling” and a “job” or “career.”
- Small Group Wrap Up (10 minutes)
  - Have the members of the small groups talk to each other about how they might use the “one things” they mentioned to find their callings. *Again, have them take notes for each other. Have students exchange notes with each other so that each student can take home a set of notes on what she shared with her group members.*
- Assignment Overview (5 minutes)
  - Complete an assessment inventory of interests, values, etc.
  - Consider two academic and two nonacademic routes you may want to explore to discover your calling

*Instructor should prepare to debrief students about the outcomes of these assignments. This may be done best in individual meetings.*
Module: Intentionally Reflecting Upon Calling (Yours, or Someone Else’s)

Preparation

- **Readings**: Bolles, Figler, or Buechner would be appropriate
- Assignment: Write a letter to yourself (or to someone close to you) in which you explain why you have chosen to go to college, and why you have chosen Mercer University. Seal the envelope, and on the outside, write your Mercer Box number or a mailing address to which your letter can be sent in two years. *(Instructor should provide envelopes to students.)*

Meeting

- Begin with Small Group Exercise (15 minutes)
  Begin the class by breaking students up into pairs or groups of three. Have each group select a faculty or staff member at Mercer. Then, have the groups discuss the reasons that they believe that faculty or staff member came to Mercer and why he or she has chosen that profession. *This exercise might work best if students do not know the individual well that they have selected. Encourage students to talk about the specific individuals they selected, as well as their positions at the university.*

- Class Discussion of Exercise (15 minutes)
  - After the allotted period of time, call the class back together.
  - Ask the small groups to share some of what they talked about. *The trick is to get students to talk about their perceptions of what it means to be a professor or a person in different staff positions. The instructor could even make a list on the board for each of the kinds of staff or faculty members that they name. Try, also, to get students to think about the individuals they selected. Why would those people, in particular, choose to take those positions? What is it about those jobs that they may find fulfilling?*
  - Link the things the students generate to possible “life missions” or vocations.

- AN ALTERNATIVE
  The instructor could share his or her “story.” Why did he or she become a professor? Why teach UNV? What led to his/her being here at Mercer University, at this date and time, with this group of students? How does this role at Mercer contribute to his/her sense of vocation? With what sorts of things does (s)he still struggle in fulfilling his calling? *It seems important to point out that working on vocation is a lifelong process, with struggles as well as successes. Instructors can model for students the sorts of ways that people deal with “forks in the road,” or the like.*

- Does Being a Student Mean Putting Your Calling on Hold? (15 minutes)
  - Ask students to get back together with their small groups.
  - Ask students to share one reason that they have come to college/Mercer. *Try to encourage students to frame their discussions in light of their own purposes, “missions,” or vocations.*

- Assignment Overview (5 minutes)
  The same sorts of assignments could be given as for “Characteristics of a Calling”
Module: Vocation as a Sacred Journey

Preparation

- **Readings: Buechner’s The Sacred Journey, or excerpts from the text**
- Assignment: Have students make a list of some of the mundane, ordinary things that have occurred in their lives in the last couple of weeks. Have them include positive, negative, and neutral things.

Meeting

- Begin with Small Group Exercise (10 minutes)
  Begin the class by breaking students up into pairs or groups of three. Have them do the following: “Make a list of some of the ordinary things that happened in Buechner’s early life which, at the time, didn’t seem to have any special significance but (he later believed) shaped the direction of his life nonetheless.”
- Class Discussion of Exercise (10 minutes)
  - After the allotted period of time, call the class back together.
  - Ask the small groups to share some of what they talked about. Highlight Buechner’s assertion that God speaks to us in the mundane, humdrum details of our lives. Also, that discovering who one is, and what work one is to do, is a lifelong journey on which we should learn to listen to God speaking to us in our daily lives. The Introduction in Sacred Journey provides some good examples. This is Buechner’s way of saying that God, and faith, are inextricable from our callings or vocation.

- Thinking of “Calling” as a theme (30 minutes)
  - The theme that seems to tie all of Buechner’s experiences together is listening and writing. Discuss how this thread is interwoven throughout his early life.
  - Have the students review, individually, the lists that they prepared for class from their own experiences. Have them reflect on one or two of these experiences, imagining how Buechner might describe them. Then, have them try to list some themes that they might see in their own experiences.
  
Instructor could have students complete “one minute papers” in which students write, in class, a very brief reflection upon the experiences they selected and what impact these seemingly mundane experiences might have on their lives (in the past, the present, or the future).
### Appreciating Differences and Relationships

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Mercer a diverse campus? Why/why not?</td>
<td>Complete “Name That Feeling” and discuss.</td>
</tr>
<tr>
<td>Identify ways you have already established relationships with students, faculty and staff who are “different” from you?</td>
<td>Complete “Crossing the Line” and discuss.</td>
</tr>
<tr>
<td>-Some forms of media encourages us to focus on our similarities, rather than our differences. Why is this seemingly more difficult to do? -How do we continue to learn from each other? How can we appreciate differences?</td>
<td>Watch and discuss “What Kind of Asian Are You?” on YouTube: <a href="https://www.youtube.com/watch?v=DWynJkN5HbQ">https://www.youtube.com/watch?v=DWynJkN5HbQ</a></td>
</tr>
<tr>
<td>What does diversity mean to you?</td>
<td>Write a list of things that make up your identity, starting with #1 as the most important item. (For example...white, female, southern, etc.) Share and compare themes/similarities.</td>
</tr>
<tr>
<td>When we think about diversity, gender, race and ethnicity come to mind, but what other components make up diversity?</td>
<td>Create tracings of each student’s body outline. Have them fill their space with things that help to make them who they are.</td>
</tr>
<tr>
<td>What are some meaningful relationships you have had? What are characteristics of those relationships and other “healthy” relationships?</td>
<td>Add out-of-class activities to encourage growth of relationships within class.</td>
</tr>
<tr>
<td>Talk about how your relationships with friends from your hometown and family members are the same and different from six months ago.</td>
<td></td>
</tr>
</tbody>
</table>
Name That Feeling

Purpose:
To help participants begin to focus on what it's like to feel different

Time: 15 Minutes

Equipment: Flip chart

Materials: None

Procedure:

Give participants the following instructions: "Think of a time when you felt more different than anyone else. For example, you may have walked into a meeting and were the only person of your race, or the only female, or the only person who spoke English."

Ask participants to think of the ONE WORD that best describes how they felt at that time.

Instruct participants to walk around the room and introduce themselves to other participants but instead of using their names, have them use the ONE word they thought of that best expressed their feelings. (Give personal examples: "I once was the only hearing person in a roomful of people using sign language. I felt 'ISOLATED.' As I shake hands, my introduction is: "Hello, I'm 'ISOLATED.'")

After most participants have met each other, ask them to return to their seats and discuss their experiences. As the participants describe the words they used for their introduction, write the words on the flip chart. Use the following questions as guides to the discussion:

How did you feel? What were some of the words that were used during the introductions?

Were there more positive or negative words used to describe feelings?

In the workplace, what are the implications of the positive words? Of the negative words?

Does anyone want to share an experience he or she had in feeling different?

Debrief:

Close by saying, "Even though we all have felt 'different' at one time or another, it's easy to forget the feelings that are associated with it. We may unintentionally exclude others or behave in ways that send mixed messages. If we can remember our own feelings about being different, it may help us be more sensitive to others."

Power and Privilege

Crossing the Line

Directions:

Ask participants to line up across the floor side by side in one line and to take the hands of the people next to them. Tell them that you will be giving them instructions which they should follow while trying to hold onto one another for as long as possible. Participants should be advised prior to these questions to remember their feelings during the exercise.

Read the following list:

If when you walk into a store in Buffalo, the workers sometimes suspect you are going to steal something because of your race, take one step back.

If you or your ancestors have ever learned that because of your race, skin color, or ethnicity, you are ugly or inferior, take one step back.

If you have attended a private school, take one step forward.

All those who were or are now educated in schools where the vast majority of the faculty members and staff were or are of your ethnic or racial group, take one step forward.

If you studied history and culture of your ethnic ancestors in elementary and secondary school, take one step forward.

If you started school speaking a language other than English or the dominant language of that school, take one step back.

All those who come from, or whose parents came from rural areas, take one step back.

All those with immediate family members who are doctors, lawyers, or “professionals,” take one step forward.
All those who were given a car by their family, take one step forward.

All those who were told by their parents that you were beautiful, smart, and capable of achieving your dreams, take two steps forward.

If prior to your 18th birthday, you took a vacation outside of the US, other than Mexico or Canada, take one step forward.

If your parents had to sit you down when you were young and explain to you, “this is what people might call you, and this is how they may treat you, and this is how you should deal with it” because they knew you were going to encounter it and because it was an important issue in your family and community, take one step back.

If you had negative role models of your particular identity (religion, affiliation, gender, sexual orientation, race, ethnicity, physical or mental ability) when you were growing up, take one step back.

If school is not in session during your major religious holidays, please take a step forward.

If you ever had to take a final or other type of test on one of your religious holidays or other cultural event you observe, take one step back.

If one of your classmates or RA wished you a Merry Christmas when you left for the break, forgetting or not knowing that you do not celebrate Christmas, please take one step back.

If you have ever felt like no one else looked or acted like you in school, please take one step back.

If you have ever been afraid to walk around campus alone at night, please take one step back.

If you can arrange to be in the company of people of your identity (religious affiliation, gender, sexual orientation, race, or ethnicity) most of the time, please take one step forward.

If you have ever had a crush on someone but were unable to tell anyone for fear that they would judge you, please take one step back.
If you wanted to go on a ski trip, camping trip, or activity sponsored through school but you just did not have the money to go, take one step back.

If there is not a faculty member at your current institution who looks like you, please take one step back.

If you took an SAT prep course before taking the SAT, please take one step forward.

If you were afforded the opportunity to take a summer prep course at a local community college before entering your current institution, please take one step forward.

If you can turn on the television or open the front page of the paper and see people of your race, ethnicity, or sexual orientation widely represented, please take one step forward.

If you have difficulty finding products for your hair or someone to cut your hair in your college community, please take one step back.

For every dollar earned by white men, women earn only 72 cents. African-American women earn 65 cents and Hispanic women earn 57 cents to the dollar. All white males take a step forward. (The Arizona Republic, August 4, 1996).

**Other statements:**

If your ancestors were forced to come to the USA, not by choice, take one step back.

If your primary ethnic identity is American, take one step forward.

If you were ever called names because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If there were people of color who worked in your household as servants, gardeners, etc., take one step forward.

If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
If you ever tried to change your appearance, mannerisms, or behaviors to avoid being judged or ridiculed, take one step back.

If there were more than 50 books in your house when you grew up, take one step forward.

If you ever had to skip a meal or go hungry because there was not enough money to buy food when you were growing up, take one step back.

If your parents brought you to art galleries or plays, take one step forward.

If one of your parents was unemployed or laid off, not by choice, take one step back.

If your family ever had to move because they could not afford the rent, take one step back.

If you were ever discouraged from academic pursuits or jobs because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If you were encouraged to attend college by your parents, take one step forward.

If one of your parents did not complete high school, take one step back.

If your family owned your house, take one step forward.

If you saw members of your race, class, ethnic group, gender, sexual orientation, or physical or learning disability portrayed on television in degrading roles, take one step back.

If you ever were offered a good job because of your association with a friend or family member, take one step forward.

If you were ever denied employment because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.
If you were paid less or treated less fairly because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If you were ever accused of cheating or lying because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If you ever inherited money or property, take one step forward.

If you had to rely primarily on public transportation, take one step back.

If you were ever stopped or questioned by the police because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If you were ever afraid of violence because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If you were generally able to avoid places that were dangerous, take one step forward.

If you ever felt uncomfortable about a joke related to your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If you were ever the victim of violence because of your race, class, ethnicity, gender, sexual orientation, or physical or learning disability, take one step back.

If your parents did not grow up in the US, take one step back.

**Process Questions:**

Ask participants to remain in their positions and to look at their position in the room and the positions of the other participants. There are two ways to process this activity. You can either do one or both of them depending on your assessment of the exercise.

Group Process: Ask these questions while participants are standing in their positions.
How are you feeling right now?
What do you think was the purpose of this exercise?
What did you learn from it?
What happened during the exercise?
Anything in this exercise surprise you?
What did you observe in this exercise?
How did it feel to be in the group that took a step forward or backward or that ended up in the front or back of the room?
Did you want to be a part of the group moving forward or backward?
What might we draw from this exercise that might help us in the work that we do as leaders?
How can you apply what you learned here to the work you will do this summer?

Partner Process: Have each student pair up with someone in a different position.
Ask them to share their experience with this exercise with each other

Compliments of Eileen N. Merberg, Buffalo State College
### Financial Issues

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
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<tbody>
<tr>
<td>Share personal budgeting methods. Are they &quot;effective&quot;? What categories &quot;eat&quot; your money? Can you be a better steward of your money?</td>
<td>Speaker from Financial Planning</td>
</tr>
<tr>
<td>Are there methods for finding additional financial assistance for college?</td>
<td>Speaker from local bank</td>
</tr>
<tr>
<td>What are some (legal and ethical) ways college students can save money?</td>
<td>Speaker from Student Employment</td>
</tr>
<tr>
<td>Remind students of waiving insurance (if applicable) and submitting FAFSA.</td>
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<tr>
<td>Remind students of checking for and taking care of financial holds ASAP (so that they don’t interfere with other processes like registration or transcript availability later).</td>
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</table>
Financial Management/Responsibility Components in First-Year Seminars

The information below was submitted to Stuart Hunter, Director at the National Resource Center for The First-Year Experience and Students in Transition in response to a question that was posed to the FYE-LIST on September 12, 2002.

Northern Michigan University incorporates a learning module on managing your finances into our First Year Seminars. We have a chapter in our book “Managing Your Finances” which covers developing a budget, proper use of a checking account, credit cards and credit card debt, paying bills on time, shopping wisely and if you find yourself in debt, ways to get out. We also invite a professional from our local consumer credit counseling agency to come and speak to students in our seminars. Following the speaker’s presentation, the students are also given the assignment of developing a realistic monthly budget.

Susan VerDuin  
Coordinator, First Year Programs  
Northern Michigan University  
1401 Presque Isle Avenue  
Marquette, MI 49855  
SVerduin@MES.NMU.EDU

I teach First-Year Success at Springfield College (2 s.h.; required for undeclared majors, elective for others). Last year I added a class in late Nov. on financial issues. I use a spreadsheet I created that shows how credit card interest builds up; I also have the students complete a budget. I’m looking for a good budget worksheet to use again this year. There’s a definite need to cover some of this material.

Judy

P.S. Pls. let me know how I can join your discussion list. Thanks!

Judy Hartling  
Director of Academic Advising  
Springfield College  
413/748-3379  
jhartlin@spfldcol.edu

Here at Northern Illinois University, we devote a chapter of our custom-made textbook to financial issues. While each instructor may choose to include or not include certain information from the chapter, the text covers topics such as smart shopping, finding a good bank account, credit card usage, creating a budget, finding part-time work, and ways to reduce spending. Activities at the end of the chapter include making a budget for oneself and making a budget for a sample student.
We also have in our UNIV 101 library a video with two news clips about the alarming amount of credit card debt incurred by college students in recent years. To supplement the video, we keep tabs on current articles in newspapers and magazines about trends in student credit card use and debt. A member of the NIU community has served as a guest speaker on this subject for the past few years. She often incorporates printed materials and our video into her presentation.

One of our top instructors came up with the idea of collecting all of the credit card offers he received in the mail for about a year. I believe he ended up with well over 100. He brought them into his UNIV class and had the students sift through them to try to find the best deal. Students were surprised to learn that he had received so many offers, and seemed to appreciate the opportunity to identify important elements to consider when choosing a credit card.

Sorry for the long response. I hope this is what you’re looking for.

Regards,

Chris Kubic
Northern Illinois University
z942564@students.niu

Our JUD 101 course consists of small groups with a limit of 15. We bring all of our sections together for about 5 large group sessions. In the past, I’ve had our accounting teacher talk about credit, balancing the checkbook and other issues related. This year, our SIFE (Students In Free Enterprise) club members have offered to lead this session. They will have handouts and perform skits and who knows what else. I hope our students will find this more interesting.

Sandra

Sandra Fowler
Dean of Student Development
Judson College
Marion, AL  36756
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FAX 334-683-5158
sfowler@future.judson.edu

Just wanted to let you know we will be featuring a segment on financial management on our October 27 broadcast of College Life 101. (Listen to live or archived programs at www.wsRadio.com.) Tell your students about it, and if you’d like, write to julie@vortexstreet.com to request a free curriculum supplement.

Mindy Hurt mindyh@VORTEXSTREET.COM
I'm responding to your request for information on how financial matters are addressed as a part of First-Year Seminars. My name is Brian Corkery. Andy Cinoman and I have been overseeing the development of a First-Year Seminar course at the University of Iowa. This year we expanded our seminar from a one credit hour, 12 session course, serving 160 students to a two credit hour, 24 session course, serving nearly 500 students. As a part of this expansion we were able to add a session on financial matters for the first time. We conceptualize it as a decision-making issue, and intend to discuss the wise use of credit cards and borrowing within that framework. We will get help, information, and materials from our Financial Aid Office and a campus organization called "Paper or Plastic" (they focus on the credit card issue). Hope this information is useful to you.

Brian J. Corkery, Ph.D.
Assistant Director, Academic Advising Center
University of Iowa

Brian Corkery <brian-corkery@uiowa.edu>

At The Ohio State University, students have the option of attending financial management sessions as part of our First Year Success Series, which compliments our first year seminar/survey course. (Students are required to attend typically 3 or 4 sessions of their choosing that fall into 8 themes.) This autumn, we currently have the following sessions offered in our Financial and Debt Management theme:

- Credit 101: Having and Using the Power of Plastic
- Checking Accounts 101
- Financial Aid 101 (Focuses on basics of applying and maintaining eligibility for aid)
- Financial Aid 102 (Focuses on minimizing borrowing)
- What Are You Leaning from YOUR Job (Involves how to make the most of a work-study or wages job)
- Savings and Investing
- On the Money (Focuses on the basics of record keeping and credit card use)

Last year, which was our first year for the Success Series, approximately 2000 new students participated in one of the financial awareness sessions. This year, we expect similar numbers. Most of these sessions are presented by professional staff in our Office of Student Financial Aid.

If you would like to view more complete descriptions of these offerings, please check our Success Series event registration site at https://admissions.osu.edu/fye/fyesubject.asp.

Please let me know if you have any questions.

Susan Schnell
Senior Assistant Director
Undergraduate Admissions and First Year Experience
The Ohio State University
614-292-2782
schnell.2@osu.edu
I am planning to have a broker come into my class and address long term investment. I want students to start thinking about investing and saving for their future, about building a house, retirement, etc. This will occur later in the semester. I am still working on the particulars with a broker who has agreed to come into my class. It scares me when one hears that current college students will still be paying off their college loans when their own children start college.

Virginia Rinella
Director
Pre-Major Advisement Center and University 101
Woody Hall C-117
SIUC Mailcode 4711
Carbondale, IL 62901-4711
618-453-4351

We include a financial program during our orientation class for undeclared students (declared students take the class in their college, not coordinated by First Year Programs). We offer a variety of options for the instructors including someone on campus who works in student employment, a video and reading material. We cover credit card responsibility, money management and information about financial assistance.

Cari Wallace
Cari.Wallace@EKU.EDU

We at Lee University do offer a segment in our Gateway course on finances. Instructors discuss the dangers of credit card debt accumulation, seek ways to motivate students to create a workable budget that could help them avoid impulse buying and debt accumulation, and provide the opportunity where a rep from Lee’s Financial Aid office can explain the services that they offer to students (loans, scholarships, grants etc.).

Peer Leaders offer “Penny Pinching” ideas: bargain spots around town—used books & CD stores, grocery and clothing outlets, and even highlight which gas station gives a free car when you purchase a full tank of gasoline!
Instructors also have the option to link this section with Time Management and under a much broader category of MANAGEMENT: Time & Money.
Hope this helps!

Suzanne Hamid
shamid@leeuniversity.edu
I'm a somewhat new professional with FYE being my passion and I too agree that financial management needs to be on tap for first year students. I present, "Lobster on a Tuna Budget." I present this to residential students, but it's applicable to any student with bills. The presentation consists of a breakdown of expenses needed and income received. We then transition into what we do when the income is less than the expenses (brainstorming) and the conversation leads itself into credit card use/abuse. I provide statistics and we do a credit card use assessment. That leads into resources/ways to spend less, and how to get jobs on-campus.

I usually present the topic in October, right about when the students have spent their cash!

Sincerely,

Laura S. Schadick
Resident Director, Henley Hall
Chapman University
1 University Drive
Orange, CA 92866
(714) 628-7251

In response to your interest in money management in orientation classes:

Here at TSU, we invite a local banker who is a charming, quick-witted presenter. He sets up a scenario where he begins with, "Congratulations, you've been offered a job as an entry level programmer with a starting salary of $40,000, upon your graduation from Troy State." He asks the students if they think this would please them. Most respond enthusiastically, "yes!" He then writes the $40,000 figure on the board, and the figure, "$3,333.33" beside it and explains that's how much they'll earn in one month. The students are feeling that they'll be on easy street by then, and he leads them through a deduction of their monthly expenses from there. He first deducts, social security, taxes, etc. (that deflates their enthusiasm somewhat). Then, he says, "Did I mention that your first job assignment is on the West Coast?" Therefore, he explains we'll have to factor in their higher cost of living, etc. He has the students estimate their car payments, internet service/cable tv bills, rent, etc. Almost always the 18-year-olds have somewhat unrealistic ideas, whereas the older, wiser students' estimates are more in line with reality. This is a valuable lesson in itself. Once we've "paid" all our bills, we are in the red. Then, he mentions, "How many of you have taken out a student loan?" Usually half the class has, and he reminds them that we forgot to factor in our loan repayment......more discussion....

He leads us to try this exercise once more with a typical starting salary of $28,000 (more realistic) with the news that we'll live in Montgomery, AL (close to home, moderate cost of living, etc.) As the students estimate their expenses a 2nd time, they begin to concede that they can buy a used car rather than new one, get a roommate, use the internet at the library, eat out less often, rent movies instead of going to the theater, etc. We always have money left over at the end of the month on our second go-round, even though our salary is much less....more discussion...Sometimes he weaves in an unexpected baby, or an auto accident, or some tragedy for more financial drama.

This exercise is great fun and enormously effective in teaching students about money management for "the real world." Even my non-traditional students seem to enjoy dispensing their financial wisdom to the younger students. A good follow-up class to this one is one on career planning where we talk about typical starting salaries, and whether or not additional education is needed for certain jobs (more loan payments), etc.

Susan Pierce,
Troy State University (AL)
scpierce@troyst.edu
I taught a FYE class last year for the first time. I, too, considered financial management an important topic, and someone told me there was a consumer's group that would send a speaker to my class for free. I called, and sure enough, they send a wonderful young man who gave an excellent presentation. He talked about the importance of good credit, balancing a checkbook, use of credit cards, etc.

This year I am bringing in a woman from Citibank. I have some reservations about doing so since our school policy to not to promote services of a particular institution. I expressed those reservations to the woman and she concurred, saying that she would keep her presentation focused on ideas of financial responsibility, not on Citibank. So, we'll see.

Maria McKinney
Dominican University of California
mckinney@DOMINICAN.EDU

I leave it to the experts. The Kansas City area Consumer Credit Counseling Service has a great educational program for high school and college students. They come in with materials and actually walk the students through a realistic budget, explain how they can have a million dollars by the time they retire, how credit card interest works, and answer any questions the students have. The students always enjoy their visit and learn quite a bit.

Barbara Fowler
Longview Community College
College of the Year 2001
Lee's Summit MO
FowlerB@LONGVIEW.CC.MO.US

At Ohio State University, we have initiated a First Year Experience Success Series during the Autumn Quarter. As part of that series, there are sessions related to financial planning and management. You can visit the success series schedule at http://www.osu.edu/fye/success.html. Many course instructors incorporate the success series into our University Survey course for new students.

--Ryan

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The Tools & Techniques to Teach Students About Money

The 7 Essential Topics for Students:
1. Credit Card Education
2. Debt Education
3. Paycheck Expectations
4. Typical Expenses
5. Major purchase decisions (car, home)
6. Banking Basics
7. Retirement and Investments

The 7 Techniques that Work
1. Tell personal stories
2. Present with enthusiasm
3. Entertain while educating
4. Give tips that are reasonable
5. Get students involved in discussion (give examples, etc.)
6. Challenge students to take small, actionable items
7. Make a call to action

With more than 1,000 students dropping out of college every single day due to money issues, it’s time to take action! Perhaps the more than 50 credit card solicitations students receive – per semester! – is partly to blame. That could explain why the average college student has 2.8 credit cards and an average balance of more than $2,000. In fact, 20% of students will graduate with more than $5,000 in credit card debt alone.

Studies indicate that only one out of four students know that federal income taxes will be deducted from their paychecks and high school seniors correctly answer just over 50% of financial survey questions. It’s not the students fault. They can’t win the game if they don’t know the rules. The question is no longer, “Should we teach students about money?” The question now is, “How do we get started?” Encourage your students to take immediate action. They can research car insurance rates, calculate the amount a new car would cost, estimate the cost to repay student loans, track how much they spend eating out, or talk to someone about starting a small investment account. Encourage them to continue learning about personal finance. Habits formed early on will continue for years to come.

The Tools & Techniques to Teach Students About Money
© 2008 - Bill Pratt www.ExtraCreditBook.com
Available Resources
Professional Resources
Books
Extra Credit: The 7 Things Every College Student Needs to Know About Credit, Debt & Ca$h
By Bill Pratt
The Graduate’s Guide to Life & Money
By Bill Pratt
Financial Peace Junior
By Dave Ramsey
Available Seminars

Extra Credit: How Students Can Win the Credit Card Game
Achieve: Personal and Financial Success after Graduation
Other Resources
Young Money Magazine
A bi-monthly magazine with articles and advice from the nation's top college journalists, covering topics like: Job searching and car buying tips; Keys to starting a business and making money; and Celebrity interviews, from top names like Lance Armstrong and Hilary Duff
Websites
www.ExtraCreditBook.com
- Free Online Course: Money 101
- Free Downloadable Calculators
More Free Resources

U.S. Treasury Office of Financial Education
www.treas.gov/finance.htm
Promotes access to the financial education tools that can help all Americans make wiser choices in all areas of personal finance, with a special emphasis on savings, credit, home ownership and retirement planning.

Credit Abuse Resistance Education (CARE)
www.careprogram.us
CARE is a free financial literacy program which makes bankruptcy professionals available to educators, students and the public to illuminate the dangers of credit abuse. CARE has a presence in all 50 states and the District of Columbia.

American Association of Family and Consumer Sciences (AAFCS)
www.aafcs.org
AAFCS is the only professional association dedicated to Family & Consumer Sciences professionals. AAFCS members work to empower individuals, strengthen families, and enable communities.

Jump$tart for Financial Education
www.jumpstart.org
A national coalition of organizations dedicated to improving the financial literacy of kindergarten through college-age youth by providing advocacy, research, standards and educational resources. Jump$start strives to prepare youth for life-long successful financial decision-making.

Sallie Mae
www.salliemae.com
Sallie Mae’s ‘bedebtsaavy’ is a program designed to promote healthy credit awareness. The website provides valuable information and tools that will help students properly manage debt.

Bill Platt, 2008
## Service and Civic Engagement

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is “service learning”?</td>
<td>Speaker from Center for Leadership and Volunteerism</td>
</tr>
<tr>
<td>How can service learning benefit college students?</td>
<td>Participate in one of the semester’s service activities as a class.</td>
</tr>
<tr>
<td>Have you ever participated in service learning activities? What did you take away from those experiences?</td>
<td>Mercer on Mission 2011 Highlights- <a href="https://www.youtube.com/watch?v=iY3M9P6Dyos">https://www.youtube.com/watch?v=iY3M9P6Dyos</a> What did you think about this video? Has this video given you new insight about service learning? Are there things you want to do in the Macon community or abroad?</td>
</tr>
<tr>
<td></td>
<td>Invite speakers from local agencies to class (Day Break, Mulberry Methodist, AVID Tutoring, Big Brothers/Big Sisters, etc.).</td>
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<tr>
<td></td>
<td>Invite speakers from service fraternity to class.</td>
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</tbody>
</table>
Community Service: Top 10 Reasons to Volunteer

Thinking of becoming a volunteer? See this list of reasons that will help you make up your mind!

#10: It's good for you.

Volunteering provides physical and mental rewards. It:

- **Reduces stress**: Experts report that when you focus on someone other than yourself, it interrupts usual tension-producing patterns.
- **Makes you healthier**: Moods and emotions, like optimism, joy, and control over one’s fate, strengthen the immune system.

#9: It saves resources.

Volunteering provides valuable community services so more money can be spent on local improvements.

The estimated value of a volunteer’s time is $15.39 per hour.

#8: Volunteers gain professional experience.

You can test out a career.

#7: It brings people together.

As a volunteer you assist in:

- Uniting people from diverse backgrounds to work toward a common goal
- Building camaraderie and teamwork

#6: It promotes personal growth and self-esteem.

Understanding community needs helps foster empathy and self-efficacy.

#5: Volunteering strengthens your community.

As a volunteer you help:

- Support families (daycare and eldercare)
- Improve schools (tutoring, literacy)
- Support youth (mentoring and after-school programs)
- Beautify the community (beach and park cleanups)
#4: You learn a lot.

Volunteers learn things like these:

- **Self:** Volunteers discover hidden talents that may change your view on your self-worth.
- **Government:** Through working with local non-profit agencies, volunteers learn about the functions and operation of our government.
- **Community:** Volunteers gain knowledge of local resources available to solve community needs.

#3: You get a chance to give back.

People like to support community resources that they use themselves or that benefit people they care about.

#2: Volunteering encourages civic responsibility.

Community service and volunteerism are an investment in our community and the people who live in it.

#1: You make a difference.

Every person counts!

https://students.ucsd.edu/student-life/involvement/community/reasons.html
## Curriculum Review

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<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
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<tbody>
<tr>
<td>How are the classes that you are taking or have transferred in applied to your graduation requirements? (What, if any, requirements do they fulfill?)</td>
<td><em>Catalog Scavenger Hunt</em> (Find and check answers as a group since pages will vary from year to year.)</td>
</tr>
<tr>
<td>How do you discover what you need to complete in order to graduate?</td>
<td>Review academic requirements (general education, major classes, minor classes and/or electives hours).</td>
</tr>
<tr>
<td>What are things that excite you about the classes you are taking? How can you use this information in planning your additional course work?</td>
<td>Have students find and share information on potential majors to other members of the class. (Randomly assign majors and have students meet with Department Chairs and upperclass students in the major to gather additional information.)</td>
</tr>
<tr>
<td></td>
<td>Require that students attend <em>Majors in Minutes</em> and process the students’ reactions.</td>
</tr>
<tr>
<td>Discover...</td>
<td>Page</td>
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<tr>
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</tr>
<tr>
<td>1. What year was Mercer founded and where?</td>
<td></td>
</tr>
<tr>
<td>2. What are the special charges for an HSRV Internship and Student Teaching?</td>
<td></td>
</tr>
<tr>
<td>3. Where would you find information about the honor system?</td>
<td></td>
</tr>
<tr>
<td>4. If you want to take courses in the summer at another college, what do you do?</td>
<td></td>
</tr>
<tr>
<td>5. What is the difference between dropping and withdrawing from a class?</td>
<td></td>
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<tr>
<td>6. Who is the president of Mercer?</td>
<td></td>
</tr>
<tr>
<td>7. How much does a 3-credit course cost?</td>
<td></td>
</tr>
<tr>
<td>8. If you have earned 60 credit hours, what class/standing are you considered?</td>
<td></td>
</tr>
<tr>
<td>9. If you register for a class as a graded course and the third week decide you’d like to switch to S/U, can you do it?</td>
<td></td>
</tr>
<tr>
<td>10. What are the requirements for a Computer Science major?</td>
<td></td>
</tr>
<tr>
<td>11. How many quality points do you get for a B+?</td>
<td></td>
</tr>
<tr>
<td>12. Can you decide to take an incomplete in a class and just tell the instructor?</td>
<td></td>
</tr>
<tr>
<td>13. How many colleges and schools are there at Mercer?</td>
<td></td>
</tr>
<tr>
<td>14. To maintain financial aid, what percent of classes attempted must be passed?</td>
<td></td>
</tr>
<tr>
<td>15. You didn’t do really well on academic work that you transferred in, but you have done great since then and have a 3.5 GPA at Mercer. Will you graduate with honors?</td>
<td></td>
</tr>
<tr>
<td>16. Identify two countries visited by Mercer on Mission programs.</td>
<td></td>
</tr>
<tr>
<td>17. What is the GPA required to be considered in good standing?</td>
<td></td>
</tr>
<tr>
<td>18. What honor society is specifically for students who excel academically in their first year?</td>
<td></td>
</tr>
<tr>
<td>19. Where would you find the course description for this class?</td>
<td></td>
</tr>
<tr>
<td>20. Identify a resource that can assist a student experiencing a personal crisis.</td>
<td></td>
</tr>
</tbody>
</table>

adapted from an exercise by Dr. Laurie Lankin
### Advising and Registration Processes

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure students understand that “advising” and “registration” are two separate items.</td>
<td>Advising &amp; Registration Q &amp; A Game</td>
</tr>
<tr>
<td>How can you prepare for advising? What resources are available on campus to assist with these processes?</td>
<td>Presentation on MyMercer and Helpful Tips by Peer Advisor</td>
</tr>
<tr>
<td>Why do you need an academic advisor?</td>
<td>Create a Four-Year Plan showing your academic coursework throughout your college career.</td>
</tr>
<tr>
<td>What are your requirements to graduate? How should you keep track of these requirements?</td>
<td>Highlight the AAS website and discuss resources, first year at Mercer, how to declare major, etc. <a href="http://aas.mercer.edu/for-students/">http://aas.mercer.edu/for-students/</a></td>
</tr>
<tr>
<td>What should you consider when selecting courses and alternates for next semester?</td>
<td>Create a Registration Party and celebrate this time so that it is seen as a positive experience!</td>
</tr>
</tbody>
</table>
### Wellness & Personal Safety

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the “Freshman Fifteen” a myth?</td>
<td>Mini, low-impact workout routine/obstacle course for the class</td>
</tr>
<tr>
<td>Identify things you are doing to maintain a balanced lifestyle. What are things that you do or notice others doing that doesn’t promote a healthy lifestyle?</td>
<td>Class presentation by AWARE or Student Health Center</td>
</tr>
<tr>
<td>What are healthy ways you deal with stress? Identify unhealthy ways that college students deal with stress.</td>
<td>Share Relaxation Exercise with class.</td>
</tr>
<tr>
<td>Rate yourself in each of the six areas of wellness? What can you do to improve in areas you identified as “weak”?</td>
<td>Have MERPO give O-Group a campus safety tour.</td>
</tr>
<tr>
<td>How common is alcohol on a “dry” campus? Is it a problem?</td>
<td></td>
</tr>
<tr>
<td>How can you ensure you are getting enough sleep and maintaining a proper diet?</td>
<td></td>
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</tbody>
</table>
### ACHIEVE A MORE BALANCED LIFESTYLE. A FEW TIPS:

#### SPIRITUAL
- Focus on being honest with yourself
- Sing or listen to inspiring music
- Read biographical materials about your favorite heros

#### PHYSICAL
- Research your nutritional needs
- Drink eight to ten glasses of water a day
- Get to bed 20 minutes earlier and improve your sleep habits
- Enjoy a 20-30 minute walk three times a week
- Get massage therapy on a regular basis

#### SOCIAL/EMOTIONAL
- Spend time with people who care about you
- Treat yourself to a hot bath or a visit to a day spa
- Regularly schedule phone calls to the supportive people in your life.
- Allow yourself time to read from a favorite book or write in a journal
- Buy yourself an inexpensive treat once or twice a month

#### MENTAL
- Get rid of two needless tasks
- Allow yourself time to meditate each day—even if it’s only for 10 minutes
- Delegate
- Turn the radio off during your commute
- Schedule time to pursue a hobby

RELAXATION SCRIPT

NOTE: This should be read to the class in a soothing voice to demonstrate how they can control anxieties by deliberately relaxing. You might prefer to have a therapist from your counseling center conduct this exercise in class. You might also hand out copies to your students and suggest that they tape the script and play it back when they are in need of relaxation.

Settle back and get comfortable. Take a few moments to allow yourself to listen to your thoughts and to your body. If your thoughts get in the way of relaxing, imagine a blackboard in your mind and visualize yourself writing down all of your thoughts on the blackboard. Now put those thoughts aside for a while and know that you will be able to retrieve them later.

Now that you are ready to relax, begin by closing your eyes. Allow your breathing to become a little slower and a little deeper. Let your mind drift back into a tranquil, safe place that you have been in before. Try to recall everything that you could see, hear, and feel back there. Let those pleasant memories wash away any tension or discomfort.

To help yourself relax even further, take a brief journey through your body, allowing all of your muscles to become as comfortable and as relaxed as possible.

Begin by focusing on your feet up to your ankles, wiggling your feet or toes to help them to relax, then allowing that growing wave of relaxation to continue up into the muscles of the calves. As muscles relax, they stretch out and allow more blood to flow into them; therefore they gradually feel warmer and heavier.

Continue the process into the muscles of the thighs; gradually your legs should feel more and more comfortable and relaxed.

Then concentrate on all of the muscles up and down your spine, and feel the relaxation moving into your abdomen; as you do so you might also feel a pleasant sense of warmth moving out to every part of your body. Next focus on the muscles of the chest. Each time you exhale, your chest muscles will relax just a little more. Let the feeling flow up into the muscles of the shoulders, washing away any tightness or tension, allowing the shoulder muscles to become loose and limp. And now the relaxation can seep out into the muscles of the arms and hands as they become heavy, limp, and warm.

Now move on to the muscles of the neck—front, sides, and back—imagining that your neck muscles are as floppy as a handful of rubber bands. And now relax the muscles of the face, letting the jaw, cheeks, and sides of the face hang loose and limp. Now relax the eyes and the nose, and now the forehead and the scalp. Let any wrinkles just melt away. And now, by taking a long, slow, deep breath, cleanse yourself of any remaining tension.

## Involvement and Leadership

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>What words come to mind when you think of a “leader”?</td>
<td>Speaker from Campus Life</td>
</tr>
<tr>
<td>Can anyone be a leader? Why/why not?</td>
<td>Upperclass student leader from Student Government, Quadworks, etc.</td>
</tr>
<tr>
<td></td>
<td>Give student opportunities to lead throughout the semester by assigning mini-presentations that relate to the topic each week.</td>
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</tbody>
</table>
## Preparing for Finals and “Going Home” Again

<table>
<thead>
<tr>
<th>Possible Discussion Prompts</th>
<th>Possible Activities/Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you describe your journey this semester in one word?</td>
<td>Write a letter to family about first-semester experience.</td>
</tr>
<tr>
<td>How do you hope next semester is better? The same?</td>
<td>Create a presentation that summarizes your first-semester experience and share with the class.</td>
</tr>
<tr>
<td>How did you prepare for finals in high school? How will the experience at Mercer be the same</td>
<td>10 best apps to use for studying <a href="http://www.higheredtechdecisions.com/article/10_best_college_apps_for_studying_on_the_go">http://www.higheredtechdecisions.com/article/10_best_college_apps_for_studying_on_the_go</a></td>
</tr>
<tr>
<td>or different? What concerns you about finals?</td>
<td></td>
</tr>
<tr>
<td>What are things that distract you from studying? How can you eliminate these items?</td>
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</tbody>
</table>
Home, Sweet Home!

Tips from Your Peer Advisors to help you and your family get the most out of your time at home!

- It’s their house. Remember you are still their baby!
- Try not to refer to Mercer as “home.”
- Negotiate rules. Are there any events planned you need to attend? Will you have a curfew?
- Don’t threaten to go back to Mercer.
- Spend time with your family. Make sure ‘family time’ gets scheduled. Catch up on quality time with your siblings.
- Talk about your semester and your experiences with your family and friends. Remember to listen to their experiences, too. But, prepare yourself and know that people at home won’t completely understand what you have gone through.
- Balance your home/school life. Think about how you will balance your time between your home friends, Mercer friends, and your family.
- Don’t sleep all the time.
- Ask first before inviting friends to visit.
- Tell your family you miss them!
- Discuss where your stuff will be stored.
- Discuss money, finances, scholarships, and upcoming scholarship deadlines.
- Stock up on groceries/necessities.
- Pretend laundry isn’t the only reason you came home! (But, be sure to take it with you!)
- Take most summer clothes and bring back fall/winter items. (Switch your wardrobes!)
- Let your family meet your new significant other.
- Keep a positive attitude about change. Realize things HAVE changed; some for the better, some for the worse. Just as you have changed, so have your friends and family.
- Be honest about your experiences in classes and your overall academic performance.
- Make sure you eat good, healthy food! Lots of veggies!
- Develop a stronger relationship while at home with your friends and family. They will be your backbone while you’re at school.
- Do not forget that, in a lot of cases, your family pays for tuition and gives you money!