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Congratulations!
Welcome to IPFW

You have met the requirements to attend IPFW and now you are enrolled. So you’re likely asking, now what?

**Be prepared to experience numerous differences between high school and college:**

- new freedoms
- new responsibilities
- new learning environments
- new schedules
- new expectations from professors, parents, and friends

During your transition from high school to college, you need to maintain a body, mind, and spirit balance in all aspects of your life.

**Keeping the balance**

Your body needs time:
- for good food
- for enough sleep
- for ample exercise

Your mind needs time:
- to learn
- to think
- to complete assignments

Your spirit needs time:
- to connect and enjoy
- for social outlets
So during your first few weeks of classes:

- Find a parking place
- Bring your books and read them
- Take notes, so have paper and pens
- Have an organizer to keep track of assignments
- Meet your professors
- Make new friends in all your classes
- Enjoy everything college has to offer

Have questions? Give us a call.
And remember . . . IPFW is a good place to be!

Kenneth Christmon, Diversity and Multicultural Affairs, 481-6921

Bruce Busby, Academic Success Center, 481-6595
There is no one at IPFW more responsible for the definition or achievement of your success than you. Dream big dreams for your experience at IPFW, and pursue those dreams with energy and passion. That is your responsibility to yourself and to your future.

Every one of us who is lucky enough to be a member of the IPFW family also has a responsibility to help one another achieve our collective dreams. How do we do this? First, we challenge one another to achieve great things. Second, we support one another in the pursuit of those things. Third, we celebrate one another's accomplishments in the course of the journey.

The roadmap on the next seven pages was developed by IPFW’s Advising Council. Advisors play an important role in helping you identify specific goals that will help you achieve your dreams and discern the choice of pathways through which those goals can be achieved. They also offer helpful advice and suggest benchmarks along the way.
The purpose of the Academic Road Map is to serve as a helpful guide in getting to graduation. Like any map, it can help you to conceptualize your journey, marking tasks that must be undertaken along the way and measuring progress toward your destination. Taking the recommendations seriously will help avoid the need to double back or turn around in order to cover a missed step or turn late in the journey.

While the Academic Road Map can be a useful resource in helping to determine the most direct route to the goal of graduation, it can also be a helpful tool for identifying interesting, educational, and fun opportunities along the way. Remember, it is not just about the destination. It’s also about the quality of the journey.

As you make this journey, it is recommended that you review the Academic Road Map throughout the semester to help you keep your goal/destination in mind. If you are unsure of what to do, see your academic advisor, faculty members, or other IPFW staff for additional advice and support.
The freshman experience involves a lot of exploration—trying to figure out what the journey will be, where you want to go, and what you want to do. This exploration should include three areas: exploring the university, exploring potential majors, and exploring who you are—keeping in mind that all three areas may overlap.

Exploring the University:

▼ Take advantage of the many resources to get connected to the university (advisors, faculty, department, student organizations, study groups, volunteering, electives, Academic Success Center).
▼ To find out who your academic advisor is, check out http://my.ipfw.edu.
▼ Check department Web sites for information and activities on potential majors at www.ipfw.edu/academics/units.
▼ Explore your interests as they relate to your academic career and goals.
▼ Not sure of which major to declare? Visit the Mastodon Advising Center in Kettler 109 or online at www.ipfw.edu/mac.
▼ Not sure of what you want to do? Take a career interest inventory through Career Services in Kettler Hall 109 or online at www.ipfw.edu/career.
▼ GenEd Area I provides the foundational skills for your education. You will want to take these courses in your first year.
▼ Learning takes place inside and outside of the classroom. Take advantage of all that the university has to offer (see the IPFW Universal Calendar for different events).

Exploring your major:

▼ Use campus resources to make informed decisions regarding personal, academic, and career choices (e.g., Career Services, Center for Academic Support and Advancement, and Mastodon Advising Center).
▼ Have yourself added to the listserv and/or mailing list of potential majors to stay informed.
▼ See the secretary for that department to get added to the listserv.
▼ Visit department Web sites for events and information.
▼ Attend events/gatherings hosted by the various departments.
▼ Look for and take advantage of various opportunities to explore different majors. Look for announcements on the Career Services (www.ipfw.edu/career) and Advising (www.ipfw.edu/academics/advising) Web sites:
  ▼ Majors Fair (during fall semester)
  ▼ Campus Connection (during fall and spring semesters)
Exploring who you are:

- Connect to the university by making friends and getting involved.
- Explore the Student Life Web site to discover student organizations (e.g., club sports, departmental, honor societies, religious, and special interest) at www.ipfw.edu/stulife, or visit Walb 115.
- Check out various Student Life events on campus at www.ipfw.edu/stulife/calendar/events.
- Prepare for your classes.
- Attend all of your classes.
- Complete the readings and assignments; turn assignments in on time.
- Seek help with study skills or organizing your time when needed. Visit the Center for Academic Support and Advancement (CASA) in Kettler G23 or at www.ipfw.edu/casa.
- Become involved in the learning process and think about the material as it applies to your life. Learn to apply acquired knowledge to your personal goals.
- Explore your academic and career interests.
- Visit Career Services at Kettler Hall 109 or www.ipfw.edu/career.
- See your academic advisor.
- Define your personal integrity and professional ethics.
- Use your extra time between classes to explore the resources at Helmke Library or visit www.lib.ipfw.edu.
- Use Gates Sports Center to develop a strong body and mind. www.ipfw.edu/fitness
- Find places where students like to hang out (Higher Grounds in the Engineering, Technology, and Computer Science Building; Subway on the ground floor in Kettler Hall; The Stomping Grounds on the ground floor in Walb Student Union; and the Student Recreation Center in Walb Student Union).
- Check out the services offered by the Center for Academic Support and Advancement at Kettler G23 or www.ipfw.edu/casa.
- Check out the services offered by Career Services in Kettler 109.
- Check out co-curricular transcripts in Student Life (Walb 115).

Goals:
Your sophomore experience may involve continued exploration. The road before you should be a little clearer—what you want to do should be coming in to focus.

Exploring the University:

See the events listed under Exploring the University for freshman year—they apply here too!

Exploring your major:

- If you have selected a major, then you must formally “declare” it.
- See the department of that major and fill out the appropriate paperwork.
- Once you have selected a major, you need to talk with your academic advisor about degree requirements.
- Get connected to the department of your major.
- Get involved with the student organizations and clubs of your major and other majors (see the Web site of your major for more information).
- Continue to meet with your advisor.
- Meet with faculty members who have similar interests and/or inspire you.
- Seek out learning opportunities within your major (e.g., practicum courses). These opportunities will help you develop skills in the area of interest and help you to evaluate if this is what you want to do. Some opportunities and links are listed below:
  - Service Learning (www.ipfw.edu/academics/experiences)
  - Internships (www.ipfw.edu/acadintern-dev)
  - Co-op opportunities (www.ipfw.edu/co-op)

Exploring who you are:

- Continue to explore your interests as they relate to your academic career and goals.
- Continue to identify your skills, strengths, and interests through an interest inventory survey and connect the results to your career possibilities.
- Prepare for courses that you want to take. Check to see if these courses have prerequisites and plan accordingly.

Halfway there!

Congratulations! You have reached the midpoint of your journey to graduation. While every student’s journey is unique, there are enough commonalities during the freshman and sophomore experience that making suggestions is practical. As students move into the upper division years, the journey becomes more singular to their own background, circumstances, and aspirations. Therefore, rather than offering suggestions for the junior and senior year, the road map offers questions to prompt further exploration, reflection, and action that may be unique to your journey.

Goals:

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9
If you have not already done so, at this point in the journey you will want to make sure that you have declared a major and made connections with people in that department. The junior experience is marked by immersion in your major as preparation for your goals after graduation.

**Perfect your skills and increase your knowledge:**
- Have you adapted your study skills to the rigorous course work?
- Have you researched multiple career options to find the best fit?
- Do you know how your interests and skills will apply to your area of interest?
- Have you investigated opportunities within the department of your major?

**Take advantage of opportunities/resources within your major:**
- Have you made connections with at least three people in your discipline?
- Have you taken advantage of opportunities in your major to work with faculty members?
- Do you stand out to the faculty in your major? Remember some of these individuals may be writing letters of recommendation to employers and graduate schools for you.
- Have you discussed with your academic advisor your plans/aspirations for what you would like to do after IPFW?
- Have you considered attending job fairs to see what employers want? IPFW hosts one every spring. Visit the Career Services site for information at www.ipfw.edu/career.

**Take advantage of opportunities/resources of the university:**
- Have you researched potential jobs?
- Do you know what particular skills or experiences potential employers are looking for?
- Have you talked with an advisor about additional classes to take based on your interests?
- Have you researched what you need for graduate school?
- Not sure where to start? Here is one resource: www.ipfw.edu/career/students/exploring/majors/graduate/graduate.shtml
- Many graduate schools have a required test (e.g., GRE, LSAT, GMAT, or MCAT).
- Find out if you need to take a test and which one.
- Find out where you can take the test.
- Find out what is available at IPFW at www.ipfw.edu/testing/national.
- Do you know the deadlines for application to the graduate school?
- Have you talked with an advisor about which additional classes to take based on your interests?
- Are you ready for the test?
- Check the library for books that will help you prepare.
- Look into prep courses and decide if you want to take one.
- Consider taking the appropriate test by the end of your junior year. This allows flexibility if you want to take the test again early in your senior year.
- Do you have an idea about who might write letters of reference for you?
The senior experience is a time for taking stock of what you have accomplished at IPFW, finalizing plans and preparations for after graduation, and preparing for the next phase in your lifelong journey of learning.

**Perfect your skills and increase your knowledge:**
- Are you prepared for the job search process? Continue to research employment or graduate school options and start applying.
- Do you know the deadlines for grad school applications?
- Do you know everything that the grad school application process involves?
- Do you stand out to employers? Have you sought other skills and educational opportunities that will help you stand out?

**Take advantage of opportunities/resources within your major:**
- Have you talked to your advisor about what you would like to do after graduation?
- Have you declared your intent to graduate and filled out the graduation audit form?

**Take advantage of university opportunities/resources:**
- Are you ready to apply for a job or grad school?
- Take advantage of résumé services here at IPFW.
- Career Services offers résumé critiques. For additional information, visit [www.ipfw.edu/career/alumni/resumes.shtml](http://www.ipfw.edu/career/alumni/resumes.shtml).
- Career Services has example résumés by major at [www.ipfw.edu/career/students/exploring/majors/sample.shtml](http://www.ipfw.edu/career/students/exploring/majors/sample.shtml).
- Take advantage of practice interviews. Career Services offers “mock interviews” to help you hone your interview skills. For more information, visit [www.ipfw.edu/career/students/job/tips.shtml](http://www.ipfw.edu/career/students/job/tips.shtml).
- Have you talked with your advisor about your post-graduation plans?

**Goals:**

________________________________________

________________________________________

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<td>Name</td>
<td>Phone</td>
<td>E-mail</td>
<td>Mission Info.</td>
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</tbody>
</table>

13
You will find that time management is the key to academic success. Time slips away. Schedule it wisely.

**Three Steps to Get a Handle on Time**

**Step One**

Keep track of your activities by the half hour for one week.

**Step Two**

Analyze the way you spent your time.

Were there things you wanted to do but didn’t get to?

Did you spend more time on things than you needed to?

Were there periods of time that could have been used more productively?

**Step Three**

Prioritize.

What are my goals?

Is most of my time spent in working toward my goals?

Are there changes I am willing to make?

**Examining Your Commitments**

(fill in the chart on the following pages)

Figure it out for a week:

1. Time in class   ____ (check schedule)
2. Time for study  ____ (2–3 hours for each hour in class)
3. Time for work   ____ (20 hours or fewer to be successful as a full-time student)
4. Time for necessities  ____ (food, sleep, drive time, etc.)
5. Time for fun    ____ (family, friends, and leisure)

How does it all add up?  ____

That’s your week! Remember, there are only 168 hours in a week. This is
why it’s important to always have your goals and priorities in front of you. Know why you are going to college and what you want to achieve.

Most of your learning in college will be out of class. For each hour in class, you should plan to spend two to three hours outside of class in preparation. This might include reading your textbooks; doing problems or homework; researching, writing, collaborating with classmates; or meeting with instructors. If you take 12 credit hours, you should plan 24–36 hours to prepare. That is the equivalent of a full-time job. Successful students usually find they can work up to 20 hours a week and still find enough time for course work if they plan their time carefully.

**General Time Management Tips**

- Make a “to do” list, and schedule it into your calendar.
- Determine which things MUST be accomplished today. Make these HIGH priority tasks. (e.g., class, study, work)
- Differentiate which things must be done eventually but not this week. Make these LOW priority tasks.
- Make a project board of long-term projects.
- Break the multi-step projects into smaller tasks.
- Build in time for planning your schedule.
- List high-priority items first.
- Get eight hours of sleep.
- Eat three nutritious meals a day.
- Plan to make good use of your time between classes.

**Web Resources**

York University’s Time Management Tips
www.yorku.ca/cdc/lsp/skillbuilding.html

University of Cincinnati’s Department of Educational Services
http://www.uc.edu/aess/resources/time_management.html

Time Management Workshop Booklet
www.studygs.net/timman.htm

Study Skills Resource Site
www.how-to-study.com
**Instructions**

**STEP #1**

The grid at the right represents a week of 24 hour days. Your first task is to write down what you are doing as you go through a week of your life.

It is important to do this as you go along, rather than from memory.

**STEP #2**

Next, calculate the daily totals for each area. Record this information in the daily columns below each day.

Use the blank line for any additional area that you think needs to be recorded during the week. For example, you might play a sport and wish to keep track of the hours devoted to sports.

HINT: It is easier to see what is happening with your time if you use different colored markers to highlight the areas of your life.

**STEP #3**

At the end of the week, total the areas across to get the weekly totals per area. Notice that the combined total of your areas should be 168 hours.

**STEP #4**

Finally, total the hours of study by the hour of the day.

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<th>Mon.</th>
<th>Tues. Date:</th>
<th>Study Hours by hour of the day</th>
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<td>sleep</td>
<td>sleep</td>
<td>5 0</td>
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<tr>
<td>6–6:59</td>
<td>sleep</td>
<td>dress, etc.</td>
<td>6 0</td>
</tr>
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<td>7–7:59</td>
<td>sleep</td>
<td>breakfast/drive</td>
<td>7 0</td>
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<td>Socialize</td>
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<td>Study</td>
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<tr>
<td>NOON</td>
<td>Socialize</td>
<td>Study/sleep</td>
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| Class: 14 |
| Sleep: 54 |
| Work: --  |
| Socialize: 19 |
| Television: 3 |
| Exercise: -- |
| Necessities: 23 |
| Other: 19 |
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It is your responsibility to . . .

- Be knowledgeable about university, college/school/division, and departmental program requirements; academic regulations; and calendar deadlines specified in the Undergraduate Bulletin, Schedule of Classes, and departmental publications.

- Consult with your advisor whenever appropriate and in a timely manner.

- Be prepared for all scheduled advising sessions. Be familiar with your program requirements. Bring a list of classes you are interested in taking for the upcoming semester.

- Make academic decisions based on the information obtained or recommendations offered. Academic advisors will not make decisions for you.

- Act on academic decisions and suggestions from your advisor in a timely manner.

- Maintain personal records of academic progress, including documentation of approved exceptions to stated program requirements.

- Seek additional or supplemental advice from other university personnel or services as needed or recommended.

- Present and candidly discuss factors (such as employment, commuting distance, and other circumstances) that might influence selection of classes, registration processes, and other academic planning.

It is the advisor’s responsibility to . . .

- Establish, maintain, and clearly post adequate and suitable office hours for advising (including information on summer availability).

- Be knowledgeable about university, college/school/division, and department academic regulations.
• Assist you with understanding degree requirements and the proper sequencing and selection of courses. This includes being knowledgeable about developmental course placement and any published changes in program requirements.

• Assist you with monitoring academic progress.

• Document approved exceptions to academic programs in which you are enrolled.

• Explain the relationships among degree requirements, departmental philosophy, and certification criteria.

• Assist you with linking programs of study to relevant career opportunities.

• Act as a referral agent for you to other university personnel and services.

When meeting with your advisor…

1. Know your assigned advisor’s name and office location. Your assigned advisor is listed on your “MyIPFW” page.

2. Schedule an appointment to meet with your advisor.

3. Meet with your advisor at least once each semester so your advisor will have the chance to get to know you.

4. Be prepared before you meet with your advisor. Become familiar with your program/major requirements by reading the Undergraduate Bulletin, and Schedule of Classes or by using CAPP, the unofficial degree audit system on OASIS.

5. Be an active participant in the advising process. Seek your advisor’s advice and recommendations about courses and course sequencing. Your advisor is there to assist you in your choices, but remember the final decision is yours.

6. Register during early registration when you are likely to get the classes that you want at the days and times convenient for you.

7. If you have not chosen a major, meet with a career counselor in Career Services to talk about your interests and how they relate to a major and career.

REMEMBER, YOU HOLD THE KEY TO YOUR SUCCESS!

Adapted from the Mastodon Advising Center’s (MAC) Web page, www.ipfw.edu/mac

Learn how to make an appointment with your advisor. See page 46 or visit www.ipfw.edu/mac
Top 10 Reasons to Limit Your Employment While a Full-Time Student

1. Don’t plan to work full-time and go to school full-time. Those who do usually can’t do both well for very long. Try to stick to the rule:
   • 12 credits (school) + 20 hours (job)
   • 9 credits (school) + 30 hours (job)
   • 6 credits (school) + 40 hours (job)

2. Plan to study 2-3 hours outside of class each week for each hour you spend in class. Your biggest time commitment in college will be the outside-of-class studying. This may be very different than what you experienced before.
   • 12 credits = 24-36 hours of studying outside-of-class
   • 9 credits = 18-27 hours of studying outside-of-class
   • 6 credits = 12-18 hours of studying outside-of-class

3. Make room for fun, relaxation, tutoring, professors’ office hours, sleep, etc.

4. Learn to say “no” with finesse...“Sorry guys, I have to study for at least a few hours before I go out. Can I catch up with you at 9 o’clock instead of 7 o’clock?”

5. Keep a daily planner. Record all assignments and their due dates in one place. Know ahead of time if heavy homework weeks are coming up! IPFW provides free daily planners. Pick yours up today!
6. Have a talk with your employer... Let them know that school is a priority and you need a flexible schedule. Or consider looking for a new flexible employer if yours is not willing to work with you. Check out jobs at www.ipfw.edu/career/students/job/jobzone.shtml

7. Attend all classes. Missed quizzes, tests, and assignments cannot usually be made up. Have back-up transportation and childcare options ready for action.

8. Come to campus early for the first two weeks of the semester, come up to an hour early. Finding a parking spot will be a challenge at first, but you will find it to be much easier into the third week and after that. www.ipfw.edu/campus/maps/

9. Consider the IPFW work-study program. Get a flexible work schedule and connect with campus! www.ipfw.edu/career/students/workstudy.shtml

10. Don’t over-estimate your ability to adapt to university life. Start out slowly and add more to your schedule only when you have successfully tackled your first semester and met your GPA goals.

Brought to you by IPFW's Mastodon Advising Center, online at www.ipfw.edu/mac
What College Professors Expect

College is a learning environment in which you take responsibility for thinking through and applying what you have learned.

**College Professors**

- Professors may not follow the textbook when they lecture. Instead, they will share additional information, provide background information, or discuss the latest research being done on the topic you are studying. They expect you to connect the lecture to what you read in the textbook.

- Professors may lecture non-stop, expecting you to identify the important points in your notes.

- When professors write something on the board, it is to emphasize it, not to summarize it. Good notes are essential!

- Professors expect you to think about and connect seemingly unrelated topics.

- Professors expect you to read, save, and consult your course syllabus. The syllabus is a course outline that lists exactly what is expected of you, when assignments are due, and how you will be graded.

- Professors may not always check completed homework, but they will
assume you can complete the same kinds of problems on a test.

• Professors may not remind you of assignments you are missing.

• Professors expect and want you to meet with them during their scheduled office hours.

• Professors have been trained as experts in their particular areas of research, not in teaching.

• Professors expect you to get notes from your classmates if you miss a class.

Adapted from Southern Methodist University
How to Talk to Your Professor

Improving Your Communication Success

• Make an appointment with your professor during his or her office hours or another agreed upon time. If you are unable to make your scheduled appointment, it is best to call when possible.

• **Check the syllabus or assignment sheets in advance for information you should know already.** You don’t want to ask about something that is on the syllabus, WebCT, or an assignment sheet.

• If you are discussing an assignment, paper, test, or lecture, make sure you’ve reviewed the material. If you are unclear about points, that’s okay, but that’s no excuse for not reading the chapter or reviewing your test or essay.

• When you get to your professor’s office, KNOCK and acknowledge your professor by name and, especially if you’re in a large class, remind him or her of yours.

• If you are struggling in class, explain what you find difficult, but don’t complain about the class, the material, the lectures, etc. Search for ways to improve, not just a quick fix. Sometimes your answer will have nothing to do with the material: improving or changing study habits, setting up a study group, using tutoring or supplemental instruction, etc.

• Most professors are willing to discuss matters related to, but not necessarily covered in, the class. Don’t be afraid to ask about other areas of the topic that you find interesting or want to research.

• Remember that professors can be just as shy or awkward as you. Don’t interpret formality as a dislike of students (or you). Conversely, don’t be surprised if your professor is just as friendly as your next-door neighbor.
• Use a professional (not necessarily formal) tone in your classroom writing and speaking. And the same goes for e-mails and discussion board comments.

• Whether you are making a comment in class or meeting with your professor during his or her office hours, there are some simple things that you can do or avoid to get more from the conversation:
  
  E-mail: Don’t use “CutiePie123@...” or “SuperFreak321@...” as a professional e-mail address. Use your IPFW e-mail account or set up a professional-sounding mailbox for university-related correspondence.

  Voicemail: Speak clearly and give your name, class title, and times, and a complete (but not rambling) message. If you have questions, e-mail might be a better option.

  Code Shifting: Most professors expect students to speak to them (and the rest of the class) in a respectful manner. As friendly as a professor might be, speak to that person as if he or she were a potential employer, not your best friend.

**Other Tips and Tactics**

• Do not think that speaking to your professor outside of class is “sucking up” or should be awkward in nature. In college, you are expected to do work outside of class and to be able to collaborate with all sorts of people. Your professor is one of those people, and he or she is there to help you.

• Don’t waste your professor’s time. Be prepared and organized.

• If you are upset about a grade, WAIT before you go see your professor. Put the test/paper aside and look at it again later. THEN, make that appointment.

• If you want to review a paper or have many questions to ask, consider e-mailing the paper or the questions to your professor before the meeting. This might help him or her give you more thorough responses.

• If you are absent, ask someone else in the class for notes, and NEVER ask a professor, “Did I miss anything?”

• If you know you are going to miss class, speak to your professor before that day. If there are assignments due, find a way to complete and submit them early.

**Preparation Checklist**

___I’ve read the assigned materials or reviewed the essay or test I want to discuss.
___I’ve checked the syllabus, WebCT, etc., for information about office hours, preferred contact methods, and other details.
___I’ve made a list of what I want to discuss.
___If I’ve missed classes, I’ve gathered information from my peers about what I’ve missed.
___If I know I’m going to miss class, I’ve planned how to submit assignments or take tests early.
___I’m in a calm, confident, and positive state of mind.
___I know my professor’s name.

**Web Resources**

Comments by two college professors from their blogs:

www.lifehack.org/articles/lifehack/how-to-talk-to-a-professor.html

infavorofthinking.blogspot.com/2005/11/how-to-talk-to-professor.html
What Is Writing Anxiety?

Everyone deals with writing anxiety at some point in their lives, but we usually call it writer’s block. Writing anxiety comes in all forms, but it’s connected to specific situations. In other words, you might have a really hard time sitting down to write a paper for a class, but no trouble writing an e-mail or text-messaging a friend. Writing anxiety isn’t a permanent state. It’s something you can work through.

Signs of Writing Anxiety

“I’ll write it the night before it’s due.”

Procrastination can have many causes, and one of those things is writing anxiety. Ask yourself why you’re putting off starting writing. If you feel tense, nervous, or worried when you think about writing a particular project, that’s writing anxiety.

“I’m not any good at writing.”

Writing takes practice, and any time you’re introduced to a new type of writing, like writing for college, you’re starting again as a beginner. Give yourself time.

“My writing just doesn’t flow.”

“Flow” is a term that can mean a lot of things in writing, and one of them is the way words flow from your head and onto paper. If that’s how you mean “flow,” and that’s where you’re getting stuck, that’s writing anxiety.
“It’s not easy for me to write.”
Writing isn’t easy for anyone. Professional writers deal with writer’s block and writing anxiety all the time. Keep in mind that there isn’t one right answer in writing.

“I’ll just do a bit more research before I start writing.”
Gathering enough research is important, but too much research can be a type of procrastination. Research can continue indefinitely, so at some point, you have to put it aside and start writing.

Solutions
• Start early. Put something on paper as soon as you get the assignment. We all procrastinate from time to time, but putting writing off can increase writing anxiety.
• Set the writing down and walk away. Getting a little distance from the piece of writing can help give you a different perspective on it.
• Try prewriting activities. Start off with writing an outline, list, drawing your ideas, clustering, or making random notes.
• Break the assignment down into smaller parts. Don’t try to write the entire project at once.
• Use the reward system. Set a small, reasonable writing goal for yourself, and give yourself a reasonable reward when you reach your goal.
• Talk to someone. Sometimes talking to someone else can help you get started and save you time. Try talking to a friend, your professor, advisor, or an IPFW Writing Center consultant.
• Don’t expect to write a final draft right away. Get the ideas on paper, then revise.

Learn how students who earn A’s and B’s use the Writing Center.
See page 45 or www.ipfw.edu/casa/writing
What Is Annotation?

Annotation is summing up information in a textbook or article by writing key points in the margins. It is an active reading strategy that improves your understanding. It requires that you take time to process what you are reading, and then rephrase it in your own words.

Students who annotate their reading assignments gather more meaning from it as opposed to students who skim the reading just to complete the assignment. Annotation helps you to think about what you are reading because you have to put it in your own words. Though annotation takes more time than highlighting text, you actually spend less time studying because you are actually learning the material while you are annotating.

There Are Many Benefits From Annotating Reading Assignments:

- Provides a purpose for reading
- Improves comprehension
- Offers an immediate test of understanding
- Increases concentration
- Seldom necessitates a reread of the material
- Creates a study tool

Annotating Your Reading Assignments

1. Read everything at least twice.

   - The first time, read quickly to get a sense of what the text is about.
   - Look for important ideas or content divisions.
   - Think about the author’s motivation and intended audience.
2. The second time, read carefully.
- Mark concepts, definitions, examples, details, or lists that you think are inconsistent, interesting, or important.
- Mark anything that is unfamiliar and keep going.

3. Begin to annotate.
- Pick up a pen or pencil and use sticky notes, index cards, or margins of the book.
- Sum up important ideas in your own words.
- Note relationships between concepts (e.g., cause and effect, comparison, contrast).
- Add your own examples.
- Circle confusing or unknown words or phrases to look up later.
- Note passages that you don’t understand with a question mark.
- Write questions you have for your instructor or themes you wish to investigate later.
- Note passages that appear inconsistent.
- Note passages that generate a strong positive or negative response.
- Mark repetitions or any other signals.
- Mark potential test questions with a TQ.
- Devise and refine a marking system that works for you.
- Think about the connections between lectures, assignments, and other related materials you have read.

Some possible annotation codes
R=Author repeats information in this part of the reading
C=This part of the reading is confusing
S=I am surprised by this part of the reading
U=I don’t understand what the author means
D=Sentence defines an important word
!=This part of the reading gives me strong positive or negative feelings
RAQ=This part of the reading raises additional questions for me
Gender and Personality

Personality traits give us reasonable ways to describe people and to express differences we observe among them. We can note Kathy’s assertiveness and Juan’s sociability. We can say that Chuck is friendlier than Steve or that Melissa is more impulsive than Jesse. An issue that intrigues personality psychologists is the extent to which personality traits can be used to characterize groups of people. The two groups that have been studied most closely in this regard are men and women. We have already acknowledged that intelligence, or cognitive ability, is a major component of a person’s personality. We also have already seen that with regard to intelligence, there are very few specific differences in intellectual abilities, and none at all in intelligence overall. What about other personality traits?

What do you think about the following statements? Boys have higher self-esteem than girls. Girls are more social than boys. Men are more analytical than women. Men are better at rote learning, but women are more creative. Women are more open to suggestion and influence than are men.

These assertions might sound sensible to most Americans, but there is no research evidence to support any of them. According to Eleanor Maccoby and Carol Jacklin, there simply are no gender differences in self-esteem, sociability, analytic skills, rote learning, creativity, or suggestiveness. These were the findings of the first large-scale exploration of gender differences, reported by Maccoby and Jacklin in 1974. This work was not the first to ask whether there are differences between males and females (theirs was a meta-analysis of data that existed at the time). It did, however, stimulate others to join in the search for ways in which gender could be used to predict how an individual might behave in a range of situations. That search has turned up little. Gender differences tend to be insignificant and inconsistent (Huston, 1985; Hyde, 1984, 1986; Maccoby, 1990). “There appear to be relatively few basic psychological differences between the sexes, although members of the two sexes are socialized to behave in different ways” (Feshbach, et al.: 1996).

There is one glaring exception, and that is overt, physical aggression, which has consistently been found more commonly in males than in females (Eagly, 1987; Hyde, 1986; Maccoby, 1990). For example, the ratio of male to female murderers in the United States is about ten to one. The difference in aggression found between males and females seems to be there (to varying degrees) at all ages and in all cultural settings (Anderson & Bushman, 2002; Ashmore, 1990; Rushton, et al., 1986). Further, across many cultures, males are more likely to engage in direct aggression, whereas females prefer indirect, non-physical aggression (Oesterman, et al., 1998). Although we may claim that males are more physically aggressive than females, please recall a caution we have made before: This is a generality made “on the average” for groups of persons.

Any one female might be significantly more aggressive in all regards than any one male.

Academic Honesty

Students at IPFW are expected to maintain the highest standards of academic conduct. Most students conduct themselves with integrity and are disturbed when they observe others cheating. Cheating harms the campus community in many ways:

• Honest students are frustrated by the unfairness of cheating that goes undetected and, therefore, unpunished;

• Students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work; and

• Cheaters rob themselves not only of general knowledge, but also of the experience of learning how to learn, the very experience that makes a university degree so valuable to employers.

• The reputation of IPFW and the worth of an IU or Purdue degree suffer if employers find that graduates lack the abilities their degrees should guarantee.

Finally, most professions have codes of ethics, standards to which you will be expected to adhere when you are working. At IPFW, you should practice the integrity you must demonstrate later in your career. For all of these reasons, the consequences of academic dishonesty carry serious penalties at IPFW. As examples, avoid the following lapses in judgment:

“I was just helping a friend pass class. What’s the big deal?”

“Helping” a friend is asking questions, working sample problems together, or talking out a paper outline. Helping does not include providing answers to a test or homework, or letting your friend use an essay you wrote. If your “help” is seen as cheating, you will both be held responsible.
"I don't have time to study."

We all have full plates. The more we fill them up, the less likely we will be able to finish everything. Still, there are other options to consider besides cheating.

"I found the information in three articles, so I don't have to cite it. It's common knowledge, right?"

There is no magic threshold (such as three or 30 articles) that makes knowledge “common.” Cite any ideas and information you take from another writer.

"Who cares? I won't need to know this for my job."

So, getting kicked out of school for cheating will help you get that job? Employers still value honesty and hard work—and so do your professors at IPFW.

Academic Misconduct Policy

(from the IPFW Code of Student Rights)

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for credit or hours.

2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

3. Facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another in committing dishonest acts.

4. Plagiarism—the adoption or reproduction of ideas or statements of another person as one’s own work without acknowledgement.

Learn more about academic honesty:

Web References
IPFW Code of Student Rights, Responsibilities, and Conduct
www.ipfw.edu/senate/STU_CODE.HTM

IPFW Writing Center Handouts
www.ipfw.edu/casa/writing/handouts.shtml
Guiding Principles for Exams in College

To earn A's on college exams, you must really know the material, apply what you've learned to new situations, and be prepared to solve new kinds of problems. Expect differences between the exam strategies you are accustomed to in high school and those you will experience at the college level.

Exams in High School

• Testing is frequent and covers small amounts of material.
• Make-up tests are often available.
• Teachers frequently re-arrange test dates to avoid conflicts with school events.
• Teachers frequently conduct review sessions, pointing out the most important concepts.
• Teachers tell you what you need to know in preparation for tests.

Exams in College

• Testing is usually infrequent and may be cumulative, covering large amounts of material. You need to organize the material to prepare for the test.
• A particular course may have only two or three exams in a semester.
• Make-up tests are seldom an option; if they are, you need to request them.
• Professors in different courses usually schedule exams without regard to the demands of other course or campus activities.
• Professors rarely offer review sessions. If they do, they expect you to be an active participant who comes prepared with questions.

Adapted from Southern Methodist University handout
Test-Taking Strategies

General Strategies

• Preview the entire test before answering any questions.
• Budget your time accordingly and pace yourself.
• Do a “data dump”—immediately write any formulas, dates, etc. you are afraid you will forget on the margin of your test.
• Answer the easy questions first.
• Go back and answer any skipped questions.
• Look for answers to the questions you don’t know in other questions on the test.
• Check for careless mistakes.
• Use ALL of your allotted time.

Strategies for True False Questions

• For a statement to be true, it must ALL be true.
• If any part of the statement is false, the answer is false.
• If a statement contains absolutes—words like “always,” “none,” “never,” “all,” or “every”—it is probably false.
• If a statement contains qualifiers—words like “some,” “many,” “few,” “sometimes,” “often,” or “frequently”—it is probably true.
• Statements containing negative words are tricky. Underline or circle negative words. Cross out double negatives and re-read the sentence.

Strategies for
Multiple Choice Questions

- Read the question and predict your own answer before reading the options.
- Read all the answers before you select one.
- Underline key words. The process may jog your memory.
- If you can eliminate even one choice, you can generally eliminate “all of the above.”
- If even one choice is correct, you can eliminate “none of the above.”
- Watch for word clues like “not,” “except,” or “best.”

Web Resources

www.ipfw.edu/casa/
www.d.umn.edu/kmc/student/loon/acad/strat/test_take.html
www.studygs.net/tsttak1.htm

To learn additional test-taking strategies, contact the SPOT Learning Center.
See page 35 or visit www.ipfw.edu/casa/

Test Anxieties:
IPFW/Parkview Student Assistance Program
http://www.ipfw.edu/counseling/
**Essay Exam Guidelines**

**Before the Exam**

- Make the best use of your time. Studying a little each day during the entire semester will get you better results than if you try to cram the night before.

- Annotate your textbook or other class readings. Writing notes in the margins of your book can help you remember the information. See the annotation page in this guide for more information.

- Writing in your textbooks is not only okay, it’s expected. You own them.

- If you’re allowed to use notes during the test, write your notes clearly so information is easy to find.

- Come prepared. Bring a watch so you can keep track of your time. Also, bring a pen or pencil. Your instructor may require you to bring an exam blue book as well. Your instructor will probably not provide these tools for you.

- If you have questions, ask your instructor—in class, before or after class, during office hours, or through e-mail.

**During the Exam**

- Read all of the instructions. You may not need to answer every question. For example, you may be asked to pick one essay question out of three.

- Ask your instructor if you’re not certain about the instructions.

- Look at the test before you answer anything. The question’s point values, if stated, are a clue to how long you should spend on a question: total time \( \div \) questions \( = \) time per question

- Write a rough outline. Even if you feel rushed, take a moment to write down ideas and organize them.

- Write a thesis statement. Write one sentence that sums up your response to the question.

- Allow time to read back through your work. It’s okay to change answers so long as they’re legible.

- Remember to breathe. Don’t panic—remember that your goal is to get your ideas across to a specific person.
Key Terms

Essay questions might ask you to . . .

• Discuss, Argue, Explain
  These most common instructions ask you to . . .
  1) State an answer
  2) Give your perspective
  3) Support your answer and perspective with specific evidence
  4) Explain how the evidence supports your perspective

• Summarize, Define, Outline, Trace
  State the main points in order of importance, their original order, or chronological order.

• Analyze, Explain
  Break down a large or complex issue into smaller parts so that someone else can easily understand it.

• Give examples, evidence, or support
  Any of these key terms can also ask for types of evidence, which can include:
  1) Examples
  2) Details
  3) Quotations (in an open textbook exam)

• Why? How?
  These two common questions may be combined with any of the key terms to get you to write more.

Web Resources

IPFW Writing Center’s Response Essay Link
http://www.ipfw.edu/casa/writing/handouts.shtml

Purdue University OWL Online Writing Lab: Writing Essay Exams
http://owl.english.purdue.edu/owl/

University of North Carolina at Chapel Hill
  Writing Center Essay Exams
  www.unc.edu/depts/wcweb/handouts/essay-exams.html
Netiquette

The Dos and Don’ts of Electronic Discussion

No place on the Web is 100 percent anonymous, so you must be cautious how you represent yourself on the Internet. Campus officials and prospective employers are checking social networking sites (Facebook, MySpace, etc.) for information on students and their potential as future employees.

Think carefully about any pictures you post as well as how what you type can be interpreted. Your readers see a computer screen, and they can’t see your facial expressions, gestures, sense of humor, etc.

If there is something you would not say to a person’s face, then don’t type it in an e-mail or post it to a discussion board. Also, always be ethical in what you say. Share your knowledge and ideas, but don’t force them on others.

When in chat rooms or on discussion boards, learn the “rules” of each discussion you enter. Some groups are “freer” than others. Pay attention to what seasoned responders say or read up on the forum’s rules and regulations to learn more. Help newbies, without being arrogant, and respect the privacy of individuals. Don’t spread gossip or share confidential information you learn about other members of the chat group—even if you think it is common knowledge.
Electronic Communication
Guidelines for Your Course Work

Dos
DO state your opinion or point of view as honestly and as clearly as you can.
DO respect the basic intelligence and humanity of the other members of the chat room/discussion board.
DO use appropriate electronic etiquette or “netiquette” (see Web resources).
DO respond to the question posed by the instructor, but also respond to the postings of other students.
DO try to stay on topic. If you want to comment on another issue, go to that discussion topic.
DO read your comment to ensure that it says what you want it to say before hitting the “post” button. No postings are anonymous. Once on the discussion board, it is associated with your name, and you can’t change what you wrote.
DO use your time at IPFW to develop your professional voice so you are ready to submit résumés and speak with potential employers when appropriate.

Don’ts
DON’T attack other people. It’s acceptable to disagree, but confront the idea, not the person. The general rule is: Be hard on the issue and easy on the person.
DON’T assume you know another person’s motivation or thinking. You can only speak for yourself.
DON’T assume you have nothing to contribute to a discussion. You are a unique individual with a unique set of life experiences and points of view. We can all benefit from hearing from you.
DON’T type in capital letters unless you mean to do so for emphasis. It is the equivalent to shouting and is generally perceived as rude.

Adapted from Pat Ashton, Ph.D., IPFW Department of Sociology

To learn more about technology at IPFW
STEPs workshops (free technology workshops for IPFW students)
www.ipfw.edu/casa/STEPS – See reference page 42
Netiquette Guide:
www.albion.com/netiquette
TLAs and Acronyms:
http://www.netlingo.com/
Emoticons Dictionary:
www.computeruser.com/resources/dictionary/emoticons.html
Emoticons By Type:
www.windweaver.com/emoticon.htm
Study Assistance at IPFW

Academic Student Achievement Program (ASAP!)
Office of Diversity and Multicultural Affairs
Walb Student Union, Room 118
260-481-6608
www.ipfw.edu/odma
(for more information see page 44)

Center for Academic Support and Advancement (CASA)
Kettler Hall, Room G23
260-481-6817
www.ipfw.edu/casa
(for more information see page 44)

First Year Experience (FYE)
Kettler Hall, Room G27
260-481-6069
http://www.ipfw.edu/fye/
(for more information see page 44 or www.ipfw.edu/fye)

Mastodon Advising Center
Kettler Hall, Room 109
260-481-6595
www.ipfw.edu/mac
(for more information see page 44)

The Math Test Center
Kettler Hall, Room G18A
260-481-5722
www.ipfw.edu/casa/math/options.shtml
(for more information see page 45)

The SPOT Learning Center
Kettler Hall, Room G21
260-481-5419
www.ipfw.edu/casa/math/options.shtml
(for more information see page 45)

Services for Students with Disabilities
Walb Student Union, Room 113
260-481-6657
www.ipfw.edu/ssd
(for more information see page 45)

The Writing Center
Kettler Hall, Room G19
260-481-5740
www.ipfw.edu/casa/writing
(for more information see page 45)
Academic Student Achievement Program (ASAP!)

The Academic Student Achievement Program (ASAP!) is a student success initiative designed to retain a diverse group of students including those of various ethnicities, ages, and socioeconomic statuses. The program focuses on three areas: academic monitoring program (early intervention), student and leadership development, and career and professional development.

There are monthly workshops for you to share your experiences, academic and cultural activities, and weekly appointments with ASAP! coaches for personal motivation and academic nurturing.

First Year Experience (FYE)

FYE makes it easier for students to find their way around, make friends, and succeed academically. Students will connect with other students, faculty, and staff through exceptional academic programs and an exciting campus life. A powerful way to experience FYE is through Learning Communities, which consist of groups of students in linked or paired courses. Communities foster a deeper understanding, integrate different classes with each other, and contain a social element that links classroom experiences with fun and rewarding activities both on and off campus.

Center for Academic Support and Advancement (CASA)

The Center for Academic Support and Advancement (CASA) provides an array of support services for promoting students’ academic successes. Course-specific tutoring and computer-based tutorials help to develop understanding and proficiency while building confidence. With CASA, underprepared students can prepare, prepared students can advance, and advanced students can excel.

Mastodon Advising Center (MAC)

MAC is dedicated to advising students from admission to the university through their acceptance into their major department. MAC also helps students to foster personal development and informed decision making by encouraging them to explore, evaluate, and identify their academic and career goals.

(To schedule an appointment see page 46.)
The Math Test Center

Course Options for Math

If you are registering for MA 109, 113, or 229, look over the special sections of these courses and choose the one that best meets your needs.

Out of Class Testing (MA 109, 113, 229)

Structure: Traditional three class hours per week

Advantages:

• Each exam may be taken up to three times—highest score achieved is recorded
• Virtually unlimited time to take each exam—reducing test anxiety
• Drop-in testing, available Monday through Friday during the day (other than scheduled class times) in the Mathematics Testing Center, KT G18
• Review of each test result next day with a tutor—making testing also a learning opportunity
• Test results provided during review, along with practice problems matched to missed test questions to use to prepare for retesting

You must have time available to take your tests outside of class for this to be a good option for you.

Services for Students with Disabilities

Services for Students with Disabilities (SSD) coordinates IPFW’s programming for people with disabilities—as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The office provides free and appropriate academic aids and services including the use of accessible computers and assistive equipment, reader and sign interpreter services, special test proctoring services, academic support and counseling assistance specific to disability issues, and more. SSD also serves the campus community as an advocate/consultant resource on all disability related issues.

The Writing Center

The mission of the IPFW Writing Center is to help writers learn to use language more effectively, produce clear writing appropriate to their purposes and audiences, and develop positive attitudes about writing and about themselves as writers.

(The to schedule an appointment see page 47.)
If you are an Arts and Sciences major:

To schedule an advising appointment you must log into the AdvisorTrac Web site, http://advtrac2.ipfw.edu:82/TracWeb40/Default.html

You will use your IPFW user name and password to sign into AdvisorTrac.

1. Click on “Make an appointment” at the top of the screen (above the date).
2. Select Arts and Sciences as the center.
3. Specify the date range that you would like to have your appointment.
4. Click on “Search.”
5. Click on the “I” that fits your time range under the “Availability” column.
6. On the next page, use the drop down arrow by time to establish the beginning time of your appointment. Appointments are set up by the half hour.
7. Click the arrow next to the “Request Help” in box to specify your needs. You can also type in the box what area you need assistance.
8. Be sure to save your appointment and make note of it so you don’t forget. There will be a confirmation e-mail sent to your e-mail address.
9. If you make an appointment in error, click on the date of the appointment and then delete it.
10. Remember to log out by clicking “Exit” in the top right corner.

If you are still deciding on a major, exploratory, Pre-OLS, or Pre-Education student, you are advised through MAC:

To log in and make appointments please visit the AdvisorTrac Web site (www.ipfw.edu/mac/appointments/advisor.shtml).

If you don’t remember your advisor’s name, click on the “Advisors” page.

To use AdvisorTrac please follow these instructions:

1. You will use your IPFW user name and password to sign into AdvisorTrac.
2. Click on “Make an Appointment” at the top of the screen.
3. Choose a specific advisor or choose MAC as your advising center.
4. Specify the date range in which you would like to make your appointment.
5. Choose “Individual” as the type of appointment.
6. Click “Search.”
7. Scroll down the page until you see the list of dates and times the advisor is available to meet with students.
8. Click on the “I” next to the time you would like to meet with your advisor.
9. Next to the “Request Help in” box, type in the reason for your appointment or click on MAC Advising, then click on the specific reason for your visit.
10. Be sure to click on “Save Appointment.” Make a note of the day and time you scheduled your appointment so you don’t forget the appointment. You should receive an e-mail confirming your appointment.
11. If you make an appointment in error, click on the date of the appointment and delete it.
12. Remember to log out by choosing “Exit” in the upper right corner of the screen.

If you have any problems scheduling an appointment, contact our office at 260-481-6595 or stop by our office in Kettler Hall, Room 109.
How to Use TutorTrac

www.ipfw.edu/casa

TutorTrac allows you to sign up for one-to-one tutoring appointments for both the Spot and the Writing Center. You can sign up for an appointment up to one week in advance. You can easily check online for the date and time of your appointment; you will automatically receive a reminder of the appointment date and time in your IPFW e-mail.

To make an appointment go to the CASA Web page (http://www.ipfw.edu/casa/tutoring/tutortrac.shtml) and click on TutorTrac. Then click again on the underlined TutorTrac.

Sign into TutorTrac using your IPFW user name and password.

1. Click on Go To . . . [located in the gray bar across the top of the screen]

2. Click on Make an Appointment. [located in the pull down screen]

3. Click on the Center you wish to use. [located in the top box on the right side of the screen]

4. Choose the course you need assistance in. [located in the bottom box on the right hand side of the screen]

5. Then click the Search button.

6. Scroll down the page to see a list of tutors/consultants and their available times.*

<table>
<thead>
<tr>
<th>SPOT Tutoring</th>
<th>Writing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the names listed end in “T?”</td>
<td>Do the names listed end in “WC?”</td>
</tr>
<tr>
<td>Example: Last name, First name-T</td>
<td>Example: Last name, First name-WC</td>
</tr>
<tr>
<td>If yes, continue to Step 6; if not, return to Step 2.</td>
<td>If yes, continue to Step 6; if not, return to Step 2.</td>
</tr>
</tbody>
</table>

7. Click on the available time to set your appointment.

<table>
<thead>
<tr>
<th>SPOT Tutoring</th>
<th>Writing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check “Request Help In...”</td>
<td>Check “Request Help In...”</td>
</tr>
<tr>
<td>Is the course correct? Add any notes following the course.</td>
<td>Is the course correct? Add any notes following the course</td>
</tr>
<tr>
<td>Example: Class ends at [insert time here], will be a few minutes late.</td>
<td>Example: Research, endnotes, etc</td>
</tr>
<tr>
<td>Use the drop-down arrow by Time to establish the beginning time of the appointment</td>
<td>Remember to check “Duration” of appointment (choose .5 hour or 1 hour only).</td>
</tr>
</tbody>
</table>

8. To save an appointment, click on the “Save” button, and make a note of it so you don’t forget. Feel free to come to the SPOT (Kettler Hall, Room G21) or the Writing Center (Kettler Hall, Room G19) for help in making your appointments.

9. To delete an appointment made in error, click on the “Date” and then click “Delete.”

*IMPORTANT*

If you cannot find a tutor for your course, please drop by The SPOT or The Writing Center and ask for assistance.

If you have a disability that requires accommodations, please inform us so appropriate arrangements can be made.
Academic Support Policies

Academic Support at IPFW is provided free to IPFW students who are working on IPFW courses only.

When you come, be prepared! In order to use the services, follow these steps.

Use your IPFW user name and password to sign into TutorTrac.

The Spot 481-5419    Kettler G21
The Writing Center 481-5740   Kettler G19

Drop-In Tutoring

A. Arrive during the stated time on the drop-in schedule.
B. Sign in at the Drop-In kiosk. Ask an attendant for help.
C. Make sure the tutor knows that you are there to be tutored.
D. Sign out at the kiosk before you leave. Remember to choose the tutor’s name in drop down menu.

One-to-One Tutoring

A. Arrive on time for appointments. Tutors will wait 15 minutes for tutee to appear before leaving.
B. Sign in.
C. Make sure the tutor or desk person knows that you are there to be tutored.
D. Sign out at the kiosk before you leave. Remember to choose the tutor’s name in drop down menu.

You are allowed to sign up for one appointment, per subject, at a time. Although you may have up to two hours per week, per subject, you may only sign up for one appointment, per subject, at a time. If a second appointment is needed, it must be made after you have met with your tutor for the first appointment. This is necessary to allow as many people as possible to use the service.

Meet your tutor in the Spot, Kettler G21. All appointments must be made at least 24 hours in advance. If you fail to cancel two appointments without at least 2 hours notification before the appointment or totally miss two appointments, tutoring can be denied for the rest of the semester.

If you need to cancel your appointment, call at least 2 hours before your appointment time at 481-5419.

Writing Center Walk-in Consultations

A. Call or stop by the Center to see what’s available. Ask the desk consultant for help.
B. Sign in at the kiosk. Ask a consultant for help.
C. Sign out at the kiosk before you leave. Remember to choose the consultant’s name from the drop down menu.

Writing Center Consultations by Appointment

A. Arrive on time for appointments. Consultants will wait 5 minutes for a client before taking a walk-in.
B. Sign in.
C. Make sure the consultant or desk person knows that you are there for a consultation.
D. Sign out before you leave. Remember to choose the consultant’s name in drop down menu.

You are allowed to sign up for 3 hours of writing assistance per week with no more than one hour per day.

Meet your consultant in the Writing Center, Kettler G19. If you need an appointment right away, call the Writing Center for that day’s available times.

If you fail to cancel two appointments without at least 2 hours notification before the appointment or totally miss two appointments, you will have to limit your visits to walk in, rather than make appointments you are unable to keep.

Thank you for your cooperation! If you need to cancel your appointment, call at least 2 hours before your appointment time at 481-5740.
MAP-Works is a Web-based tool that connects you to the help you need to succeed at IPFW.

- If you are in your first year at IPFW (first-time or transfer), click on the First Year tab at my.ipfw.edu and click on the MAP-Works logo.
- You will also receive email reminders with a link to the survey.
- The MAP-Works survey takes about 25 minutes to complete and will give you an opportunity to answer questions about your college expectations and experiences.
- MAP-Works will give you a personalized report showing how you compare to other IPFW students.
- Your MAP-Works report will also connect you with campus resources that will be most helpful to your personal situation.
- Complete MAP-Works assignment in September.
- Complete the follow-up surveys as they are released throughout the school year.
- MAP stands for “Making Achievement Possible.”

http://www.ipfw.edu/fye/mapworks

For more information contact:
First Year Experience Program
https://www.ipfw.edu/fye
Kettler Hall, Room G77
Office: 260-481-6077
Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program aimed at increasing understanding and retention through collaborative learning. SI consists of a series of weekly group study/review sessions for students in historically difficult courses. SI offers you the opportunity to gather regularly with other students from your class to discuss the concepts raised in class, develop study strategies, and test yourself before your professor does. SI is open to all students in the targeted class who desire to improve their understanding of course material, and who want to improve their grade. Check with your instructor to see if SI is available for your class.

SI sessions are guided by a trained SI Leader. Your SI Leader has successfully completed the course for credit with the instructor you now have. SI Leaders model successful learning skills—they attend class, take notes, read assigned material. Your SI Leader meets with you two or more times a week to guide collaborative study sessions. SI Leaders participate in intensive training sessions before the beginning of each semester, as well as regular workshops throughout the semester.

SI targets high-risk courses rather than high-risk students. SI is open to all students in the class. SI is proactive, rather than reactive. SI is not remedial. SI encourages you to teach one another, and in so doing, to teach yourselves.
Free Computer Workshops

- **MS 2007 Word** – helpful shortcuts to use when creating your documents
- **IPFW Account** – using your IPFW accounts to find your bill, save documents so they are accessible at IPFW and at home, and more
- **APA and MLA papers** – learn how to correctly set up your papers
- **Basics of Research using the Web** – finding and evaluating information on the Web and accessing Helmke Library
- **MS 2007 PowerPoint** – creating a presentation with animations
- **Web Page Design** – Creating and publishing a simple Web page design
- **Endnote** – Reference pages made easy with any style of paper
- **A Walk through e-Learning**, an online Web site for courses
- **Photoshop** – working with digital pictures

Free workshops – no registration required.

Workshops are scheduled for fall and spring semesters. Visit our Web site for a schedule of workshops at www.ipfw.edu/casa and click on STEPS or look for schedules in the computer labs above the printers or stop by the SPOT, Kettler Hall, Room G21 and ask the desk attendant for information

Presented by CASA, the Center for Academic Support and Advancement
The Co-Curricular Transcript (CCT)

The CCT complements your academic transcript and puts you a step ahead of the competition when you apply for jobs or to graduate schools.

The CCT program records your:
• Awards and scholarships
• Community service
• Educational workshops and programs
• Leadership activities
• Student government and student organization memberships

It’s easy to get one! Call or visit Student Life to make an appointment. Walb Union, Room 115, Phone: 260-481-6609

Visit www.ipfw.edu/stulife/programs/cct for more information.
Student Mentoring

IPFW Student Mentoring pairs juniors and seniors with incoming freshmen to help them transition into college and feel welcome, connected, and at home.

IPFW Student Mentoring endeavors to retain and graduate its participants at the highest possible rate. Our program strives to achieve this goal by pairing incoming freshmen with highly knowledgeable members of the university community who, as mentors, provide support and encouragement for academic and personal success.

Join IPFW Student Mentoring!

Mentors will share their knowledge, experiences, and enthusiasm with new IPFW students. Incoming freshmen will feel supported and encouraged by their mentor.

IPFW Student Mentoring:

• Supports the transition to college life at IPFW
• Assists in skill development, self-awareness, and self-confidence
• Offers one-on-one personal and academic support, advice, and encouragement
• Offers fun activities like bowling, laser tag, and trips to Cedar Point and Chicago

Learn more at

Mentoring Program
Indiana–Purdue Student Government Association
Walb Union, Room 225
260-481-6586

www.ipfw.edu/stulife/programs/mentoring
Campus Resources

Academic Student Achievement Program (ASAP),
Walb Student Union, Room 118 260-481-6608

Bursar, Kettler Hall, Room G57 260-481-6824

Career Services Kettler Hall, Room 109 260-481-0689

Center for Academic Support and Advancement (CASA),
Kettler Hall, Room G23 260-481-6817

Dean of Students, Walb Student Union, Room 111 260-481-6601

Emergencies on Campus
260-481-6911

Escort Service
260-481-6900

Financial Aid, Kettler Hall, Room 102
260-481-6820

First Year Experience (FYE), Kettler Hall, Room G25
260-481-6817

Follett’s IPFW Bookstore, Kettler Hall, Ground Floor
260-483-6100

Helmke Library
260-481-6512

International Student Services,
Kettler Hall, Room 104 260-481-6923

IPFW/Parkview Health and Wellness Clinic,
Walb Student Union, Room 234 260-481-5748

IPFW/Parkview Student Assistance Program,
Walb Student Union, Room 111 260-481-6601

Mastodon Advising Center (MAC)
Kettler Hall, Room 109 260-481-6595

Mastodon Card (Student ID), Walb Student Union Info Desk
260-481-6610

Mathematics Test Center, Kettler Hall, Room G18A
260-481-5722

National Student Exchange, Kettler Hall, Room 109
260-481-6595

Office of Diversity and Multicultural Affairs,
Walb Student Union, Room 118 260-481-6608

Campus Police
260-481-6827

Registrar, Kettler Hall, Room 107
260-481-6815

Services for Students with Disabilities,
Walb Student Union, Room 113 (voice/TTY) 260-481-6657

Student Computing Resources, Kettler Hall, Room 206
260-481-6030

Student Life, Walb Student Union, Room 115
260-481-6609

Study Skills Help, Kettler Hall, Room G30
260-481-0541

Testing Services, Kettler Hall, Room 232B
260-481-6600

The SPOT Learning Center, Kettler Hall Room G21
260-481-5419

The Writing Center, Kettler Hall, Room G21
260-481-5740

Weather and Closing Information
260-481-5770
Academic Student Achievement Program (ASAP!)

Academic Success Center
• Center for Academic Support and Advancement (CASA)
  Kettler Hall, Room G23
  260-481-6817
  www.ipfw.edu/casa

• Mastodon Advising Center (MAC)
  Kettler Hall, Room 109
  260-481-6595
  www.ipfw.edu/mac

• First Year Experience (FYE)
  www.ipfw.edu/casa/FYE

Office of Diversity and Multicultural Affairs
Walb Student Union, Room 118
260-481-6608
www.ipfw.edu/mcul