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Letter of Welcome

August 2009

Dear New Student:

It is my great pleasure to welcome you to The College of William & Mary. We are so thrilled to have you as a member of our campus community. In an effort to assist you with your transition to William & Mary, we offer the *Academic Compass*.

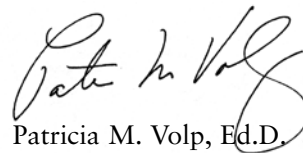
Inside you will find information that will assist you in several academic areas. Much of the information is quite functional and allows you to try out what you are learning. You also will be able to use this resource to plot out your academic path. There are pages that will teach you how to calculate your grades, actively read college text, take notes in the classroom, and perform many other learning skills.

Please make opportunities to try out some of the hints and activities included in this book with some of your new friends. We believe that you will find this resource to be an effective tool in your academic success. It is an excellent complement to the other resources that you have been given during the orientation program.

Remember to keep this publication in addition to your course catalog and Student Handbook. You will be responsible for knowing the rules and regulations contained in these publications.

Good luck with your transition to William and Mary. We are looking forward to working with you while you strive to reach your goals over the next few years. Additional information and interactive links can be found at <http://www.wm.edu/deanofstudents/sskill.php>. Here you'll find more tips for academic success. Please feel free to call upon us for additional support.

Best wishes,



Patricia M. Volp, Ed.D.
Dean of Students

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Time Management—Your Time Budget

You spent the last 12+ years having everything structured and controlled for you by others. Think about it...your waking times, meals, class schedule, co-curriculars, bed times, work hours, and weekends were all structured by teachers, parents, coaches, employers, and so on. Now you are in college where no one controls your time except YOU. Here are a few hints on how to get started with taking control of your time.

1. Complete the Time Budget below by starting with the Actual column. Honestly fill in how many hours you spend during a 7-day week (including weekends) on each activity category. If there is something that you do that does not have its own category, place it by miscellaneous. Then, total the number of hours you are spending and subtract it from 168, which is the total number of hours in a 7-day week. How many hours do you have left?

WHAT DO THOSE LEFT OVER HOURS MEAN?

If you have less than 10 hours remaining, you may have too many obligations and need to eliminate some. If you have more than 20-25 hours left over, you are probably not structuring your days as you should. Being structured is what will help you make sure that all of your priorities are completed, and it will also ensure that you will have time for yourself to do the things you enjoy.

2. Now use the Ideal/Goal column to list the number of hours you would like to spend in each category in order for you to be successful. Keep in mind that you are here to be academically successful, but you must also have a balanced schedule with time for recreation and friends.
HINT: Each W&M student should spend three to four hours a day, seven days a week studying.

ACTIVITY	ACTUAL	IDEAL/GOAL
Class Time (# of hours sitting in class and lab)	_____	_____
Studying (reading, homework, papers, etc.)	_____	_____
Employment or Volunteer Time	_____	_____
Sleeping	_____	_____
Eating	_____	_____
Hygiene/Grooming	_____	_____
Recreational Activities (exercise, shopping, etc.)	_____	_____
Involvement (student organizations, clubs, Greeks, etc.)	_____	_____
Watching TV, Time on Computer (IM), X-Box, etc.	_____	_____
Social Time (friends, phone, etc.)	_____	_____
Miscellaneous (errands, laundry, travel time, etc.)	_____	_____
Total Hours	_____	_____

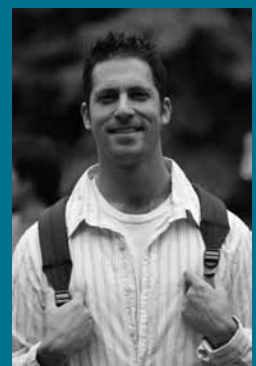
168 - _____(TOTAL HOURS) = _____ (REMAINING TIME)

QUESTIONS TO CONSIDER

On what activity do you spend the most amount of time?

On what activity do you spend the least amount of time?

What needs to change for you to be successful?



How you choose to manage time will ultimately determine an incredible amount of your success here.

Time Management— Your To Do List Template

WEEKLY TO DO LIST

WEEK OF _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Reading/ Assignments							
Studying or Preparing Papers							
Responsibilities for Co-Curricular Activities							
Goals for the Week							

Time Management— Master Calendar Template

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7 a.m.							
8 a.m.							
9 a.m.							
10 a.m.							
11 a.m.							
12 Noon							
1 p.m.							
2 p.m.							
3 p.m.							
4 p.m.							
5 p.m.							
6 p.m.							
7 p.m.							
8 p.m.							
9 p.m.							
10 p.m.							
11 p.m.							
12 Midnight							
1 a.m.							

1. List all standard weekly obligations: such as classes, work, and meetings.
2. Reserve three to four hours a day seven days a week for studying. The best times to study are in the morning and early afternoon—even if you are a night person. Try to schedule study hours as early in the day as possible.
3. Reserve time for meals, exercise, free time, laundry, co-curricular activities and errands.
4. Try to get at least seven hours of sleep a night.



Learning How to Learn All Over Again

Traditionally, students learn by memorization. In high school or other colleges, memorization may have been sufficient in order to achieve average or above average grades. However, as a William & Mary student, you will need to move your learning abilities up to the higher levels of the learning process (see below). At first, it may be hard, frustrating, and unclear how to do that, but using the techniques in this guide book will assist you in engaging in higher levels of learning.

It may not be practical to aspire to master the information for every class taken. It is practical to use a combination of techniques to memorize AND learn the information well enough to apply the concepts critically. As a result of a diversified approach to studying, you can adapt to your different professors' teaching styles as well as different kinds of test questions (multiple choice vs. essay vs. matching and so forth).

RECOGNITION MEMORIZATION—Memorizing information to recognize the correct answer among several possible answers. This is done by simply looking over notes and skimming chapters and chapter summaries. This is the lowest level of learning, and the kind of learning in which most college students engage. **Example:** Think of the Who Wants to Be a Millionaire show. It is easier than Jeopardy because recognition of the correct answer is the only task.

RECALL MEMORIZATION—Memorizing information well enough to recall it without being provided with possible answers. **Example:** Make study guides like the game show Jeopardy where questions are given, but no answer. You must rely on your memory to recall the information.

UNDERSTANDING—Knowing the subject matter well enough to apply the concepts critically. **Example:** Being able to successfully answer questions when quizzed in a study group. Take responsibility for teaching a chapter or two to the others in your study group—this forces you to know that information really well.

MASTERY—Being able to teach the subject matter. **Example:** Go to an empty classroom and try to teach the subject matter. Invite some of your study partners too.

PRACTICAL TIP:

Use a combination of techniques to memorize AND to learn the information well enough to apply the concepts critically.



Memory and Concentration

Do you remember where you were March 15, 2003? If this date is not your birthday or some other significant date, it is very likely that you do not remember where you were. If you were given some clues or a choice between two or more places, you might have less difficulty remembering.

Human memory has been compared to a filing cabinet. You have drawers of information (e.g. History) and you have files within each drawer (e.g. dates). If you file in an organized manner, it follows that you will retrieve easily when requested (e.g. test-taking.) There are several principles that when utilized can help you improve memory. Learning is impossible without memorizing facts and details. However, memorizing is just the first step in the learning process.

- ▶ **INTEREST** —Having an interest in something is helpful to memorization. Take classes you have a natural curiosity about, and for those General Education Requirements that may hold little interest for you, work extra hard to find ways to make the subject interesting. Consider working with a study group.
- ▶ **INTENTION** —Plan to remember. Have a positive attitude and use active techniques.
- ▶ **SELECTIVITY** —Discover the most important pieces of information. You cannot remember everything.
- ▶ **ORGANIZATION** —Group ideas into categories. Learn techniques such as concept mapping to increase retention and retrieval.
- ▶ **VISUALIZATION** —Make a mental picture of what needs to be learned. Use mnemonic devices; such as HOMES for the Great Lakes (Huron, Ontario, Michigan, Erie, and Superior). Visual memory is a powerful tool that can be put to great use.
- ▶ **RECITATION** —Memory research has proven that we retain more information for a much longer period of time if we recite it in our own words. In addition, information crammed into 8 consecutive hours is not retained nearly as long as the same information recited over 8 separate days.
- ▶ **ASSOCIATION** —Can you relate the new information to something you already know and understand? If so, you will find your memory increases.
- ▶ **REFLECTION** —Allow time for new information to be processed. Make a list or review notes before returning to class. This will allow time for reflection, helping consolidate ideas in long-term memory.
- ▶ **LAYER YOUR LEARNING** —While working on one week's assignments, continue to review and practice information given throughout the semester. Use it or lose it! Studying for finals will be much easier if the information is reviewed throughout the semester rather than just during the week before testing.

For more specifics about memory enhancing techniques, you may work with a counselor in the Dean of Students Office, 221-2510.

“The horror of the moment” the King said, “I shall never, never forget.”

“You will though,” said the Queen, “if you don’t make a memorandum of it.”

LEWIS CARROLL, *THROUGH THE LOOKING GLASS*



Attention Spans and Breaks

ATTENTION SPANS

The amount of time in which an individual is alert is called an attention span. It is during this time that learning begins. During our attention span, we are able to concentrate and be thoughtful and deliberate as we focus on the information and task in front of us. It is a time of mental ACTION and, if used well, results in more information being understood and stored in long-term memory.

The length of our attention span can vary throughout the day and be dependent upon the task. When tired, our attention span is shorter. It also shortens when we are bored, confused, or frustrated with a task. An attention span is much longer for the tasks that are enjoyed and shorter for those not enjoyed. As you learn to manage your academic time, remember to plan smaller study units (10-30 minutes) for difficult or boring assignments, and longer study units (30-50 minutes) for assignments you enjoy or that actively engage you in the learning process. **Often, when you lose your attention span, it is because your five senses (taste, touch, sight, hearing, smell) are bored.** You need a break to rejuvenate your senses and your attention span.

BREAKS

Although many students consider breaks from studying to be visiting a friend, watching TV, playing a video game, eating food or taking a nap, these are not productive breaks. Read on to discover what a break should actually be like.

Mini-Break —This type of break should only last 2-3 minutes and is used when you have been reading. The best activity is to stop reading and to turn back to the first questions you wrote in your notes. Then take 2-3 minutes to quiz yourself with those questions. This activity will renew your attention span because it requires you to engage different parts of your brain.

Full Break —This type of break should last about 15 minutes. Now you need to engage in an activity that will SHOCK as many of your senses as possible. For instance, if you are studying in a warm place, expose yourself to a cold temperature. Take a sniff of perfume, cologne, pungent food, etc. Be sure to attack your sense of taste, as that tends to be the most sensitive sense. Putting a piece of hot or sour candy in your mouth will usually do the trick (fire balls, Sour Patch Kids, Hot Tamales, etc.).

PRATICAL TIP:

Do not block out hours of study time without taking breaks. If you force yourself to continue reading or learning after your attention span falters, you're wasting your time. Take a break to rejuvenate.



Note-Taking Strategies: Lecture Report Form

<p>LECTURE TOPIC</p>	<p style="text-align: right;">DATE</p> <p style="text-align: right;">PAGE # OF NOTES</p>
<p>Write summary questions in this column for each concept, idea or definition. These questions become potential test questions and transform your class notes into an instant study guide. Write questions in a way that would require you to answer them by providing all the information in your notes. Do this question exercise the same day you take the notes.</p>	<p>Write the professor's words here in your own words as neatly as possible.</p> <p>Separate individual concepts by two to three blank lines.</p> <p>Have two to three supporting details or examples that demonstrate the concepts you are recording.</p> <p>Always mark or highlight concepts when a professor stresses them or indicates that they will be on a test.</p>

THE LECTURE REPORT FORM
 Above is a diagram that shows you how to turn the class notes you take in your notebook into an instant report form or study guide. Just follow the directions provided.

Taking notes from a lecture can sometimes seem like a complicated process, but here are a few hints to make it easier. Your notes eventually will be used to study from; therefore, don't waste time by re-writing them to make them more organized—organize them from the very beginning.

Transform your notebook paper into a class lecture report form (see diagram on the left). Draw a vertical line approximately 3 inches from the left side to make two columns, one side for questions and one side for your notes. Or you may use 3x5 cards to make your summary questions.

STEPS FOR SUCCESSFUL NOTE-TAKING

1. Arrive a few minutes early to class, so you have time to get prepared and quickly review the notes from the previous class lecture.
2. Sit toward the front and in the center of the room. This will help you to stay alert, and may even help with your class participation grade.
3. Avoid writing down everything that is said word-for-word. Try to put the professor's ideas down in your own words.
4. Develop a key of symbols or abbreviations that you will use in note-taking to speed up the process.
e.g.=for example b/c=because
5. Use symbols, circled words, or capital letters to highlight your ideas for quick reference.
 - Use a ? to point out something you don't understand.
 - Use a * to highlight something important.
6. Attempt to learn how the professor indicates important information by voice tone, non-verbals, writing points on the board, etc.
7. Review your notes and write the summary points in the left-hand column of your page (see diagram). Do this as soon as you are able after class.

Textbook Reading Techniques

THINGS TO DO BEFORE BEGINNING TO READ YOUR TEXTBOOK

- ▶ Know your attention span. How many minutes can you read before your mind wanders? The average is 20-30 minutes.
- ▶ Know how many pages you can read in an attention span. For instance, 10 pages in a 30-minute attention span.
- ▶ Count the number of pages in your reading assignment and determine how many mini-breaks and real breaks will need to be taken to complete the reading successfully.
- ▶ Survey the chapter before you begin reading the assignment. Review the title of the chapter, the bolded subheadings, and the conclusion or summary, if the chapter has one.

NOTE

If you survey the chapter ahead of time, your brain will have a primitive outline of the information contained in the chapter. This will allow you to extract the most important information from the chapter. This is especially true if there is a chapter summary at the end, because you will know what the author has identified as the most important concepts before you begin reading.

READING REPORT FORM

Once the above listed tasks are performed, begin reading the material. Have paper and a writing utensil available next to the text being read. Have the paper set up and ready to receive information by putting a line down the page of paper, approximately 3" from the left-hand side of the sheet.

Put summary questions in the column on the left-hand side. These questions are about the concepts, themes, ideas, and definitions that you are reading. You will write the answers to the summary questions in the column on the right side of your page.

When it is time to study or review the information from your text, which you should do on a weekly basis, you won't need to refer to the book. Use your reading report forms in addition to your study guides from class. This technique seems more labor intensive, but the time it takes to write the notes in your notebook is not as time consuming as it would be to re-read information you highlighted and don't remember. Plus, you will know the textbook concepts much better.



Test-Taking Strategies

PRE-STUDY PREPARATION

- ▶ Set a realistic review schedule based on when the test is scheduled, plan for several sessions of concentrated review.
- ▶ Read your assigned textbook chapters and prepare study guides.
- ▶ Review your class notes and prepare study guides.
- ▶ Ask for clarification on information that you do not understand from your instructor, classmates, or a tutor.

GENERAL STUDY TECHNIQUES

- ▶ Ask the instructor for hints or an idea of what the test may be like. Specifically ask what kinds of questions there will be, how much they are worth, how many questions there are, how much time you will have to complete the test, etc.
- ▶ Tackle the more challenging subject first if you have more than one test scheduled on or near the same day.
- ▶ Test yourself on the subject matter by creating a sample test or test questions.
- ▶ Create a review group with students from your class.
- ▶ Use study guides and flash cards.
- ▶ Use old tests, if you have permission to do so from the instructor.

EMERGENCY APPROACH TO TEST PREPARATION

Is time running out to study for your next exam? Don't panic! Your best defense is to use the General Approach to Test Preparation listed above. Do your best **NOT** to get in the situation where you must "cram."

PLAN FIRST

Planning is critical when there is too much to do and not enough time. Step back and assess what needs to be done. Then study smarter, not harder. Prioritize chapters and study guides to prepare for the exam. Make a list with deadlines of how to approach those tasks.

TIMING IS EVERYTHING

Study for 40-45 minutes, summarize what you have just completed, and take a brief 10-minute break away from your study area. If you have to pull an all-nighter, try not to make it the night before the exam. You will perform better on the exam if you are thinking, and thinking requires being well rested.

VARIETY IS THE SPICE OF LIFE

All memory takes place through your senses. The more senses involved, the deeper the memory trace. It is important to read, recite, visualize, listen, and write. Review class notes; quiz yourself from the text; make up a sample test; write out sample essays; and study with others.



HAVING TROUBLE?

If you are having trouble with a specific kind of test question (multiple choice, true-false, essay, matching, or fill in the blank), you may contact the Dean of Students Office for additional assistance.



PRE-TEST FOR SUCCESS

Use roommates, friends, or classmates to help you with reviewing the material. They can quiz you and hold you accountable for the information that you need to know.

BE PSYCHIC

Read your teacher's mind by looking over old tests (if the professor says it is OK to do so). Brainstorm possible exam items with a classmate.

RETURN TO THE TEXT

Rephrase section headings and subheadings into questions. Take time and answer each question. Answer questions and problem sets at the end of each chapter, even when they have not been assigned.

NOTES

Review your notes in order of importance and write possible exam questions in the margins. Review often!

MEMORY

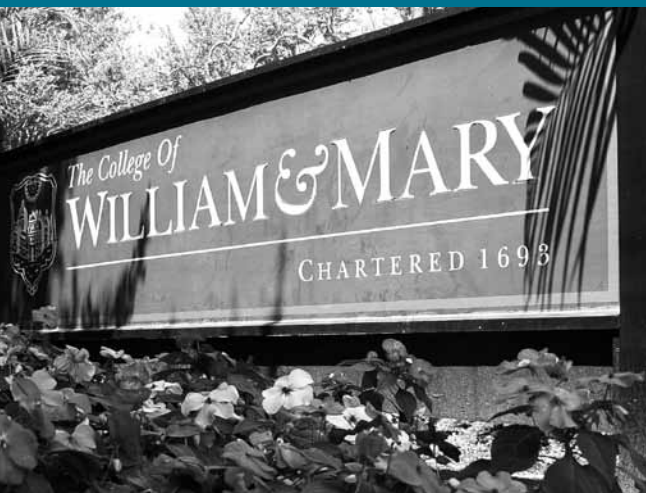
Start by reciting, so that you can hear your own voice answering the questions. Organize information into concept maps, charts, tables, and pictures.

THINK BIG

This is not the time to get bogged down with details. Think about the MAJOR themes and topics. Integrate information by looking for the purpose, significance, function, and form of the main ideas.

REMAINING MINUTES BEFORE THE TEST

Don't try cramming more facts as you walk into the testing room. This will only increase stress and decrease mental clarity. If necessary, practice relaxation techniques. Control your breathing and visualize happy thoughts. At this point...you either know it or you don't.



Test Anxiety Quiz

Please respond to the following questions. Award yourself 2 points for every “yes” answer, 1 point for every “sometimes” answer, and 0 points for every “no” answer. Add up your total number of points and see what that means for you.

WHEN ANSWERING THE FOLLOWING QUESTIONS, THINK ABOUT A COURSE IN WHICH YOU ARE PREPARING TO HAVE AN EXAM VERY SOON

I have taken organized and thorough class notes for this course. _____

I have kept up with my readings. _____

I have made study guides for this class. _____

I know in advance what kinds of questions are going to be on this exam. _____

I know how to study for essay tests versus objective tests (multiple choice or true-false). _____

I begin studying at least 5 days in advance of the exam. _____

I make up potential test questions and quiz myself as a means of preparation for the test. _____

I believe that I am capable of doing well in this class. _____

I will get a good night's sleep and not cram for this test. _____

I am trying to learn by understanding instead of only learning by memorization. _____

TOTAL POINTS _____

SO WHAT DOES IT ALL MEAN?

15-20 Total Points—You probably have a very low level of test anxiety. Preparation is the key. A student who spends a significant amount of time preparing and learning by understanding the material will be able to sustain a low level of anxiety. If you feel stressed out—don't! You are doing the right things for testing success.

10-14 Total Points—You probably have a moderate level of test anxiety, which may be dependent upon the subject matter of the course. Your problem is that you are not consistent with the behaviors that will help you lower your level of anxiety so you may succeed. If you don't find the subject matter interesting, find ways to motivate yourself to be consistent and diligent with the positive behaviors listed above. If you find the material too challenging, find others with whom to study who have an understanding of the material (or get help from the professor). Work to turn all of your responses into "yes" for the above questions.

0-9 Total Points—You may have a fairly high level of test anxiety that could be caused by a number of problems. Preparedness and consistency are probably issues for you. Following through with the behaviors listed above will surely bring you some success, so find ways to motivate yourself to be consistent. If you find the subject matter to be too complicated, try visiting with the professor or forming a study group with students who seem to have a thorough understanding. Getting together with other confused students is not the answer—all of you will just end up feeling frustrated and less confident. Work to turn all of your responses into “yes” for the above questions.



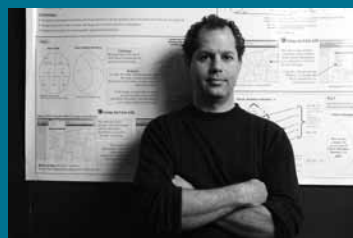
Specific Skills: Math Courses

by Larry Leemis, Professor of Mathematics

The first important point is to recognize the differences between high school and college. Usually, one of these differences is the degree of self-sufficiency and self-motivation expected of you. Your professors expect you to attend class, complete assigned readings (including the problems at the end of the chapter), hand in assignments on time, show up to class on time, and participate. You can only participate if you have pencils, paper, a calculator, and previous notes you have taken. Professors are only human, and they tend to match their level of concern with your level of involvement and effort in their course.

HERE ARE SOME SPECIFIC SUGGESTIONS FOR MATH COURSES

- ▶ Keep up with the material. Scan the material in the text before going to class. Review your class notes and relevant textbook sections after class. Exams are typically based on both textbook and lecture material.
- ▶ Attempt all of the assigned problems, even if they are not going to be graded. It is by working on the problems that you find out if you have really understood the material.
- ▶ Form a study group—collaborate, if work on homework assignments is allowed. Getting together with classmates to review the problems that were difficult for you is an excellent way to help each other. You might understand a type of problem that a study partner does not, and vice versa. Explaining your solution to a classmate reinforces your understanding of the solution.
- ▶ Begin work on an assignment on the day you receive it. Waiting until the evening before the day it is due typically results in sloppy work and no access to your study group.
- ▶ Look up the answer in the back of the book only as the last resort. The answers in the back of the text should be used to simply confirm a solution that you have already obtained. Avoid getting into the habit of reverse engineering the solution from the answer.
- ▶ Attack mathematical problems in an organized way. Simply jotting down mathematical formulas is confusing, both to you and to your instructor. It should be possible to describe the solution you present in complete sentences. Writing summaries of what you have learned is a good study technique. Much of the mathematics studied at the freshman and sophomore level has an algorithmic flow: it involves a series of consecutive steps that can be applied to many different problems.
- ▶ Take extra time and effort to write your final solution to a problem in a detailed, neat, and intuitive manner. Communicating mathematics clearly pays dividends in terms of understanding.
- ▶ Ask questions when you have them. Chances are that others in the class will have the same question. If you wait until class is over, you might forget what the question was.
- ▶ Work with your instructor during office hours. No appointment is necessary during office hours. If you have a class or work conflict with your instructor's office hours, make an appointment. If you have tried the practice problems and don't understand something—ask your classmates. If you still don't understand, go to the instructor. Your instructor can give you some hints that relate directly to what is challenging you.



Specific Skills: Science Courses

by Randolph Coleman, Associate Professor of Chemistry

- ▶ Stay caught up. Do the reading and homework assignments on time. That way, you won't be trying to learn the material for the first time right before the exam. In many science courses, each subject builds on the previous material. Any weaknesses you have are magnified as time goes on.
- ▶ Don't skip class. Most science classes test on material covered in class—not necessarily what's in the book.
- ▶ Have your studying completed one full day before the exam. That way, you can get the good night's sleep you'll need to do well. Sleep deeply and long (no less than 6 hours before the test). New research shows that people actually use different parts of the brain to do the same tasks after even one night of sleep loss. Almost assuredly the second pathway is not as efficient as the first.
- ▶ For memorization-heavy classes, make a list of details you think you'll forget as you review your notes. Some people have trouble remembering definitions or terms; others have trouble remembering numbers. Read the list right before you go to sleep, then check your memory first thing in the morning. It's amazing how much easier it is to remember things once you've slept on them!
- ▶ Try to figure things out first, then ask questions. The act of thinking is beneficial, more so than the act of receiving answers.
- ▶ Don't study for a grade, study to understand. Studying for a grade is an imprecise act.
- ▶ Do extra problems. This is a better way to study for any course that is problem-intensive rather than re-reading the book or your notes. If you can apply what you did, you will really understand it.
- ▶ Avoid relying on tape recorded lectures—it eats up time. Try to take good notes the first time.
- ▶ Review your notes after each lecture, preferably the same day. Highlight things that are confusing; write questions in the margins. Then, do the reading assigned to accompany the lecture, and see if it answers your questions and clears up the areas of confusion. If it doesn't, ask the TA or the professor for help. Be sure you put the answers in your notes next to the questions. Your notes will be much more useful for pre-exam review this way.
- ▶ Make it a practice to carefully read over your notes from the day's lecture that evening. Just a few minutes will help cement the information and you will be using three different learning pathways in one day: hearing the lecture, writing the information down, and reading the information.





- ▶ Use a second textbook to clear up areas of confusion. For example, an additional chemistry book may present concepts differently and use a variety of examples and problems.
- ▶ Practice tests are useful. If the professor gives you access to old tests, use them as practice tests, not as guides. Do the old test without looking at the answers, then check your work. Questions that gave you difficulty tell you which concepts you need to review before the exam. You can make your own practice tests using extra problems or questions from the back of the chapter. Choose one or two problems for each concept that will be on the exam.
- ▶ Attend help sessions. Even those who don't have questions benefit from having the same material presented in a different format. Make good use of scheduled problem sessions. Often, other students ask questions you couldn't articulate, and the professor has more time to explain.
- ▶ Continuously ask yourself two questions. Why does the professor think this point out of all possible ones is important to include? How does this information relate to previous information?
- ▶ Study by trying to understand connections and applications.
- ▶ Try to skim through the book before class. It will make the lecture more understandable if you have the slightest clue about what is to come.
- ▶ Work the problems. Work alone, then work in a group. Even if your group only spends half of the time studying, you will still benefit—talking about the concepts **REALLY** helps, and silly jokes you and your friends make actually help you remember the material.
- ▶ Read a section of text and follow the explanation of a worked illustration in the textbook. Everything seems to make sense. At that point you sometimes acquire a false sense of confidence that you understand the point. What is important is that you go on to work a related problem (from the back of the chapter, for example) that uses the same principle. Work that problem without any help. If you can do that successfully, then you probably understand the principle.
- ▶ Come to class and pay attention. Be an active learner. Don't hesitate to ask for assistance.
- ▶ Start work on problem sets early so you can ask for help if you need it. Don't hesitate to talk with your professor.

Specific Skills- Research

by Swem Library Staff

Overheard during a campus tour: "The smartest thing you can do is make friends with the librarians. They are nice folks, they know how to find everything, they are very helpful, and using their expertise can save you a lot of time." Don't be afraid to ask questions about how to find what you need before it's crunch time. No one can be expected to navigate the complexity of the library on his or her own. And you don't have to! The staff of Swem Library and its branches is dedicated to making you feel comfortable with the library and all it has to offer.

The Library is a special place to

- Be alone to write a paper or study for a test—the third floor is the quiet floor.
- Meet with fellow students over coffee in the MEWS café.
- Work on a joint assignment in one of twenty-seven group study rooms.
- Create a documentary film in the Media Center.
- Study an original letter by Thomas Jefferson.

There are even comfortable couches to catch a few winks before that statistics class!

We can help you learn how to

- Reach us by telephone, email, IM, and in person—757-221-3067, sweref@wm.edu, swemrefdesk (AIM), or just stop by the reference desk.
- Find and evaluate information.
- Avoid plagiarism.
- Advocate for library instruction in your classes. (If you aren't offered a session at the library during your freshman seminar, ask your professor to schedule one.)
- Download and format citations for all the sources you use.
- Request materials the library doesn't have.
- Access course reserves and class assignments.
- Utilize the specialized resources of the Special Collections Research Center, the Media Center, the Center for Geospatial Analysis, and the Writing Resources Center.
- Take advantage of our commitment to full access for the disabled.

And don't forget the books: Swem Library has almost a million and a half of them. Spend time browsing. Some of the best discoveries come when you don't know just what you're looking for. If the heart of a library is its books, then the spirit of a modern library is its electronic collections. Whether searching for current events or topics from the eighteenth century, you can access resources any time of the day or night, from any area, including dorm rooms, offices, the Sunken Garden, and even foreign study-abroad locations. Finding first-hand accounts of the Lewis and Clark expedition, contemporary reviews of Moby Dick, and advertisements for early telephones are a few computer clicks away.

The Princeton Review selected Swem Library the eighth best college library in the country. Spend some time here, and you'll see why.

Specific Skills- Writing Techniques

by Sharon Zuber, Director of Writing Resources Center and Oral Communications Studio

Learning to write well is a life-long process; however, you can improve your writing if you are open to instruction. The challenge for writers at all levels is to make order out of chaos by moving ideas from their heads to paper and then shaping them for the audience.

THE FOLLOWING TIPS CAN HELP

- ▶ **Manage your time**
Begin thinking about your topic as soon as it is assigned and schedule writing time long before the paper is due.
- ▶ **Make using words a habit of the mind; good writers are good readers**
Reading reinforces good spelling, grammar, and structure; you begin to internalize good writing.
- ▶ **Become your own best editor**
Honestly evaluate your writing strengths and weaknesses, then build on your strengths and find strategies to overcome the weak areas.
- ▶ **Ask when you have a question**
Begin with your professor (if you aren't starting your paper the night before it is due!) or call the **Writing Resources Center (221-3925)** to schedule a consultation.
- ▶ **Writing is re-writing**
Writing can be messy and time consuming. Let your ideas incubate; come back to them with an objective eye. Remember that "re-vision" means seeing your ideas as if they were new.
- ▶ **Know and USE the writing process**
BRAINSTORMING—For your eyes-only. Just get down the ideas.
INCUBATING—Build in time "away" from your argument.
COMPOSING—Shape and design your argument around a focused claim.
REVISING—Re-think the structure and transitions. Will your audience understand?
EDITING—Proofread! Don't rely on spell check to catch errors.
- ▶ **Make your thesis count**
The complex arguments and sophisticated style that characterize college-level writing begin with a strong thesis statement. Take time to craft your claim.
- ▶ **For writing, less is often more**
Select the strongest proofs, cut out needless repetition, strive for the clearest expression. What you **DO** want to add is "texture" and "depth."
- ▶ **Writing is thinking on paper**
Technology will change, but the essence of good writing is critical, analytical thinking and the ability to articulate what you know.
- ▶ **Finally, don't equate the evaluation of your writing with an evaluation of YOU!**
Professors grade how well you execute an assignment. We all have faced that third paper in less than a week that just gets short-changed. Use every writing experience as a way to learn and improve.

"It's none of their business that you have to learn to write. Let them think you were born that way."

ERNEST HEMINGWAY



Specific Skills- Oral Presentations

by Sharon Zuber, Director of Writing Resources Center and Oral Communications Studio

Amazing as it may seem, many Americans appear to consider public speaking a fate worse than death.

FEAR is a natural human reaction to situations involving public speaking—EVERYONE has it. Fortunately, there are a number of ways to conquer this fear and deliver an oral presentation confidently and successfully.

PREPARATION: Choose your topic carefully; if one is not assigned, choose a topic focused enough to stay within the time limit. Create an outline and highlight your main points. After each main point, construct a transition and note instances where examples, demonstrations, or visual aids will be useful.

AUDIENCE: Your thesis and information should be appropriate for your class/audience. You should present information that is new but do not under or overestimate their knowledge. Use concrete language and simple, direct phrasing. Use specific examples or analogies that are explained using vivid language.

ORGANIZATION:

1. Tell 'em what you're gonna tell 'em:

Start broad; then narrow your field of interest until you get to your thesis statement or purpose. Identify it and explain how you will develop it in your presentation.

2. Then tell 'em:

Proceed through the body of your talk point by point, being sure to organize facts as they are relevant to your points. Do not repeat facts. Be sure to cite any outside sources that you use.

3. Then tell 'em what you told 'em:

Summarize your specific points; then broaden your field of interest and conclude with more general statements. Refer back to your thesis. Avoid using phrases like “to conclude” or “in summary” because they sound abrupt and mechanical. Plan out your very last sentence!

DELIVERY:

Speak extemporaneously. Don't read or memorize your presentation. Have a brief outline of notes which will keep you on track. The most important rule of delivery is **PRACTICE, PRACTICE, PRACTICE!** When you practice, you should time yourself, use your visual aids, and ask a friend to watch and give you feedback.*

FEAR:

A degree of nervousness can help to promote adrenaline flow which is often necessary for delivery of a dynamic and captivating presentation. Here are some guidelines to avoid a mental melt-down:

1. Prepare thoroughly – Sound simple? Yes. Does it work? Yes.
2. Breathe – Before you begin, breathe deeply.
3. Interact with your audience—Really communicate with your audience. Eye contact is vital.
4. Channel nervous energy—Focus any physical nervousness into smooth, controlled movements.
5. Communicate confidence—Show your audience you're in control.

***CAMPUS RESOURCES:**

Take advantage of one of the oral communication studios on campus staffed by undergraduate OC consultants who can give you feedback. Make an appointment by calling:

Writing Resources Center/Oral Communication Studio, Swem Library, 221-3925

1. Lucas, Stephen E. *The Art of Public Speaking* (New York: Random House, 1989), 11.

Academic Worksheet for Undergraduate Degree Requirements

FRESHMAN SEMINAR

- Will complete one Freshman Seminar course (3 or 4 credits) during the first year.
- Not required if entering W&M with 24 credits or more which were earned after high school graduation.

PROFICIENCIES

1. FOREIGN LANGUAGE

- Will take four semesters of a new language (levels 101, 102, 201, and 202).
- Will continue with a language begun in high school. Placement determined by achievement tests taken during high school or by using the following rule: each year of a high school language equals one semester at the college level.
- Will continue with a language for which some transfer credit has been received.
- Completed fourth year level (or higher) of a language in high school.
- Awarded College Board Achievement Test score of 600 or higher (650 or higher for Latin).
- Awarded Advanced Placement Test score of 3 or better in French, German, or Spanish. (For Latin, see AP section of the catalog).
- Awarded transfer credit for the 202 level in a foreign language.
- Native language is not English. Exemption determined by the chair of Modern Languages Department at the student's request.

Courses needed, if any:

Course 1	<input type="text"/>	Course 2	<input type="text"/>
Course 3	<input type="text"/>	Course 4	<input type="text"/>

2. WRITING

- Will take Writing 101, a Freshman Seminar/University Seminar with a "W" designation, ENGL 367, or submit portfolio (transfers only).
- Awarded Advanced Placement or IB exemption from Writing 101.
- Awarded transfer credit for Writing 101.

3. DIGITAL INFORMATION LITERACY (DIL)

- Completed and passed the DIL exam on the web (<http://www.wm.edu/dil>) prior to the deadline.
- Will take INTR 160 – Digital Information Literacy in the Spring semester.
- Not required – entering W&M as a Transfer Student with 39 credits or more, earned AFTER high school graduation, and not including AP or IB credits.

GENERAL EDUCATION REQUIREMENTS (GERs)

Only courses approved for GER credit may be used to fulfill these requirements. GER credit is displayed in the *Undergraduate Catalog* and in the registration *Class Search* in Banner Self Service. The requirements (except GER 6) must be met with three or four credit courses. A single course may fulfill, at most, two GERs and may also be used to fulfill major, minor and/or proficiency requirements. These courses may not be taken pass/fail

GER 1. Mathematics and Quantitative Reasoning (1 course)

GER 2. Natural Sciences (2 courses + lab)

	2A. Physical Sciences (1 course)
	2B. Biological Sciences (1 course)
	Lab associated with one of the courses above.

GER 3. Social Sciences (2 courses)

GER 4. World Cultures and History (three courses)

	4A. History and Culture in the European Tradition (1 course)
	4B. History and Culture outside the European Tradition (1 course)
	4C. Cross-Cultural Issues (1 course, or substitute and additional 4A or 4B))

Check the course combination that will fulfill the GER 4 requirement for you:

ABC

ABA

ABB

GER 5. Literature and History of the Arts (1 course)

GER 6. Creative and Performing Arts (2 credits in the same instrument or creative/performing art)

- Exemption based on prior experience. Departments will have defined guidelines for exemptions. *All exemptions must be attempted and completed within a student's first two years in residence.*
- Will complete two credits of a GER6 course or sequence of courses in on of the creative or performance arts categories.

GER 7. Philosophical, Religious, and Social Thought (1 course)

Coursework

FALL 2009.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

FALL 2010.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SPRING 2010.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SPRING 2011.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SUMMER 2010.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SUMMER 2011.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

FALL 2011.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

FALL 2012.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SPRING 2012.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SPRING 2013.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SUMMER 2012.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

SUMMER 2013.			
COURSE NAME	CREDIT HRS	GRADE	MAJOR/MINOR/GER PROFICIENCY/ELECTIVE

Grade Calculation

COMPUTING YOUR GRADE POINT AVERAGE

Follow the steps using this example of a possible semester course load.

CREDIT HOURS

Each course has a specific number of credit hours:

EXAMPLE

ENG 203	= 3 credits
MATH 111	= 4 credits
ECON 101	= 3 credits
DANCE 112	= 2 credits
BIO 205	= 4 credits
TOTAL # OF HOURS	= 16 credit hours

QUALITY POINTS

Take the grade value from the chart below corresponding to the grade shown by this example and multiply it by the number of credit hours for the course to get your quality points.

EXAMPLE

A in ENG will be	3X4	= 12 quality points
C- in MATH will be	4X1.7	= 6.8 quality points
C+ in ECON will be	3X2.3	= 6.9 quality points
A in DANC will be	2X4	= 8 quality points
B- in BIO will be	4X2.7	= 10.8 quality points

The addition of quality points will be your total quality points earned.

EXAMPLE

$$12 + 6.8 + 6.9 + 8 + 10.8 = 44.5 \text{ total quality points}$$

SEMESTER GPA

By dividing the number of hours you attempted each semester into the total quality points earned for that semester, you can obtain your grade point average for the semester.

EXAMPLE

$$44.5 \text{ divided by } 16 = 2.78 \text{ GPA for the semester}$$

CUMULATIVE GPA

To calculate your cumulative grade point average, you divide your total number of quality points earned by your total number of attempted credit hours for ALL semesters at William and Mary.

NOTE Fs have no quality points, but count in the credits attempted total. Courses that you receive a P (passing grade) in are not counted in the credits attempted total when calculating your grade point average.

GRADE VALUE	
Each letter grade is given a number equivalent.	
A	= 4.0
A-	= 3.7
B+	= 3.3
B	= 3.0
B-	= 2.7
C+	= 2.3
C	= 2.0
C-	= 1.7
D+	= 1.3
D	= 1.0
D-	= .7
F	= 0

William & Mary

Academic Standards

CONTINUANCE STANDARDS FOR NEW STUDENTS

In order to graduate, students must have completed 120 credits in academic subjects with a grade point average of 2.0 both overall and in their field of concentration. After each semester of full-time enrollment, the student must meet the minimum levels of academic progress established by the College.

THE MINIMUM CONTINUANCE REQUIREMENTS ARE THE FOLLOWING CUMULATIVE G.P.A.s AND CREDITS EARNED AT WILLIAM AND MARY. These totals include G.P.A.s and credits earned at William and Mary summer school.

For complete information about academic requirements, check your course catalog.

SEMESTERS AT W&M	W&M CUMULATIVE GPA	W&M CUMULATIVE CREDITS
1	1.7	9
2	1.7	21
3	1.85	33
4	2.0	48
5	2.0	60
6	2.0	72
7	2.0	84
8	2.0	96
9	2.0	108
10	2.0	120

HONOR SOCIETIES FOR NEW STUDENTS

There are two freshman national honor societies that have chapters at The College of William and Mary: Alpha Lambda Delta and Phi Eta Sigma. Both societies recognize academic achievement of new students during their first year at the College. Students who earn a 3.5 or higher cumulative G.P.A. by the end of their first or second semesters at William and Mary will be invited to join both societies. The induction ceremony for both societies will take place during the Spring 2010 semester.

It is a tremendous honor to receive an invitation; approximately twenty percent of this year's class will earn the required G.P.A. and be invited. Alpha Lambda Delta and Phi Eta Sigma national honor societies are administered through the Dean of Students Office (www.wm.edu/deanofstudents/).

MID-SEMESTER PROGRESS REPORTS

Faculty members often provide feedback for those students who are not doing satisfactorily in their classes. They offer this feedback in the form of the Mid-Semester Progress Report. These reports are available to you on *myWM* beginning the week after your semester break. They may indicate courses in which you are not performing well so that you have time to evaluate your academic options and make an informed decision. Some of you may not be satisfied with your reported performance level. Therefore, we encourage you to discuss these reports with your individual professors to learn what you must do to show improvement. In addition, the Dean of Students Office offers individual assistance designed to help students show improvement in their courses. Call to make an appointment.

- Dean of Students Office 221-2510



Guide for Career Development

by The Career Center

PLANNING FOR YOUR FUTURE

ANSWER THE FOLLOWING BY CIRCLING T OR F FOR TRUE OR FALSE

- | | |
|--|-----|
| I am apprehensive about choosing a major. | T F |
| I need assistance in translating my interests into occupations. | T F |
| I understand the importance and value of internships. | T F |
| I need help in finding an internship or summer job. | T F |
| I would like to receive e-mail about internships and summer jobs. | T F |
| I am wondering what people do with a certain major after graduation. | T F |
| I need help with writing a résumé and cover letter. | T F |
| I don't know how to start building a network. | T F |

IF YOU HAVE ANY T'S CIRCLED, YOU NEED TO VISIT THE CAREER CENTER.

Getting Started

INDIVIDUAL COUNSELING

Sometimes it just helps to talk with someone about your future. Students can make appointments with trained career professionals just to explore possibilities or to get very specific help on the job search process or on applying for graduate or professional school. Call 221-3231 to schedule an appointment.

WORKSHOPS

We offer a wide selection of core life skills workshops every semester, such as Resume and Cover Letter Writing, Interviewing, Job and Internship Search Strategies, Graduate School Admissions, and Networking. These are skills you will use throughout our lifetime, and it is never too soon to start practicing them!

Career Exploration and Networking

CAREER EXPLORATION SERIES AND CAREER SYMPOSIA

A popular program series features panels of alumni talking about their careers and giving advice to students interested in pursuing their fields. Each semester features a series of programs on fields such as journalism, consulting, finance/banking, environmental, international diplomacy, teaching, marketing and sales, sports, human services, high tech, advertising and public relations, to name a few. Students not only gain information and advice but also learn to network with the alumni – from getting a business card to securing an internship.

LOCAL INTERNSHIP PROGRAM

It's no secret that one of the best ways to explore career options is through an internship. During fall and spring semesters, nearly 100 internships are offered in the local community. Sites include law firms, investment firms, social service agencies, museums, communications groups, educational settings – the list goes on. Students submit a résumé for site supervisors' evaluation, and there is usually an interview process. Upon selection, the student and supervisor agree on a schedule of 7-10 hours per week.



FOR MORE INFORMATION OR TO SCHEDULE AN APPOINTMENT, PLEASE CONTACT

The Career Center
124 Blow Memorial Hall
221-3231, career@wm.edu
<http://www.wm.edu/career/>

EXTERNSHIP PROGRAM

During winter and spring breaks students have the opportunity to shadow alumni in their place of work for 1-5 days. Opportunities abound in a wide range of career fields, and a student simply applies directly to the site for selection by the sponsoring alumnus/a. If students are still searching for a career direction, these externship opportunities are extremely helpful in either confirming a career direction or turning their focus in another direction.

SUMMER INTERNSHIPS

Through collaboration with 20 other colleges and universities, the Career Center offers a data base of nearly 5,000 internship opportunities across the country. Searchable by location and career field, this resource is helpful to students seeking significant summer internship experiences as they explore career fields and test their career direction.

PUBLISHING SEMINAR

Biennially, an on-campus seminar hosts publishing professionals from NYC who present topics in the field and share advice and information about breaking into publishing. The event is scheduled on a Friday evening and all-day Saturday and features a keynoter, a luncheon speaker and concurrent panel presentations.

MAKING A LIVING MAKING A DIFFERENCE INITIATIVE

Designed to encourage interested students to pursue careers in the not-for-profit sector, this program features alumni panels, career-specific workshops, and a listserv and helps students prepare for a job search in the public service sector.

ALUMNI MENTORING

The commitment of alumni to the College is truly amazing! Through the Career Center's Alumni Mentors database students can access contact information for approximately 2500 alumni who have volunteered to talk with students about their career, share advice and offer support.

NETWORKING WORKSHOPS & RECEPTIONS

The Career Center understands the power of networking in an internship or job search. Hence we offer several workshops and opportunities for students to practice networking in professional situations. To provide the most realistic setting for students, we invite alumni and recruiting employers to attend these receptions.

MOCK INTERVIEWS

Mock interviews are available to students who want to practice their interview skills and sharpen their non-verbal behaviors. Our interviewers are employers and professionals who have volunteered to help train our students. In addition, the Career Center Director offers mock interviews for applicants to medical/dental/veterinary school.

CAREER FAIRS

Career fairs are an excellent means to explore career options. Come talk to employers about what kinds of jobs they have, what kinds of skill sets they look for in entry-level employees, and what kind of career progression employees can expect within different organizations. The Career Center sponsors 5 different career fairs every year, both on campus and off.

GRADUATE AND PROFESSIONAL SCHOOL DAY

In late September, this event brings representatives to campus from 100 graduate and professional schools and programs across the country. Students can learn about specific programs and discuss the application process with informed representatives of the schools. Approximately one-third of our graduating seniors go immediately into graduate or professional school.



OPENING IN FALL 2010!

The Sherman and Gloria H. Cohen Career Center

Located between the Sadler Center and Zable Stadium, the state-of-the-art Cohen Career Center will provide offices for student appointments with career counselors, a large presentation room for workshops and events, 15 interview rooms and, to top it all off, a rooftop terrace facing the football stadium!



The Roy R. Charles Center

The broad mission of the Roy R. Charles Center is to enhance the quality of undergraduate teaching and learning. Many of the Center's initiatives seek to fulfill this mission with interdisciplinary academic programs that straddle or fall outside the department structure in Arts and Sciences. In addition, the Center has a particular interest in recruiting and providing special academic, co-curricular, and scholarship resources for academically distinguished students.

Some Charles Center programs that support student and faculty excellence are highlighted here. For more information, please see our website or visit our office on the second floor of Blow Hall.

www.wm.edu/as/charlescenter

Undergraduate Research

www.wm.edu/as/charlescenter/undergradresearch/index.php

The Charles Center connects undergraduate students with opportunities to perform in-depth, hands-on research of all kinds. In addition to serving as a primary resource for student research funding during the summer and throughout the academic year, the Center maintains Process of Undergraduate Research (POUR), a website dedicated to promoting undergraduate research by William and Mary students at research.wmblogs.net/

Scholarship Central

www.wm.edu/scholarships

The Center functions as a hub of information and assistance for students seeking internal and external funding through fellowships and scholarships and administers the College's nomination process for major national scholarships such as Fulbright, Goldwater, Luce, Marshall, Rhodes, Truman, etc. Peer Scholarship Advisors (PSAs) are available to work with students throughout the application process.

Managing Your Money

We hope you answered all the Pop Quiz questions with the disagree option. Why is it important to your academic success to effectively manage your money? Many students take on part-time jobs and work too many hours in order to cover the cost of phone bills, organization dues, entertainment, eating out, and other incidentals. Working and the stress of owing money can vastly affect your academic success. Minimize the stress and maximize your financial decision making.

Most college students use the college years to begin establishing a credit rating, and how you handle your finances can dictate what kind of credit rating you will have. Why is this important? When it is time to buy a car, rent an apartment, apply for a credit card or loan, or even be considered for a job, your credit rating could mean the difference between success or distress. There are a variety of ways to establish “good” credit. Below are some basic financial tips to help you be a successful money manager.

CHECKING ACCOUNTS

Some students will open a checking account in Williamsburg. Others may maintain an account at their home bank. Either decision is fine. However, deposits and withdraws may be easier if you have an account locally or if your hometown bank has a branch in Williamsburg. If you use a check cashing or ATM card, be sure to keep receipts of transactions and enter them into your checking ledger. Many people overdraw their account because they do not have an accurate idea of how much money is actually in the account. If you decide to open a new account, ask that your checks begin with a number higher than 500. Many businesses will not accept a check with a lower number.

CREDIT CARDS

Reputable credit cards can be a great way for a college student to establish credit. However, you must be cautious. Always do your best to pay your balance in full or at least pay more than the minimum payment. Never be late for a payment. Many credit card companies charge a fee of \$25 or more for a late payment (even one day late). Other companies increase your interest rate without notification. Others do both.

If you do apply for and receive a credit card, it is important to keep the card and statements in a private place where others will not have access to your account number. Avoid taking cash advances with a credit card. Most cash advance transactions result in a fee as well as a much higher interest rate (sometimes surpassing 22%). Banks and lenders may deny you for a loan in the future if you have a history of your taking cash advances—a sign of a money management problem.

You only need one card and you should maintain a low credit limit. Credit card companies sometimes automatically increase your limit without your input so pay attention to your statements and call to request a limit decrease if that happens to you. It feels good at first to get an increase, but you should know that when you apply for a loan, the lender does not look at how much money you actually owe to credit card companies. Instead, they look at the potential for debt, which is your charging limit on all of your credit cards. Be careful!

POP QUIZ

The only people who look at your credit report are from places where you would like to borrow money.

AGREE DISAGREE

Paying the minimum balance on credit cards will not negatively affect your credit rating.

AGREE DISAGREE

If you have a history of paying your bills on time, but make one late payment, you will not be charged higher interest rates or fees.

AGREE DISAGREE

Diverse Experiences

DIVERSITY, YOU, AND YOUR TIME AT WILLIAM AND MARY!

College is about challenges and changes. William and Mary offers you the opportunity to be in situations, attend events, or talk with people who perceive and engage in life differently than you. This allows you to handcraft the person you wish to become.

As a member of the W & M community and the World Village, you have a vested interest in increasing your knowledge of diversity. Students who become culturally effective are likely to have greater mastery of their work environment. This ability can be a critical factor in career success, and may separate tomorrow's leaders from their followers.



COME JOIN US

William and Mary, through the Center for Student Diversity, provides services to numerous ethnic organizations. Challenge yourself, meet new people, make new friends, and work on this creation called "self." Get involved in our diverse community and become a participating member of the world village.

WILLIAM AND MARY CHALLENGES YOU TO

- ▶ Increase your understanding of the problems and perceptions of people different from you.
- ▶ Increase your self-awareness by identifying the attitudes you have developed toward differing groups.
- ▶ Increase your knowledge about different cultures, activities, and contributions made by your peers.
- ▶ Improve our campus climate for all students and enrich our community by increasing communication and interaction among various campus groups.

VISIT THE CENTER FOR STUDENT DIVERSITY

The Center for Student Diversity is a hub for the coordination of a wide range of academic, personal, and other services to underserved and/or underrepresented students, as defined by personal attributes including, but not limited to, race/ethnicity, sexual orientation, and religion/spirituality. These services are designed to enhance the success of students both in and out of the classroom and to create a climate on campus that is inclusive and welcoming.

Wellness

by the Student Health Center

WHAT IS WELLNESS?

Wellness refers to a healthy balance of mind, body and spirit. We recognize that physical, psychosocial, spiritual, and environmental factors can obscure or enhance one's wellbeing. At The College of William & Mary, we promote the use of self-responsibility in order to attain a higher level of health and well being. This DOES NOT mean that you need to be perfectly fit—we want you well-adjusted and stress free. Balance and moderation are key for achieving a healthy you.

Feeling well, being well and doing well during your time at W & M requires that you take care of yourself, which includes getting adequate amounts of sleep, eating properly, exercising, and finding a balance between academic and social activities. Being away from home for the first time means you have more freedom, but it also means you have more responsibility. Perhaps one of the biggest challenges you will face during your first year at William and Mary will be learning how to take care of yourself, which includes managing your own healthcare.

Students can no longer rely on family to help them with doctor appointments, purchasing medications, and ensuring that they get the rest they need. It is imperative that our students take charge of their own health. If you get sick, the Student Health Center has four physicians, two nurse practitioners and five nurses to help you get on the road to better health. To make an appointment to see one of the Health Center's caring staff, simply call 221-2998.

Students who are successful at taking care of themselves sometimes are affected by unforeseen circumstances. Almost all these events are unplanned—a family illness or emergency, disruptive relationship on campus, student illness or crisis, and others. If any of these events occur, the College has numerous resources in place designed to help you manage them, including the Dean of Students Office, Student Health Center, Counseling Center, individual faculty members and other college representatives. When difficult circumstances are affecting you, please take time to meet with a professional staff person to discuss the resources and options the College has to assist you.

WHAT IS STRESS?

STRESS is the body's response to any demand placed upon it. It's our mental and physical reaction to change and to challenges. Stress produces a response in our bodies that can lead to many physical, emotional, and behavioral symptoms and even illness if the stress persists and is not managed well.

STRESSORS are the things that cause us to experience stress. These can be **MAJOR** things like the death of a loved one, personal illness, or divorce; or **LESS SERIOUS** things like car trouble, roommate conflicts, or cramming for exams. Even **HAPPY** events like getting married, a first date, moving from home, or getting an award may act as stressors.

Stress in our lives is **INEVITABLE**. In small amounts, stress can actually be motivating. However when it becomes overwhelming, you can experience many negative effects.

QUICK TIPS FOR STRESS REDUCTION

SIX DIMENSIONS OF WELLNESS

SOCIAL—contribute to one's human and physical environment for the common welfare of one's community. One should have interdependence with others and nature, and should pursue harmony with one's family

SPIRITUAL—seek meaning and purpose in human existence. One should develop a deep appreciation for the depth and expanse of life and natural forces that exist in the universe.

PHYSICAL—work to have cardiovascular flexibility, strength, and regular physical activity. One should possess knowledge about food and nutrition and discourage the use of tobacco, drugs and excessive alcohol consumption.

INTELLECTUAL—engage in creative and stimulating mental activities. One should use the resources available to expand one's knowledge along with the potential for sharing it with others.

OCCUPATIONAL (CAREER)—prepare for work where one will gain personal satisfaction and find enrichment in one's life through work.

EMOTIONAL—have an awareness and acceptance of one's feelings. One should possess the capacity to manage one's feelings and related behaviors including the realistic assessment of one's limitations, development of autonomy, and ability to cope effectively with stress.

COMMON STRESS SYMPTOMS

Headaches
Loss of appetite or excessive eating
Stomach disorders
Heart palpitations
Sexual problems
Irritability
Muscle tension
Forgetfulness
Insomnia
Apathy
Fatigue
Anxiety
Inability to concentrate
Increased consumption of alcohol
and other drugs, including tobacco

- Take time off from stress—relax, chill, picture yourself in a surrounding which represents peacefulness to you
- Exercise—take a walk, do a few stretching exercises, lift weights
- Take life one day at a time
- Maintain a sense of humor—learn to laugh at yourself
- Get organized—prioritize your activities
- Don't eat on the run—try to schedule meals with friends to take breaks from work
- Accept imperfection—everyone makes mistakes
- Stay with your emotions—don't avoid, repress or negate them

MAKING CHOICES ABOUT DRUGS AND ALCOHOL

The choices students make about alcohol and other substances can have a huge impact. First of all, it is illegal for anyone under the age of 21 to purchase, possess, or consume alcohol. William and Mary's Campus Alcohol Policy also prohibits the use of alcohol by students under legal drinking age. Possession of illicit drugs is also illegal, and could result in probation or dismissal from the College.

ALCOHOL

The safest and only legal choice is to not drink. In a 2005 survey of William and Mary students, one quarter of first year students reported that they did not drink. The use of alcohol, especially in high risk amounts, can negatively affect a student's academic performance for the following reasons:

- Alcohol disrupts sleep cycles, inhibiting memory consolidation and storage.
- Although alcohol use seems like a stress reducer, it in fact depletes the body's resources to deal appropriately with stress. Also, the temporary escape provided by drinking does not remove the stressor from one's life.
- Alcohol impairs brain functions in the short-term and long-term. Some memory and cognitive functions can be impaired up to 48 hours after drinking.
- Many studies correlate heavier drinking with lower grade point averages.

OTHER SUBSTANCES

The 2005 survey also demonstrated that the use of illicit drugs is less common than many people think. In the 30 days previous to the survey:

- Almost 9 out of 10 students did not use Marijuana
- 99 percent did not use Cocaine
- 99.9 percent did not use Ecstasy

Prescription drugs are NOT study aids! Drugs like Adderall and Ritalin are only safe when prescribed by a doctor and taken properly. Anyone taking them under other circumstances risks unpleasant outcomes, including dependence on the drug.

FOR MORE INFORMATION ON COLLEGE HEALTH ISSUES,
CONTACT THE OFFICE OF HEALTH EDUCATION:

SARAH MENEFFEE, MPH, CHES
HEALTH EDUCATOR
221-2195
SARAH.MENEFFEE@WM.EDU

VISIT US ON THE WEB!
[HTTP://WWW.WM.EDU/HEALTH/](http://www.wm.edu/health/)

Questions About Counseling

by the Counseling Center

WHY SEEK COUNSELING?

Counseling makes sense when you are having trouble coping with a stressful situation or solving a personal problem. It offers emotional support, new perspectives, and help considering possible solutions. So if you are in a lot of distress, feel overwhelmed by a problem, or find that you keep repeating the same mistakes, then you might consider seeking counseling.

More specifically, we see students with the following concerns:

- psychological issues, such as depression, anxiety, eating disorders, or substance abuse
- broader personal issues, such as self-esteem, communication problems, relationship issues, identity development, sexual orientation or family conflict
- educational issues, such as procrastination, test anxiety, studying difficulties, career counseling and time management
- crisis situations, such as suicidal thoughts, date rape, or the death of someone close

This is by no means a comprehensive list, but it does give you a sense of the range of issues we address at the Counseling Center.

HOW MUCH DOES COUNSELING COST?

Our services are free to enrolled William and Mary students as part of their tuition and student fees.

HOW DO I GET STARTED?

Make an appointment by calling us at 221-3620 or coming by our office at 240 Blow Memorial Hall. In your first session with a counselor, you will discuss the reasons for your visit and make an initial plan. If that plan includes additional individual counseling, we will assign you to a counselor usually within one week depending upon the openings available. If the plan involves group counseling, we usually refer you to the group leader for more information. If the plan involves services outside of our scope, we will make appropriate referrals. You may also visit our website at www.wm.edu/counselingcenter.

For emergencies come directly to the Counseling Center and we will see you immediately. After hours, call the Campus Police at 221-4596.

IS THERE A WAITING LIST?

Most of the school year, we do not have a waiting list. During our busiest times, students sometimes have to wait a week or two after the intake appointment for assignment to an available counselor. If you know you have something to work on, it is best to get started early in the semester when availability is greatest.

WHO ARE WE?

The Counseling Center staff consists of both male and female psychologists, counselors, and social workers. All staff are trained and experienced in dealing with issues facing university students. Doctoral candidates in clinical psychology, working under close supervision, also provide counseling services. A sport psychologist is available for students interested in learning cognitive strategies to enhance their athletic performance. Psychiatric consultation can be arranged when needed.



HOW DOES COUNSELING WORK?

There are a variety of counseling approaches tailored for different problems. In general, counseling is a collaborative process that involves joint problem-solving in a confidential context.

ALMOST ALL COUNSELING IS BASED ON:

- the development of a trusting and open relationship between the client and the counselor;
- honest exploration of feelings, needs, and concerns; and
- efforts to try new solutions to old problems.

WHAT ARE COMMON SYMPTOMS OF DEPRESSION?

In reality, clinical depression may stem from a genetic predisposition, chemical imbalance in the brain, distorted self-perception, or traumatic event.

- Persistent sad, anxious, or "empty" mood
- Feelings of hopelessness, pessimism
- Feelings of guilt, worthlessness, helplessness
- Loss of interest or pleasure in hobbies and activities that were once enjoyed, including sex
- Decreased energy or fatigue
- Difficulty concentrating, remembering, making decisions
- Insomnia, early-morning awakening, or oversleeping
- Appetite and/or weight loss or overeating and weight gain
- Restlessness, irritability
- Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain
- Thoughts of death or suicide; suicide attempts

(source: www.nimh.nih.gov/publicat/depression.cfm)



Nutrition

by the Student Recreation Center

Start your college years off right by taking care of yourself and learning to make healthy eating choices. Here are a few tips for healthy eating, based on the USDA's 2005 Dietary Guidelines for Americans

Consume a variety of nutrient-dense foods and beverages within and among the basic food groups while choosing foods that limit the intake of saturated and trans fats, cholesterol, added sugars, salt, and alcohol.

Consume a sufficient amount of fruits and vegetables while staying within energy needs. Two cups of fruit and 2 cups of vegetables per day are recommended for a reference 2,000-calorie intake, with higher or lower amounts depending on the calorie level.

Choose a variety of fruits and vegetables each day. In particular, select from all five vegetable subgroups (dark green, orange, legumes, starchy vegetables, and other vegetables) several times a week.

Consume 3 or more ounce-equivalents of whole-grain products per day, with the rest of the recommended grains coming from enriched or whole-grain products. In general, at least half the grains should come from whole grains. Consume 3 cups per day of fat-free or low-fat milk or equivalent milk products.

Consume less than 10 percent of calories from saturated fatty acids and less than 300 mg/day of cholesterol, and keep trans fatty acid consumption as low as possible. Keep total fat intake between 20 to 35 percent of calories, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts, and vegetable oils.

Choose fiber-rich fruits, vegetables, and whole grains often.

For more information on dining options on campus, visit the Dining Services website: <http://www.campusdish.com/en-us/CSMA/WilliamMary>.

For more information on nutrition, visit mypyramid.gov

SIGNS AND SYMPTOMS OF EATING DISORDERS

While identifying students with eating disorders is not easy, the following signs and symptoms (particularly if more than one are noticed) might suggest that a student needs help:

- Marked changes in the student's appearance over the course of the semester
- Withdrawal from or avoidance of activities because of weight and shape concerns
- Perfectionism accompanied by a profound sense of ineffectiveness
- Abnormal weight loss with no known medical illness accounting for the loss
- Intense fear of weight gain—an interfering preoccupation with weight, food and dieting
- Depression and recurrent mood swings
- Unusual sensitivity to cold
- Paleness and complaints/evidence of lightheadedness, dizziness and fainting
- Particularly baggy clothing
- Puffy cheeks, bloodshot eyes, and/or dental problems (symptoms of persistent vomiting)
- Excessive, rigid exercise regimen—despite weather, fatigue, illness, injury
- Peculiar patterns of handling food and a reduction/restriction of food intake
- Dry skin, red knuckles and thinning scalp hair

WHAT CAN I DO?

If you are worried that a student might have an eating disorder, we encourage you to call the CARES Team, 221-3313. Professional staff will talk with you about the student and about the specific behaviors, statements, or incidents which give you cause for concern. The CARES Team members are prepared to follow such discussions with appropriate counseling and referrals as needed.

7 EXERCISE MYTHS

1. IF YOU WANT TO LOSE WEIGHT, STAY AWAY FROM STRENGTH TRAINING BECAUSE YOU WILL BULK UP.

Cardiovascular exercise and strength training are both valuable for maintaining a healthy weight and for losing weight. Strength training helps to increase or maintain your lean muscle mass and decrease body fat percentage. The more lean muscle mass you have, the more efficiently you will burn calories when your body is at rest.

2. IF YOU ARE NOT GOING TO WORKOUT HARD AND OFTEN, EXERCISE IS A WASTE OF TIME.

That kind of thinking keeps a lot of people from maintaining or even starting an exercise program. Research shows that any exercise is better than none. For example, regular walking or gardening for as little as an hour a week has been shown to reduce the risk of heart disease.

3. EXERCISE IS THE ONE SURE WAY TO LOSE ALL THE WEIGHT YOU DESIRE.

As with all responses to exercise, weight gain or loss is impacted by many factors, including dietary intake and genetics. All individuals will not lose the same amount of weight on the same exercise program. It is possible to be active and overweight. However, although exercise alone cannot guarantee your ideal weight, regular physical activity is one of the most important factors for successful long-term weight management.

4. GOING TO THE GYM IS THE BEST WAY TO GET FIT.

Research has shown that some people find it easier to stick to a home-based fitness program. In spite of all the hype on trendy exercise programs and facilities, the “best” program for you is the one you will participate in consistently.

5. THE HEALTH AND FITNESS BENEFITS OF MIND-BODY EXERCISE LIKE PILATES, YOGA AND TAI CHI ARE NOT AS GREAT AS DOING CARDIO EXERCISE, SUCH AS RUNNING.

Mind and Body exercises have been shown to help improve flexibility, balance, coordination, posture, strength and stress management, in addition to many other health and wellness benefits. Mind and body exercises do not generally get the heart rate up into the target “fat burning” range though, so aerobic activity is needed as part of a comprehensive exercise program to keep the heart healthy and lose weight.

6. MUSCLES TURN TO FAT WHEN YOU STOP EXERCISING

Muscle cannot change to fat. When you stop exercising, your muscles decrease in size. If you keep eating the same number of calories, you gain fat, so it looks as though your muscles have turned to fat.

7. NO PAIN, NO GAIN.

Instead of worrying about how strenuously you should be working out, focus on doing it regularly. If you are just starting a workout program, it is best to start at a lower intensity and work your way up gradually. Once you become more aerobically fit, you can increase your exercise intensity to burn more calories in a shorter period of time.

What does Recreational Sports have to offer students in the areas of fitness and wellness?

The doors to the "new" Student Recreation Center opened in the Fall of 2006. The Rec Center has significantly more cardio and weight space. We also have added two multipurpose rooms, a multi-activity court, fitness testing/massage therapy room, juice bar and climbing wall. Come by the Student Recreation Center and see what we have to offer to meet your recreational needs.

INFORMAL RECREATION

The Rec Center has 50 cardio machines, including treadmills, elliptical machines, rowing machines, and stationary bikes. A line of Cybex weight equipment was added to the facility in Spring 2005 which includes 16 new machines. We also have free weights, including dumbbells, barbells, benches, smith machines and squat racks. Resistance balls, tubes and medicine balls are available for use and a stretch area is provided with mats. The Rec Center has added Free Motion and HammerStrength weight machines and free weights in the new areas.

SEMESTER INCENTIVE PROGRAMS

Having problems staying with your physical fitness program? Sign up at the beginning of the Fall and/or Spring semester for our incentive program that helps you get started and motivated each semester. Meet the game objective before the end of the program and receive a prize. Prizes can range anywhere from a gym bag or Wawa gift certificate to a free massage!

FORMAL RECREATION

Group Fitness Classes

If you like exercising with a group, try one of our group fitness classes. We have a variety of classes including Kickboxing, Spinning, Sculpting, Yoga, Hip Hop, Step Aerobics, Pilates and more! We offer year, semester and daily passes. If you are interested in becoming a group fitness instructor, we offer an in-house instructor training course every Fall Semester, which helps train students to become nationally certified group fitness instructors.

Personal Training

If you want one-on-one training, our nationally certified personal trainers help to provide students, faculty and staff with the motivation, education, guidance and individual instruction required to achieve their personal fitness goals. We have a variety of packages available that are considerably cheaper than other gyms you will find off campus, without sacrificing quality of training. An in-house Personal Training Instructional Course is offered every Spring Semester and prepares students to become nationally certified personal trainers.

Club Sports

We have 45 different sports clubs for those who enjoy being a part of a team and competing with club teams at other schools. No matter what your interests are, you are guaranteed to find a sport club you want to be a part of. We have everything from baseball, basketball, crew, rugby, lacrosse, volleyball and ice hockey to yoga, martial arts, ballroom dancing, ultimate frisbee and rock climbing.

Intramural Sports

Want more sports? Our intramural sports teams play year-round and are a great way to get some exercise! Just get a group of friends together and sign-up to play flag football, softball, floor hockey, tennis, soccer, basketball, bowling and much, much more!

For more information on Recreational Sports, visit our website at www.wm.edu/offices/recsports