Index

abuse
sexual, 3, 163
substance, 50, 51, 54, 67, 76, 90, 107
academic work
regular routine for, 42, 99
in time management, 19, 42, 69, 76, 98, 135, 158
ACT preparation classes, 23, 24–26
admission(s), 8, 18, 22–24, 26, 34–35, 132–133, 137
need-blind, 28, 30
by elite colleges, 30, 33, 65, 70
Advanced Placement courses
local colleges offering, 21
for flagship campuses, 27
advisor(s)
selection of
in junior year, 65
in sophomore year, 53
alone time
value of, 67, 99
American Academy of Arts and Sciences
“The Heart of the Matter,” 111
anxiety
in college student
parental role in dealing with, 106–107
in parents, 8
Apgar, Travis, 94, 96
applying for jobs
seniors graduating from college and, 72–75
Arnold, Matthew, 149–150
articulate communication
importance of, 100–101
improve speaking skills, 62, 154
in life after college, 77, 128
Arum, Richard, 91
athletes
preferential treatment for, 25
athletic illusion, 102–103
athletic scholarships, 31–32, 102–103
attendance in classes, 44
audits
supplement class selection with, 85
Autor, David, 4
BA, see Bachelor of Arts in English
Bachelor of Arts in English
what to do with, 124–130
double major with economics, 126
Index

Bachelor of Arts in English (cont’d)
  interviews, 128
  journalist, 126–127
  possibilities, 125–127
  as prelude to law school, 126
  as prelude to medical and dental careers, 126
  publishing, 127
  teaching, 125–126
  writing, 126, 127
Barsamian, Matt, 48, 70, 73, 82
Bellafonte, Gina
  “Community College Students Face a Very Long Road to Graduation,” 36
Berger, Brad, 51
Bergman, Barry, 3
Berkeley News, 3
Billera, Louis, 145
Birmingham, Kevin
  The Most Dangerous Book: The Battle for James Joyce’s Ulysses, 138
Bloomberg Review, 89–90
Blumenstyk, Goldie
  American Higher Education in Crisis? What Everyone Needs to Know, 3–4
boldness
  in life after college, 77
Brides, 125, 129
broaden your horizons
  as freshmen, 45–46
Brooks, David, 112
Bruni, Frank, 33
  “Demanding More from College,” 5–6
Where You Go Is Not Who You’ll Be: An Antidote to the College Admissions Mania, 3, 25
Burroughs, Katherine, 31–32

campus activities
  as experiential, 85
  in freshman year, 45, 48–49
  in sophomore year, 55
Campus ESP, 108
campus life
  in freshman year, 44–45
campus visit
  what you learn during, 32, 133
Canadian university
  as college selection, 34–35
career goal
  in preparing for college, 19
career plans
  think about in terms of future satisfaction rather than future earnings, 53
  of today’s (2015) students, 170–172
Career Service and Placement offices, 70
learn about in senior year, 70
Carey, Kevin, 29
  “For Accomplished Students, Reaching a Good College Isn’t as Hard as It Seems,” 24
The End of College: Creating the Future of Learning and the University of Everywhere, 3
  “The In-State Tuition Break, Slowly Disappearing,” 30
Cavafy, Constantine
  “Ithaca,” 114, 161
challenge(s)
  setbacks as, 49–50
character development
  in sophomore year, 53
Chen, Zhongming, 47
Choi, Emily, 46–47, 52–53, 55, 67, 75
Chronicle of Higher Education, 4, 5
Chung, Subin, 42
class attendance, 44, 83, 158, 160
class rank, 21
classroom as opportunity, 148–161
  creating community of inquiry, 157–159
  as intellectual opportunity, 152–153
  literature, 149–152
teaching goals, 153–154
  teaching reading, 155–156
  teaching writing, 154–155
class selection in college
suggestions for, 81–86
  classes that cultivate new interests, 82
  classes that emphasize concepts and how to apply them, 83–84
  classes that expand your interests, 81–82
  classes that help make you aware of ethical and moral issues, 85
  classes that require participation, 85
  classes that stress integrative learning, 84
  in freshman year, 46–48
  language skills, 85
  learn to think about experiential implications of what you are learning, 85
  “metacognition,” 84
  speak to other students about, 82
  supplement with lectures by guest speakers, audits, and visits to other classes, 85
  take professors not courses, 83–85

class size
  balancing of
    in sophomore year, 54

college(s)
class selection in
  suggestions for, 81–86 (see also class selection in college, suggestions for)
  community, see community colleges
  economic value of, 4–5
  elite
    examples of, 27
    as hope and opportunity, 7–10
    how to get selected by, 24–38
    how to select, 24–38 (see also college selection)
    life after, 75–78 (see also life after college)
    preparing students for, 1–4, 15–23
    (see also preparing for college)
    seniors graduating from
      suggestions for, 72–78 (see also seniors graduating from college, suggestions for)

succeeding beyond, 10–11
succeeding in, 10–11
  essential skills for, 100–102
  what parents need to know about their children in, 105–108 (see also parent(s), what they need to know about their children in college)
college education
  alternative paths to, 35
  quality of life effects of, 5–7
  college experience, 39–78, 66–71 (see also specific types and year, e.g., sophomore year)
  athletic scholarships, athletic illusion in, 102–103
educational
  Greek system and, 91–92
  essential skills in, 100–102
  freshman year, 41–51
  junior year, 57–65
  life narrative in, 103–104
  observations and suggestions related to, 98–104
  sophomore year, 52–56
  time management in, 98–99
College Olympics competition, 25
College Parent Central, 92, 101, 108
college ranking
  paying attention to, 25
College Salary Report
  PayScale’s 2014–15, 28
college selection, 24–38
  Canadian university or university abroad, 34–35
  commit yourself to, 34
  costs related to, 27–31
  do necessary research on, 32
  do your best in, 33–34
  early action in, 33
  early decision in, 33
  financial aid in, 28
  find match between anticipated costs and your ability to pay, 27–31
Index

college selection (cont’d)
  find match between your high school record and abilities and schools to which you apply, 26–27
  find match between your interests and the schools to which you apply, 26
  find professors who are interested in you, 31–32
  introduction, 24–35
  questions related to, 35–38
  “safety schools” in, 33
  transferring, 34, 36
  visit colleges, 32

comfort zone
  going beyond
    in senior year, 67–68

commitment
  to college selection, 34

communication (see also articulate communication)
  articulate
    importance of, 100–101
    in life after college, 77

communication skills
  courses emphasizing
    in sophomore year, 56

community colleges
  as feeder schools for state university systems, 37–38
  undergraduates enrolled in, 36

community of inquiry
  classroom as, 157–161

community volunteering
  in preparing for college, 22–23

company interviewing you
  learn about, 74

cost(s)
  as factor in college selection, 27–31
  Greek system-related, 93

course selection
  during junior year abroad, 61

critical thinking
  importance of, 101
  in life after college, 77

cultural resources
  campus, 55

Dartmouth
  Greek system at, 88–90

Darwin, Charles
  On the Origin of Species, 146

DAT, 65

Delchamps, David, 144, 166

dental schools
  Bachelor of Arts in English as prelude to, 126

depression
  in your college student parental role in dealing with, 106

Deresiewicz, William, 149
  Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life, 3, 7–9, 162–163

DeVreis, David, 82
Index

di Lampedusa, Giuseppe Tomasi
The Leopard, 84

Dirks, Nicholas B., 8
disciplined study habits
role in preparing for college, 19–20
diversity
respect for, 75
seeking, 75
economic, 25, 29, 36
ethnic, 18
social, 167–168
doctorate degree in the humanities
gap year prior to, 132
pros and cons of, 131–139
in career preparation, 137–138
choosing graduate mentor and
graduate committee, 134–135
doctoral program’s responsibility, 136
introduction, 131–132
literary scholars as public
intellectuals, 138–139
moving forward vs. taking time to
build credentials, 137
procedure for, 132–134
skills necessary for, 135–136
what students need to know, 134

Doherty, Risa C.
“Greek Letters at a Price,” 93

Dostoevsky, Fyodor
The Brothers Karamazov, 119, 120
Crime and Punishment, 119, 120
as example of how we learn and what
we learn from literary texts,
118–123
Notes from Underground, 119, 120
double major
English and economics as, 126
think about
in sophomore year, 53
drug abuse (see also abuse)
illicit, 169
Dubenko, Anna, 172
Durgy, Robert G., 119
drug abuse
early action
in college selection, 33
eyear prior to, 132
pros and cons of, 131–139
in career preparation, 137–138
choosing graduate mentor and
graduate committee, 134–135
doctoral program’s responsibility, 136
introduction, 131–132
literary scholars as public
intellectuals, 138–139
moving forward vs. taking time to
build credentials, 137
procedure for, 132–134
skills necessary for, 135–136
what students need to know, 134

Doherty, Risa C.
“Greek Letters at a Price,” 93

Dostoevsky, Fyodor
The Brothers Karamazov, 119, 120
Crime and Punishment, 119, 120
as example of how we learn and what
we learn from literary texts,
118–123
Notes from Underground, 119, 120
double major
English and economics as, 126
think about
in sophomore year, 53
drug abuse (see also abuse)
illicit, 169
Dubenko, Anna, 172
Durgy, Robert G., 119
drug abuse
early action
in college selection, 33
exchange programs
of Cornell College of Engineering, 60
experience
as complement to what you learn in
classes, 44–45
experiential implications of material
in class selection in college, 85
extra-curricular activities
during junior year, 64–65
role in preparing for college, 22

FAFSA, see Free Application for Federal Student Aid (FAFSA)

family(ies)
supportive community of
in life after college, 76–77
Favilla, Alyson, 49–50
Featherstone, Ashley, 173
financial aid
as factor in college selection, 28
financial aid packages
for Ivy League schools, 30–31
Finn, Camille, 95
First, Amanda, 17, 129
Flanagan, Caitlin
“The Dark Power of Fraternities,” 91, 92
Florida International College, 37
focus
studying with, 101
form
defined, 151
Forster, E.M.
A Passage to India, 117
Fortunato, Peter, 44, 47
four-year commuter colleges
undergraduates enrolled in, 36
fraternity(ies), 87–97 (see also Greek system)
described, 87–88
history of, 87
reasons for joining, 94–96
Free Application for Federal Student Aid (FAFSA), 28
freshman year, 41–51
basics of, 41–42

suggestions for, 41–51
basic information, 41–42
be savvy consumer, 41
broaden horizons, 45–46
build bridge between reading and writing in classes during, 156
change direction if you and your academic program are not good match, 41–42
class attendance, 44
class selection, 46–48
expand interests, 45–46
get to know professor, 47–48
international and national news awareness, 46
keep career and life goals in mind, 41
laugh, 51
maintain physical and mental health, 48–51
participate in campus activities, 48–49
participate in campus life, 44–49
remember three Rs, 49
retain your core values and judgment, 50
see setbacks and problems as challenges, 49–50
studying-related, 46–48
substance abuse-related, 51
take care of yourself physically and emotionally, 50
time management, 42–44

Friedman, Thomas L.
“It Takes a Mentor,” 48
friend(s)
supportive community of
in life after college, 76–77
fun activities
in life after college, 76
time management and, 99
future plan(s)
for seniors graduating from college, 72–78 (see also seniors graduating from college, suggestions for)
future planning
in sophomore year, 52–53
Index

Gao, Sally Ruge, 7

Gap year
  prior to graduate school, 132
  for seniors graduating from college, 72–73
  thinking about
    in senior year, 70–71

Geltman, Zoe, 129

Glassner, Barry, 4

Glendale Community College, Phoenix, Arizona, 36–37

GMAT, 65

goal(s)
  career
    in preparing for college, 19
  teaching, 153–154

Goodrich, Devon, 129

Gopnik, Adam, 116
  “Why Teach English?,” 111

Goss, Lucy, 64

GPA, see grade point average (GPA)

grade point average (GPA), 21

graduate committee
  choosing, 134–135

graduate mentor
  choosing, 134–135

graduate programs
  in the humanities
    pros and cons of, 131–139 (see also
donate degree in the humanities)
  for seniors graduating from college, 72

graduate school admission tests
  during junior year, 65

graduation requirements
  understanding
    in sophomore year, 54

Graff, Gerald, 112–113

Grant, Adam, 143

GRE, 65, 69–71, 73, 133

Great Recession (2007), 4

Greek system, 87–97 (see also
  fraternity(ies); sorority(ies))
  abolition of, 96–97
  costs related to, 93
  at Dartmouth, 88–90
  hazing policies of, 94

introduction, 87–88

issues to consider before joining, 91–94

nature of college educational
  experience related to, 91–92
  objections to, 87–88
  party culture of, 91–92
  reasons for joining, 94–96
  social problems associated with, 92–93
  survival of, 90–91

group participation
  in sophomore year, 55

group work experience
  emphasis on
    in interview process, 75

growth
  personal
    in junior year, 63–64
    in senior year, 68

guest speakers
  lectures by
    supplement class selection with, 85

Gwara, Scott, 68

Hanlon, Philip, 89

Hodges Harbrace Handbook, 100

Harrison, Becca, 18, 48, 49, 76

Harvard
  financial aid packages for, 30–31
  hazing policies
    Greek system and, 94
  health, see specific types, e.g., mental health
  helicopter parents, 106

Herszenhorn, David M., 118
  “Xenophobic Chill Descends on Moscow,” 118

Higgs, Jenni, 43

higher education
  economic value of, 4–5
  role in preparing for college, 17–19

high school(s)
  as factor in college selection, 26–27

high school students
  role in preparing for college, 19–20
Index

Jane’s, 125, 129
Jay, Paul, 112–113
Jean, Grace, 129
job(s)
  applying for
    seniors graduation from college
    and, 74
on-campus
  during junior year, 64
paid
  time management and, 99
Jones, Tom, 165
journalist(s)
  Bachelor of Arts in English and career as, 126–127
Joyce, James
  A Portrait of the Artist as a Young Man, 114
  “Araby,” 157
  Ulysses, 145
joy of learning
  balance with practicality of learning, 57, 63
judgment
  retaining, 50
junior year, 57–65
  described, 57–58
  growth and maturation during, 63–64
  suggestions for, 57–65
    balance practicality of learning with
    joy of learning, 57, 63
  choose minor, 63
  do honors thesis, 63
  engage in extra-curricular activities, 64–65
  engage in field of study, 62–63
  independent research, 63
  introduction, 57–58
  junior year abroad, 58–65 (see also junior year abroad)
  off-campus study opportunities, 61–62
  on-campus job, 64
  summer employment, 64
  take graduate school admission tests, 65
  term in Washington, 61–62
junior year abroad
  course selection during, 61
  described, 58–60
  planning for, 61–65
  take courses with host country professors, 61
  think about in sophomore year, 55
junior year co-op programs
  of Cornell College of Engineering, 62
Katz, Lawrence, 127
Kenney, Anne, 66
Kertész, Imre
  Fatelessness, 146
Kingkade, Tyler, 88–89
Kinsella, Christian, 95
Kristof, Nicholas
  “Professors, We Need You!,” 147
  “Starving for Wisdom.” 112, 123, 127
LaGuardia Community College, Queens, New York City, New York, 36
Lambert, Lance
  “Is a Degree Still Worth It? Yes, Researchers Say, and the Payoff is Getting Better,” 5
Landman, Jonathan, 25
language skills
  in class selection in college, 85
Larkin, Ryan, 45, 84
laugh
  in freshman year, 51
  in life after college, 78
Lawrence, D.H.
  Sons and Lovers, 114
law school
  Bachelor of Arts in English as prelude to, 126
learning
  integrative
    take courses stressing, 84
    joy and practicality of, 10–11
    balancing between, 57, 63
  learning how to learn better
    in preparing for college, 21–22
lectures by guest speakers
supplement class selection with, 85
Lee, Gabriella, 7
legacies
defined, 8, 25
preferential treatment for, 25
Leonhardt, David
“College for the Masses,” 4
“A New Push to Get Low-Income Students Through College,” 29
letting go
by parents of college student, 106–107
Lieber, Ron
“A Beginner’s Guide to Repaying Student Loans,” 28
loans and repayment protocols, 29
life after college, 75–78
articulate communication in, 77
boldness in, 77
critical thinking in, 77
dimensions of, 75
fun and relaxation
importance of, 76
how what you’ve learned applies to, 75–76
interpersonal skills in, 77
laugh in, 78
physical and emotional health in, 76
reading in, 77
sense of humor in, 78
supportive community of family and friends in, 76–77
time management in, 76
life narrative
college experience and, 103–104
Light, Richard J.
Making the Most of College: Students Speak Their Minds, 49
literary scholars
as public intellectuals, 138–139
literature
enjoying and understanding, 149–152
Londe, Greg, 137
LSAT, 65, 69–71
major
selection of
in junior year, 62–63
Marcus, Phillip, 37
Master of Fine Arts (MFA), 126, 133
Mather, Cotton, 43
Mather, Samuel, 43
maturation
during junior year, 63–64
Maxson, Helen, 55
MCAT, 65, 69–71
McIntire, Gabrielle, 45
medical school
Bachelor of Arts in English as prelude to, 126
mental health
maintenance of
in freshman year, 48–51
mentor(s)
graduate
choosing, 134–135
“metacognition”
in class selection in college, 84
defined, 84
MFA, see Master of Fine Arts (MFA)
Michigan News, 169
minor
selection of
in junior year, 63
Mitchell, Josh
“A College Degree Pays Off Far Faster Than It Used To,” 5
moral issues
courses that make you aware of
in class selection in college, 85
Moss, Simeon, 165
Nafisi, Azar
Reading “Lolita” in Teheran: A Memoir, 150–151
narrative(s)
life
college experience and, 103–104
reading in formulating, 150
Index

national news
  be informed about, 46
need-blind admissions, 28
  by elite colleges, 30
Newman, Beth, 144

news
  international and national
    be informed about, 46
  New Yorker, 111, 116, 159
  New York Review of Books, 69, 159
Nixon, Richard, Pres., 164

non-major requirements
  finish fulfilling
    in sophomore year, 54
non-resident tuition
  resident tuition vs., 30

Obama, Barack, Pres., 28–29
off-campus study opportunities
  in junior year, 61–62
on-campus job
  during junior year, 64
openness to learning from others
  in life after college, 77

opportunity
  classroom as, 148–161 (see also classroom as opportunity)
  college as, 7–10
  intellectual
    classroom as, 152–153
organization(s)
  develop leadership skills in
    in sophomore year, 55
Otter, Sam, 131
overspending
  by college student, 108

paid jobs
  time management and, 99
panic
  in your college student
    parental role in dealing with, 106

parent(s)
  helicopter, 106
  role in preparing for college, 16–17
  what parents need to know about their children in college, 105–108
  college as individual experience, 105
  depression, anxiety, or panic in your child, 106
  independence-related, 107
  information flow-related, 107
  letting go, 106–107
  overspending by student, 108
  refrain from being helicopter parent, 106
  sites for, 108

participation
  take courses requiring, 85

party culture
  Greek system and, 91–92

PayScale’s 2014–15 College Salary Report, 28

Pell Grant program
  of US Department of Education, 30
Perel, Zivah, 43–44
personal growth
  in junior year, 63–64
  in senior year, 68
personal issues
  resolution of
    in senior year, 67

Ph.D.
  in the humanities
    pros and cons of, 131–139 (see also doctorate degree in the humanities)

Phelan, James, 83–84, 139

physical health
  in life after college, 76
  maintenance of
    in freshman year, 48–51
    in sophomore year, 54

plan(s)
  future
    for seniors graduating from college, 72–78 (see also seniors graduating from college, suggestions for)
Index

planning
future
in sophomore year, 52–53
for junior year abroad, 61–65
play
reading as type of, 150
practicality
of today’s (2015) students, 170–172
practicality of learning
balance with joy of learning, 57, 63
preferential treatment
for athletes, 25
for legacies, 25
preparing for college, 15–23
ACT preparation classes in, 23
career goal in, 19
disciplined study habits in, 19
eyear-on, 16
extra-curricular activities in, 22
introduction, 15–16
learning how to learn
better in, 21–22
parents’ role in, 16–17
reading skills in, 19–20
SAT preparation classes in, 23
secondary schools’ role in, 17–19
students’ role in, 19–20
time management skills in, 19
volunteering in the
community in, 22–23
web knowledge in, 20
writing skills in, 20
Presidential Research Scholars of Cornell
University, 32
professor(s)
in class selection in college, 83–85
find those interested in you, 31–32
get to know, 47–48
host country professors
take courses with, 61
perspectives of, 141–173
in sophomore year
selection of, 54
Proust, Marcel
Swann’s Way, 145
public intellectuals
literary scholars as, 138–139
Public Service Loan Forgiveness
Program, 29
publishing
Bachelor of Arts in English and career
in, 127
Putin, Vladimir, Pres., 118
as example of how we learn and what we
learn from literary texts, 118–123
quality of life
college education effects on, 5–7
humanities effects on, 114
Queensborough Community College,
CUNY, 43–44
Queen’s University, Kingston, Ontario,
Canada, 34, 45
Rakowski Dryden, Kayla, 128–129,
171–172
“Wallace Stevens and Modern
Art,” 171
reading
form in, 151
in life after college, 77
teaching, 155–156
as type of play, 150
as type of travel, 150
writing and
building bridge between in
freshman classes, 156
reading skills
in preparing for college, 19–20
“Red Zone,” 50
relaxation
in life after college, 76
research
independent
in junior year, 63
in senior year, 66–67
teaching and
as mutually exclusive, 143–147
research universities
learning how to learn
better in, 21–22
parents’ role in, 16–17
reading skills in, 19–20
SAT preparation classes in, 23
secondary schools’ role in, 17–19
students’ role in, 19–20
time management skills in, 19
volunteering in the
community in, 22–23
web knowledge in, 20
writing skills in, 20
Presidential Research Scholars of Cornell
University, 32
professor(s)
in class selection in college, 83–85
find those interested in you, 31–32
get to know, 47–48
host country professors
take courses with, 61
perspectives of, 141–173
in sophomore year
selection of, 54
Proust, Marcel
Swann’s Way, 145
public intellectuals
literary scholars as, 138–139
Public Service Loan Forgiveness
Program, 29
publishing
Bachelor of Arts in English and career
in, 127
Putin, Vladimir, Pres., 118
as example of how we learn and what we
learn from literary texts, 118–123
quality of life
college education effects on, 5–7
humanities effects on, 114
Queensborough Community College,
CUNY, 43–44
Queen’s University, Kingston, Ontario,
Canada, 34, 45
Rakowski Dryden, Kayla, 128–129,
171–172
“Wallace Stevens and Modern
Art,” 171
reading
form in, 151
in life after college, 77
teaching, 155–156
as type of play, 150
as type of travel, 150
writing and
building bridge between in
freshman classes, 156
reading skills
in preparing for college, 19–20
“Red Zone,” 50
relaxation
in life after college, 76
research
independent
in junior year, 63
in senior year, 66–67
teaching and
as mutually exclusive, 143–147
research universities
learning how to learn
better in, 21–22
parents’ role in, 16–17
reading skills in, 19–20
SAT preparation classes in, 23
secondary schools’ role in, 17–19
students’ role in, 19–20
time management skills in, 19
volunteering in the
community in, 22–23
web knowledge in, 20
writing skills in, 20
Presidential Research Scholars of Cornell
University, 32
professor(s)
in class selection in college, 83–85
find those interested in you, 31–32
get to know, 47–48
host country professors
take courses with, 61
perspectives of, 141–173
in sophomore year
selection of, 54
Proust, Marcel
Swann’s Way, 145
public intellectuals
literary scholars as, 138–139
Public Service Loan Forgiveness
Program, 29
publishing
Bachelor of Arts in English and career
in, 127
Putin, Vladimir, Pres., 118
as example of how we learn and what we
learn from literary texts, 118–123
quality of life
college education effects on, 5–7
humanities effects on, 114
Queensborough Community College,
CUNY, 43–44
Queen’s University, Kingston, Ontario,
Canada, 34, 45
Rakowski Dryden, Kayla, 128–129,
171–172
“Wallace Stevens and Modern
Art,” 171
reading
form in, 151
in life after college, 77
teaching, 155–156
as type of play, 150
as type of travel, 150
writing and
building bridge between in
freshman classes, 156
reading skills
in preparing for college, 19–20
“Red Zone,” 50
relaxation
in life after college, 76
research
independent
in junior year, 63
in senior year, 66–67
teaching and
as mutually exclusive, 143–147
research universities
learning how to learn
better in, 21–22
parents’ role in, 16–17
reading skills in, 19–20
SAT preparation classes in, 23
secondary schools’ role in, 17–19
students’ role in, 19–20
time management skills in, 19
volunteering in the
community in, 22–23
web knowledge in, 20
writing skills in, 20
Presidential Research Scholars of Cornell
University, 32
professor(s)
in class selection in college, 83–85
find those interested in you, 31–32
get to know, 47–48
host country professors
take courses with, 61
perspectives of, 141–173
in sophomore year
selection of, 54
Proust, Marcel
Swann’s Way, 145
Index

resident tuition
non-resident tuition vs., 30
resilience, 49
in life after college, 78
resolve, 49
in life after college, 78
resourcefulness, 49
in life after college, 78
risk taking
in life after college, 77
Rosenberg, Alex Kwonji, 60
Ruggiero, Sal, 129
Ruppert, David, 164, 170
Rusnak, Sylvia, 63, 67
Sabra, Roya, 18–19
"safety schools," 33
Salinger, J.D.
The Catcher in the Rye, 114
satisfaction
earnings vs., 53
SAT preparation classes, 23, 25–26
Schapiro, Morton, 4
scholarship(s)
athletic, 31, 102–103
Schultz, Rachel, 46
Schumpeter [Adrian Wooldrige], 112
Schwarz, Daniel R., 15, 124, 146, 148–173
In Defense of Reading: Teaching Literature in the Twenty-First Century, 15
Endtimes? Crisis and Turmoil at the New York Times, 124
The Humanistic Heritage: Critical Theories of the English Novel from James to Hillis Miller, 146
Reading Joyce's Ulysses, 145
Schwarz, Robert, 36–37
science, technology, engineering, and mathematics (STEM) courses, 34, 47, 62, 63, 64, 65, 71, 81, 83, 113, 138, 144, 149, 156, 166, 171
quality of teaching of, 32
secondary schools
in preparing for college, 17–19
self-presentation
of seniors graduating from college, 75
seniors graduating from college
suggestions for, 72–78
be bold and take reasonable risks, 77
be open to learning from others, 77
cast your eye widely when applying for positions, 74
develop new skills and interests, 77
emphasize cooperative group work experience, 75
employment choices, 73
gap year, 72–73
graduate programs, 72
interviewing skills, 74–75
learn about company interviewing you, 74
life after college, 75–78
respect diversity, 75
self-presentation, 75
start where you are, 78
summer internships, 73–74
time management, 76
three Rs in, 78
senior year
described, 66
making most of, 66–71
awareness of employment world, 69
develop skills of time management, 69–70
elective courses, 67
go beyond comfort zone, 67–68
honors thesis, 66–67
independent study research, 66–67
interview skills, 70
introduction, 66
know qualifications for career and graduate programs you have chosen, 69
learn about campus Career Service and Placement offices and resources, 70
learn about world beyond your campus, 68–69
personal growth, 68
Index

senior year (cont’d)
- preparation, 69–71
- solve personal issues, 67
- think about gap year, 70–71

sense of humor
- continue to develop
  - in freshman year, 51
  - in life after college, 78

setback(s)
- as challenges, 49–50

Shongov, Pauline, 49, 168
Silbey, David, 61
Singer, Elliot, 53, 76–77

skill(s)
- develop new
  - in life after college, 77

Skorton, David, 2

“A Pledge to End Fraternity Hazing,” 88

smartphone use
- time management in, 99

social activities
- time management and, 99

social media
- time management in, 99

social problems
- Greek system and, 92–93

sophomore year
- described, 52
- suggestions for, 52–56
  - advisor selection, 53
  - balance smaller classes with larger classes, 54
  - change if in wrong program, 53
  - character development, 53
  - develop leadership skills in organizations, 55
  - finish fulfilling all non-major requirements, 54
  - focus on planning, 52
  - maintain physical health, 54
  - participate in campus activities, 55
  - take classes from best professors, 54
  - take course outside your major to expand interests, 54
  - take courses in emphasizing communication skills, 56
  - think about double majoring, 53
  - think about future, 52–53
  - think about junior year abroad, 55
  - understand graduation requirements, 54
  - use campus cultural resources, 55
  - use time effectively, 56
  - summer employment after, 64

sorority(ies), 87–97 (see also Greek system)
- described, 87–88
- history of, 87
- reasons for joining, 94–96

speech
- articulate
  - importance of, 100–101
- forceful
  - importance of, 100–101

speech skills
- importance of, 100–101

start where you are
- for seniors graduating from college, 78

state university systems
- community colleges as feeder schools for, 37–38

STEM (science, technology, engineering, and mathematics) courses, 34, 47, 62, 63, 64, 65, 71, 81, 83, 113, 138, 144, 149, 156, 166, 171
- quality of teaching of, 32

Stevens, Wallace
- “The Idea of Order at Key West,” 150

Strunk, William B., Jr.
- The Elements of Style, 20, 100 (see also White, E.B.)

student(s)
- contemporary
  - compared with students from 1968–1970 period, 165–167
  - guidance from other in class selection in college, 82
  - illicit drug use among, 169
  - preparation for college, 1–4
today’s (2015), 168–170
career orientation of, 170–172
practicality of, 170–172
undergraduate
changes in, 167–168
student body
undergraduate
changes in, 167–168
student essays
difference in quality of, 26
student life
today’s
1968–1970 period’s contribution to, 165–167
study area
in time management, 98
study habits
disciplined
in preparing for college, 19–20
studying
area for
in time management, 98
with focus, 101
as freshmen, 46–48
regular routine for
in time management, 99
substance abuse
awareness as freshmen, 51
illicit
among students, 169
Sullivan, Kyle, 45
summer employment
between sophomore and junior
years and junior and senior
years, 64
summer internships
for seniors graduating from college, 73–74
Taormino, Tristan
“Anal Sex 101: Everything You Wanted to Know (But Were Afraid to Ask),” 169
Teach for America, 172
Bachelor of Arts in English and, 126
teaching
Bachelor of Arts in English and career
in, 125–126
of humanities, 116
observations about, 159–160
research and
as mutually exclusive, 143–147
teaching abroad
Bachelor of Arts in English and, 126
teaching goals, 153–154
teaching quality
at research universities, 32
of STEM courses, 32
teaching reading, 155–156
teaching writing, 154–155
technical skills
importance of, 45
Teukolsky, Saul, 143
The Atlantic, 91
testing
critical
importance of, 101
Thomas Edison State College, New Jersey, 35
three Rs (Resilience, Resolve, and Resourcefulness), 49
in life after college, 78
time between classes
effective use of
in time management, 99
time management, 98–99
alone time in, 99
fun activities and, 99
hour-by-hour chart in, 98
paid jobs and, 99
regular routine for doing academic work in, 99
by seniors graduating from college, 76
social activities and, 99
in sophomore year, 56
study area, 98
suggestions for incoming freshmen related to, 42–44
of time between classes, 99
of time spent on smartphone, 99
Index

time management skills
  development of
    in preparing for college, 19
Tolstoy, Leo
  Anna Karenina, 119, 121, 122
  Christianity and Patriotism, 122–123
    as example of how we learn and what we
      learn from literary texts, 118–123
  War and Peace, 114, 121, 122
Toyoda, Yoshiko, 42, 53, 64, 65, 74
  transferring, 34
    thinking about as freshman, 41–42
travel
  reading as type of, 150
tuition
  resident vs. non-resident, 30
undergraduates
  in community colleges, 36
    enrolled in four-year commuter
      colleges, 36
undergraduate student body
  changes in, 167–168
understanding the world in which we live
  humanities in, 117–123 (see also
    humanities)
university(ies)
  research
    teaching quality at, 32
university(ies) abroad
  as college selection, 34–35
University of California, Berkeley, 4, 8
Unz, Ron
  “End Tuition at Elite Colleges to
    Attract More Applicants,” 30–31
US Department of Education
  Pell Grant program of, 30
US News, 2
US News and World Report, 25
value(s)
  of alone time, 99
  core
    retaining, 50
volunteerism
  role in preparing for
    college, 22–23
Wall Street Journal, 5
Washington Post, 129
Washington program
  during junior year, 61–62
web knowledge
  role in preparing for college, 20
  students’ effects of, 168
White, E.B.
  The Elements of Style, 20, 100 (see also
    Strunk, William B., Jr.)
Wight, Liz, 129
Woolf, Virginia
  To the Lighthouse, 156
working with others
  learning how to, 101
world beyond campus
  learn about
    in senior year, 68–69
writing
  Bachelor of Arts in English and career
    in, 126, 127
  reading and
    building bridge between in
      freshman classes, 156
    teaching, 154–155
writing skills
  role in preparing for college, 20
writing well
  art of, 100
Yoder, Wendy, 37