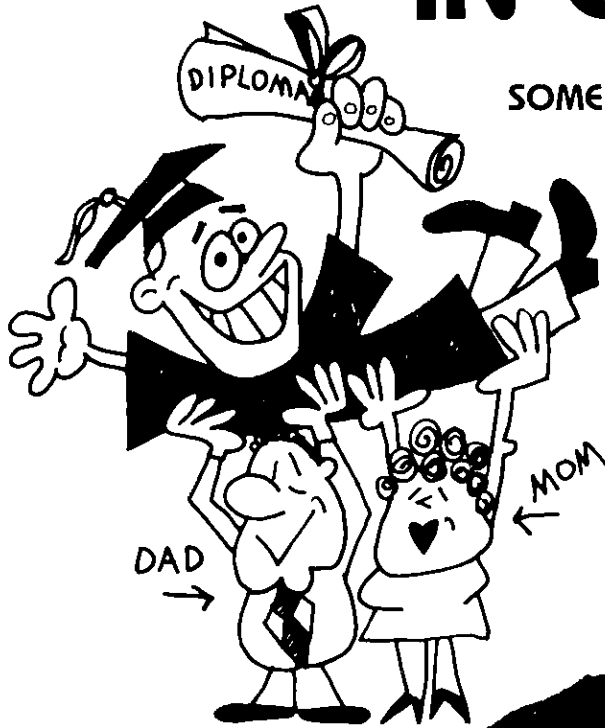


TOWARD SUCCESS IN COLLEGE



SOME NONSENSE & HORSESENSE
IN A STEP-BY-STEP GUIDE
(THAT REALLY WORKS)

REVIEWS:

"This is the greatest book I ever perused!" (T. T.)

"This is the best book I ever understood!" (R. O'C.)

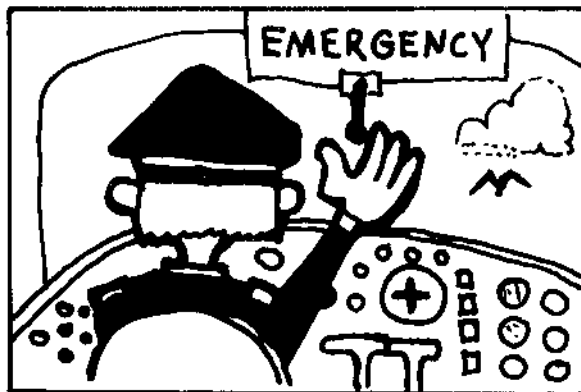
"This is the only book I ever read!" (P. G.)

Rod O'Connor
& Tom Taylor

with illustrations by Paul Glenn

Overview

This little book is a guide to Best Operating Procedures and EMERGENCY techniques for surviving (*well*) in college. The chapters generally follow your academic calendar and are of maximum value if used regularly as the term progresses. (If you are a *normal* human being, just use this book from the chapter corresponding to wherever you are in the academic term, but start reading at Chapter 1.) You should use the “game board” (page vi) as often as necessary. While it is true that the “hardest job is finding ways to avoid work”, we think this book *can* help you find ways of avoiding *unnecessary* work and wheel-spinning.



BEFORE CLASSES START (Chapter 1) tells you how to get a good head start on a track that *you* make free of obstacles. It includes techniques for designing the *best* arrangement of courses, for preparing a *realistic* learning schedule, and for setting up an *ideal* study environment.

THE FIRST WEEK (Chapter 2) tells you how to try a running style that you can modify to fit *your* needs. It describes preparation for classes, what to do in classes, after-class activities, and effective study habits to build.

THE SECOND WEEK TO THE FIRST EXAM (Chapter 3) shows you how to modify what you started in Chapter 2 so that it really works best for *you*. It gives you keys to preparing for “the day of truth” (exam day). It helps you identify learning problems and correct them, while reinforcing the things that you’re doing right.

THE EXAM (Chapter 4) is geared to having exams work *for* you, instead of against you. (Convene the firing squad to act as your bodyguards!) Even if you are underprepared for this exam, this chapter tells you how to minimize the damage.

AFTER THE EXAM (Chapter 5) explains how to have good *or* bad results work *for* you. (Even a wake can be a good party.) This chapter deals with how to proceed when you’re up to your **CENSORED** in alligators, or how to turn one victory into a winning campaign.

REASSESSMENT TIME/DROP DATE (Chapter 6) is a guide to deciding whether to decrease your course load, redesign your learning schedule, or keep on truckin’. (Before deciding to punt, you really should consider the number of yards to go *and* how many downs you might have left. But there *is* a time to punt.)

PREPARING FOR FINALS (Chapter 7) is designed to help you maintain a winning streak or improve a poor situation. (Even if you’re six touchdowns behind, there is a *best way* to proceed.)

SPECIAL PROCEDURES (Chapter 8) discusses particular techniques needed for certain courses. The areas covered are “memorizing”, “problem solving”, “labs”, “writing”, “analyzing”, and “the library”.

NONACADEMIC MANAGEMENT (Chapter 9) deals with some of those things that many students never had to fool with at home laundry, checkbook balancing, handling roommate problems, bus passes or parking permits, etc.

BACKWARD-FOREWORD (not to be confused with a retarded basketball player) is found where it belongs—at the end of the book instead of in the usual “up-front” position. Here are some ideas that only have meaning *after* you’ve been through part of the academic world and can see beyond the glitter.

Acknowledgments

We hereby acknowledge our culpability in having pointed *thousands* of students toward the route to success over the years. It was their dismayed looks when we offered no road map that planted the seeds for this book. It was their trials and tribulations on that uncharted road that allowed us to learn what works and what doesn't work. Thus, the primary credit for the book goes to all those students who permitted us to share in their lives. In particular, very special thanks must go to Mr. Kevin Mazziotta, a student at Texas A&M University, who very critically and perceptively went through the second edition of the book to suggest many of the revisions now included in this edition.


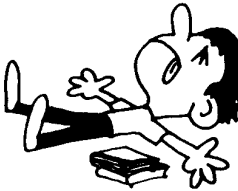




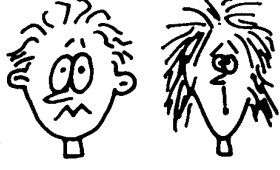





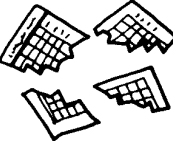


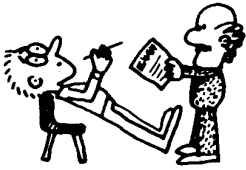
Dr. Charles Leighman, Director of the Texas A&M University Writing Labs, gave us a beautifully clear encapsulation of his vast knowledge for the writing and library sections. Mrs. John Rood of Minneapolis, Minnesota gave us the most careful evaluation of the manuscript. She also is responsible for our maintaining a perspective that addressed *all* students who wish to become more cultivated human beings. Mrs. Linda Tracy devoted many weekends to the prodigious task of assembling the manuscript, for which we are most grateful.

But above all, we must acknowledge the insights and patience of our wives. Those ladies gave encouragement and understanding and were repaid with many days of our absences.

ROC, TET, PG

The Toward Success in College GAME BOARD

Directions: Find your problem in one of the squares. Then go to the Section(s) indicated. (See Table of Contents for page numbers of Sections.)

<p>REGISTRATION RUNAROUND</p>  <p>Can I choose classes? Profs? Times?</p>	<p>FIRST WEEK WEAKNESS</p>  <p>Am I doing enough? Too much?</p>	<p>CLASS CHANGE CHAGRINS</p>  <p>Should I change courses? Times? Profs?</p>	<p>TUTOR TREMORS</p>  <p>Do I need a tutor? Two? Ten of them?</p>
<p>Go to Section 1.2.</p>	<p>Go to Sections 2.1 & 3.2.</p>	<p>Go to Section 1.2.</p>	<p>Go to Section 3.2d.</p>
<p>SELF-DISCIPLINE DIFFICULTIES</p>  <p>Can I learn to "get going"?</p>	<p>TEST TRAUMA</p>  <p>Will I forget? Will I goof? Will I flunk?</p>	<p>POST EXAM PULSE THROB</p>  <p>Are they <u>all</u> this hard? (Or this easy?)</p>	<p>ACADEMIC PROBLEM PROLIFERATION</p>  <p>I'm behind! I'm lost! I'm scared of failing!</p>
<p>Go to Sections 1.4 & 3.2.</p>	<p>Go to Sections 4.1-4.6.</p>	<p>Go to Section 5.1.</p>	<p>Go to Sections 3.1, 6.1, 8.1-8.6.</p>
<p>DROP DEADLINE DREADFULS</p>  <p>Should I drop some courses? Change majors?</p>	<p>CAREER GOAL CAREENING</p>  <p>What do I <u>really</u> want to be?</p>	<p>PLUG-ALONG POOP-OUT</p>  <p>I'm so tired I can't function!</p>	<p>PERSONAL PROBLEM PROLIFERATION</p>  <p>I'm disillusioned! I'm upset! I'm lonely!</p>
<p>Go to Sections 6.1-6.4.</p>	<p>Go to Section 6.3</p>	<p>Go to Section 3.1 (Table 3.5).</p>	<p>Go to Sections 9.1 & 9.10.</p>
<p>SCHEDULE SKITTERS</p>  <p>I need a better schedule, that works!</p>	<p>HIGH STANDARD HORRORS</p>  <p>It's too hard! It's too much work!</p>	<p>INEFFICIENCY INFECTION</p>  <p>Is there a <u>better</u> way to do things?</p>	<p>FINALS FRIGHT</p>  <p>I'll <u>never</u> be ready! I'm getting more scared!</p>
<p>Go to Sections 3.2 & 6.1-6.4.</p>	<p>Go to Section 3.1 (Table 3.4).</p>	<p>Go to Sections 1.4, 3.1, 3.2, 5.1 & Chapters 8 & 9.</p>	<p>Go to Section 7.1.</p>

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