The READER
For 2014-2015 ESF First-Year Students

ESF
State University of New York
College of Environmental Science and Forestry
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2014-2015 ESF STUDENT READER
PREPARED BY THE FIRST-YEAR EXPERIENCE TEAM
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A message from the Dean

Dear Mighty Oaks!

On behalf of my colleagues in the Office of Student Affairs and across campus, I am thrilled to formally welcome you to the College of Environmental Science and Forestry community!

You likely chose ESF because you know you will get an excellent education here. You will take classes from outstanding faculty members who are well regarded in their fields. And you may participate in research projects with these faculty members. In addition to an excellent academic experience, a hallmark of an ESF education is the learning and experience you will have outside the classroom.

In the Office of Student Affairs, our mission is to advance individual student learning, well-being, and success by intentionally designing involvement and engagement opportunities to promote contributions to the College community and greater society. We do this by planning programs and service projects, by helping you prepare for your internship and job searches, by coordinating tutoring programs, by assisting you with any challenges you may face, and in many other ways.

If there is anything I, or any member of the Student Affairs team, can do to assist you in being successful at ESF, I hope you won’t hesitate to let us know. Please poke your head into 110 Bray Hall to say hello – I look forward to meeting you!

Regards,

Dean Lombard

Anne E. Lombard, Ph.D.
Dean for Student Affairs
ESF Quick Reference Guide to Campus Offices

ESF Bursar’s Office
www.esf.edu/bursar
Location: 103 Bray Hall
Hours: Monday to Friday, 8am–4:30pm

In the Bursar’s Office, students can pay their student bill, pick up refund checks, apply for monthly payment plan, have scholarship checks processed and discuss questions or concerns about billing.

ESF Cashier’s Office
Location: 102 Bray Hall
Hours: Monday to Friday, 9am–2pm

In the Cashier’s Office a student can pick up payroll checks and direct deposit stubs, buy Lab manuals, additional printing credits, Medex Insurance (for studying abroad) and pay for parking tickets, key access and lockers. International student Insurance, Research Foundation Petty Cash and Student Government Reimbursement Checks can be processed here as well.

ESF Financial Aid Office
http://www.esf.edu/financialaid/
Location: 113 Bray Hall
Hours: Monday to Friday, 8am-4:30pm

Financial aid at SUNY ESF is intended to assist students with education and essential cost-of-living expenses. The office is open to all students who are looking for financial help, financial literacy skills and/or seeking part time employment to help pay for college. The Financial aid office can help you navigate the necessary forms and answer your questions regarding college expenses and ways to pay for them.

ESF Registrar’s Office
http://www.esf.edu/registrar/
Location: 111 Bray Hall
Hours: Monday to Friday, 8am-4:30pm

The Registrar’s Office assists students with registration, adding, and dropping classes and is the office that maintains your academic record while you are a student at SUNY ESF. They provide enrollment certifications and official transcripts and certifies Veterans and their dependents for their educational benefits. Many forms related to your academic studies can be found in the Registrar’s Office or on their website. As you progress toward degree completion, they work with you to review their degree plan sheets. The Registrar’s Office schedules classroom space, coordinates the schedule of classes, and the academic calendar.

MyESF is the student portal that gives you online access to your student information. You can view your schedule, unofficial transcript, view and pay your bill, as well as update your student contact and other vital information. You will also be able to track your degree requirements by viewing your curriculum plan sheet and view and track your SU accessory instruction credits.
The ESF First Year Experience

Community Values

The mission of the First-Year Experience at SUNY-ESF is to promote, enhance, and support students’ academic, personal, and professional growth through an integrated living/learning experience. We value citizenship, diversity, integrity, stewardship, and exploration.

Citizenship:
We work together to build a strong community, to make informed decisions, to take collective responsibility, and to treat each person with respect.

Diversity:
We recognize that diversity is a strength and appreciate the uniqueness of each person by fostering an inclusive environment for all identities, experiences, and perspectives.

Integrity:
We keep honesty at the core of our academic and personal endeavors. We honor our commitments to each other, to the community, and to ourselves.

Stewardship:
We recognize our responsibility to be stewards of our resources, both at ESF and within the greater community, as we work together for a better tomorrow.

Exploration:
We challenge ourselves to meet the goals of personal and intellectual growth and life-long learning. We celebrate intellectual curiosity and engagement with the world around us.
Contact information

We are some of the faculty and staff members you will interact with on a regular basis during your first year at ESF. We are here for you and encourage you to get to know us and seek us out – your success at ESF is our primary concern.

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College Etiquette

“Don’t lose your head…….”
-Queen of Hearts, Through the Looking Glass, Lewis Carroll

As you embark on your college journey two of the things emphasized are conduct and civility. In other words, all things related to behavior. This document is a guide to proper college etiquette gathered from your first-year professors. Attention to specific aspects of college life which require certain behavior will make things move more smoothly, and hopefully, less stressfully for you and the rest of the members of the ESF community.

Let’s start first with a definition of the word etiquette, from dictionary.com we find: “etiquette, n. 1. conventional requirements as to social behavior; proprieties of conduct as established in any class or community or for any occasion. 2. a prescribed or accepted code of usage in matters of ceremony, as at a court or in official or other formal observances. 3. the code of ethical behavior regarding professional practice or action among the members of a profession in their dealings with each other: medical etiquette.”

The word etiquette is derived from the French word for ticket. Louis XIV, the Sun King, was thought to have been the first to provide his nobles with a “ticket” for how to behave at Court, in particular at Versailles (Origin of Etiquette). The etiquette of Versailles was complicated and specific to your place and standing. From simple things such as what kind of chair you can sit in (no one but the highest ranking nobles had arms on their chairs) to the way you were to actually sit (gentlemen were to slide their left foot forward, grab the sides of their chair and slowly lower themselves onto their seat, otherwise their tight pants might split open) was carefully prescribed (The Splendors of Versailles). Louis XIV maintained strict etiquette for his nobles in order to maintain decorum and order. Everyone knew what was expected of them and how they were supposed to behave. In some ways, 17th and 18th Century French Court life was simpler than today, there was no guesswork as to what was appropriate and what was not.

Sadly etiquette, like many things, went out of style with Louis XIV’s death (1715). Some historians believe that the loss of etiquette during the reigns of Louis XV and XVI contributed to the spark that set off the peasant revolts of the French Revolution in 1789 and ultimately, Marie Antoinette’s distaste for court etiquette may have cost her her head (Nobility and Etiquette)!

Today as modern conveniences distance us from each other, our culture has lost some of the niceties attributed to even the most basic etiquette such as saying please and thank you. That said, etiquette has a place and by observing some guidelines, we’ll all enjoy our time together more. Below you will find guides to aspects of college life that may be new and how to make sure you get off on the right foot with your professors, teaching assistants, resident assistants, and peers.
I. Classroom Etiquette

“Politeness and consideration for others is like investing pennies and getting dollars back.”
-Thomas Sowell, Economist

We’ve all been there, in the movie theater, completely engrossed in what is soon to become our new favorite movie and all of a sudden the person sitting next to us starts texting on their new iPhone. The light and key clicks are distracting and, just as the message-sent-“woosh” reaches your ears, the rest of the audience suddenly breaks out in laughter. At this point, you realize that the rude person sitting next to you has managed to keep you from hearing the joke that is sure to be quoted everywhere for the next 20 years. It’s irritating, right? Well, the etiquette of a movie theater is really not that different from what is expected in a classroom.

Class sizes at ESF range from 6 to 150 or more. While each professor has his or her own ideas of good classroom etiquette, certain classroom behaviors such as punctuality, silencing cell phones, using computers for class tasks only (no surfing the net, writing emails, reading novels), taking off headphones, and being respectfully quiet when others are speaking, are generally the norm. Why are these things important? Well, a class is a group learning experience whether it is a lecture, laboratory, studio, or other required activity, and we are all there to take part in some aspect of the learning process. Coming to class late, having a cell phone ring mid-thought, and having the person in front of you bringing up interesting sites on their computers are all significant distractions. Believe it or not, your professors can be just as easily distracted by your behavior as the person sitting behind you watching you surf.

So the next time you decide you are bored in class and are tempted by technology for instant relief, think about how distracting it is if the person sitting next to you in a movie theater starts texting in the middle of the movie or they arrive late and climb over you to get to the center seat.

The goals of classroom etiquette are to minimize distractions and create a welcoming environment in order for everyone (professors included) to take part in the learning process. Be sure to read the class syllabus and listen on that first day to your professors. They will outline specific requirements they hold as important with respect to classroom etiquette. Furthermore, expect that breaches of etiquette will not be tolerated and there may be consequences such as being asked to leave class immediately.

II. Email Etiquette

“Diamonds are forever, E-mail comes close.”
-June Kronholz, Journalist

Email is an excellent way to get in touch with your professors. Many professors check email all day long and late into the evening. Sending an email has distinct advantages over calling; you don’t interrupt something, professors have a chance to think about your needs, and you create a record of your communication.
That said, email can sometimes go wrong - horribly wrong! Sometimes, even though you may not intend to be rude, realize that email does a very poor job of communicating emotion. So while you may be crying while you write an email, the reader might interpret your mood as angry or hostile. In order to use email as an effective tool for communicating with your professors and peers, here are some thoughts on steps you can take to minimize misunderstandings:

First, be sure to use a salutation to start your email and a closing to end it. Without these niceties, email comes across as abrupt and negative. Further, be careful how you phrase your email, sometimes you do not intend for a message to be offensive but your choice of phrasing makes it appear to be that way. Reread your email before hitting send!!!

Below you will find two examples of email. Both are polite, include salutations and closings, as well as please and thank you, but the tone is certainly different. If you were the professor and received one of these, which would you be more apt to respond to positively and in a timely fashion?

**Email Example #1:**

*Hi Professor X:*

My grades on Blackboard are wrong, you made a mistake in your gradebook, fix it and let me know when you've corrected your mistake.

*Thanks,*

*Evanston Scholar*

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**Email Example #2:**

*Hi Professor X:*

I was looking over my grades and I think there might be a mistake. I calculated my exam average to be an 87.8 and on blackboard it is reading 78.8. Would you please take a look and let me know what you find?

*Thanks for checking on this for me,*

*Evanston Scholar*

Be careful what you write. No one wants to make someone on the receiving end feel bad and it can happen accidentally even with the best of intentions. It's a good idea to set the tone and context before you make an immediate request of a professor to correct an error. Attention to details when writing and taking the time to think through how the message might be received will significantly decrease the number of apology emails you will need to write.

One good rule to live by is that if you are emotional, write the email in a word processing program first and don't send it immediately until you are less emotional. Sometimes just the act of writing it down is what you need, and then some careful editing later will help you get your point across more clearly and civilly.
III. Group Etiquette

“A small group of thoughtful people could change the world. Indeed, it’s the only thing that ever has.”
-Margaret Mead, Anthropologist

Being able to work well with a group of your peers is an important life skill and group projects are an important teaching technique that many of your instructors will use in a variety of situations. From working with a lab partner on a weekly basis to working in a group to accomplish a complex project, you will need to work with someone else on a project at some point in your first year at ESF and probably every year thereafter. Group work is intended to foster discovery through the use of collective wisdom and creativity, but getting to the wisdom and creativity can sometimes take significant effort.

The challenge of working in a group occurs when not everyone in the group does their share. It can be both frustrating and detrimental to the project goals and can create ill will between classmates. Here are some thoughts that may make group work less stressful for yourself and your groupmates.

- Take responsibility for yourself first. Make sure that you are doing what needs to be done on your end of the project. Lead by example. If the group has broken down the parts of a project, make sure you get yours done first. If you don’t do anything, don’t expect to get credit in the end.
- Communicate with your group frequently. Make sure you have your group members’ email addresses or cell phone numbers. Exchange important contact information at your first meeting.
- Plan to meet regularly. Pick a time when you can meet each week to work on the project.
- Provide assistance and encouragement to others in the group. Telling someone they did something well will make both of you feel better and it will encourage the rest of the group to work harder.
- When questions arise that your group can’t answer, seek out a TA or the professor either via email or during office hours. Don’t get frustrated – they will help when they can!
- Delegate tasks and respect each other’s work. Try to listen first before you enter a discussion, and try not to dominate or feel you need total control of a project. The more everyone contributes, the less individually will have to be done.

When a group situation goes awry, assess the situation as best you can. Is it just one person who has “checked out” or has the whole group gone their own way, or is the project just not turning out the way you envisioned? How you handle these situations will depend on the professor and on the project. Be sure to listen when the professor assigns the group project, specifically about how they want problems resolved.

Academic integrity is also more complex with respect to group work. Again, be sure to understand your instructor’s intent when he or she assigns a group project or what it means to be a lab partner. For more information about this aspect of college life please see the Academic Integrity Handbook at http://www.esf.edu/students/handbook/integrity.pdf.

Group work is a life skill, so no matter what course puts you into a group, remember that this is practice for the real world!
IV. How to Address Your Professors

“What’s in a name?  That which we call a rose by any other name would smell as sweet”
-William Shakespeare, Writer

For the first 13 years of your educational experience, all of your teachers were called Mr. or Mrs. or Miss or Ms., right?  Well, on a college campus this may or may not be the case. The best way to handle this is to listen on the first day of class to how professors introduce themselves. Some professors are informal, “I’m Dr. Emerald Ash Borer, but please call me Em” others, very formal, “I’m Dr. Emerald Ash Borer, please call me Dr. Borer”. Another great way to gauge how you should address your professors is how they sign their name in an e-mail. Some will sign it Dr. Borer and others will sign it Dr. B and yet other will use Professor Borer. At the very least, it is appropriate to use their signature as your salutation in your emails to them.

As an additional note, not all of your professors have doctorates and some of them do. This detail will usually show up on syllabi, email, or can be found directly on the ESF website. Addressing a person with a doctorate as Mr. or Mrs/Ms/Miss instead of Dr. is generally not going to be appreciated. So when in doubt, use Professor Borer, that is to say, Professor followed by their last name.

V. How to Address Problems with a Professor or Course

"Courage is what it takes to stand up and speak.  Courage is also what it takes to sit down and listen."
-Winston Churchill, Past Prime Minister of the United Kingdom

Do the words intimidating, scary, powerful, or overwhelming come to mind when you are describing your professors?  Professors can be scary people in a classroom. They have to maintain order, teach the material, answer questions and sometimes stand in front of hundreds of virtual strangers. Would you be nervous doing this?  Believe it or not, your professors may be nervous too and sometimes those nerves come across as scary, intimidating, overbearing, and, just plain mean!

Professors wouldn’t be professors, though, if they didn’t actually like students, so take a few minutes to get to know them. Say hello to them when they enter the classroom, a cheerful “Good morning Dr. Newton.” will set you apart from the rest of the crowd and will, without fail, earn you their gratitude. Visit them in their office hours even if you don’t have questions. You can even bring a friend, if you’re really nervous, but introduce yourself and let them know you are just there to say hello. They will appreciate the gesture, and again, it will make the classroom a more comfortable place for both you AND the professor!

Sometimes though, you might feel like your professor isn’t doing what you need or want him to do, or you feel that she isn’t treating you fairly. You will need to identify what is specifically bothering you about the situation or individual and then bring it to the attention of the individual. Before you decide that he won’t hear you and listen to your complaint or that you will be punished for bringing up the complaint, give your professor the chance to explain his or her
teaching style or methods. Sometimes there really is a method to their apparent madness! Professors, just like you, want to do the best job that they can and if they don’t know that there is a problem, they can’t fix it. Listen to your professor with an open mind, and try to see her point of view. Maybe he can’t do what you ask in fairness to the rest of the class, maybe she can’t do it because you haven’t done something you were supposed to do. Resolving your problems at the professor-student level is always the best solution since there is no other entity on campus that has a clearer picture of what is happening in the classroom than you and the professor!

What should you do if you feel like the professor isn’t hearing you or if the professor refuses to meet with you? First, avoid defamation. In other words, make sure you do not publicly or privately say malicious things about others. Most conflicts arise due to a misunderstanding or a lack of communication and making it known that you have an issue other than to the person with whom you are having communication problem will only exacerbate the problem. Once you have determined that you need the advice of someone outside the course, you should begin with the chair of the department to which that professor is assigned. You can find this information on the ESF website by doing a faculty/staff directory search. When you meet with the chair you should have evidence of your complaints with the professor, dates when you met with him or her, what was said in the conversation, and be prepared to clearly articulate how you feel the professor has let you down. Going to the chair should be the last resort as you should have tried to mitigate your problem with the professor first. When you involve the chair remember that you are going over the professor’s head. The problem should begin with the professor or teaching assistant first, then proceed to the chair, then, Associate Provost of Instruction, the Provost and ultimately the President.

Although it is always appropriate for you to take a complaint up this chain of command, be careful what you take up the chain. In other words, make sure it is really worth it. For example, complaining about a 10 point question on a 50 point quiz that will eventually only contribute $\frac{1}{10}$th of one point in your total grade at the end of the semester is probably not worth it. The chair is not going to be excited to hear about this kind of matter; it needs to be resolved at the professor-student level. If, however, you are worried about being discriminated against and after having a frank conversation with the professor you still believe he or she “has it out for you”, then a conversation with the chair might be warranted.

The bottom line is, remember that professors are people, too. They have feelings and they really do want to do the best job possible to give you the best possible education. Sometimes you will love your professors and sometimes you won’t. When you don’t, try to figure out why and move toward finding a working relationship. Complaining incessantly to everyone and anyone is not a working relationship. We don’t all like who we have to work with, but in the end, we need to be professionals and find a way to work with all kinds of people whether we plan to be friends or not.
Academic Success

Office of Student Affairs

“You may delay, but time will not.”
-Benjamin Franklin

The keys to academic success are time management and knowing when and how to get help when you need it. The Faculty and Staff at ESF are committed to your success but you have to help us help you! Procrastination is everyone’s enemy, especially tasks that we may find overwhelming or over our head. There are many ways to get help with time management and course specific content. Here is a short list of what is available to help you succeed your first year here at ESF.

I. Peer Tutoring at ESF

Peer Tutoring is provided by the Academic Support Services Office in the Academic Success Center (ASC) of Moon Library (Room 109). This program is one of the many academic support initiatives available at ESF. Through the program, the service of a qualified undergraduate or graduate tutor may be available to any ESF undergraduate student who feels a need for academic support in meeting the demands of ESF courses in which he/she is currently enrolled. The Center’s focus is mainly on lower division, undergraduate courses. Requests for tutoring in specialized courses will be considered on a case-by-case basis.

The program has two different types of assistance:

● Individual/small-group tutoring—In individual/small-group tutoring, up to four students meet with a tutor for a two-hour block of time each week to go over course material. These sessions can help students gain self-confidence and become independent learners, as well as grasp specific subject matter.

● Large-group tutoring—Large-group tutoring is offered in a variety of courses, depending on the demand, but are typically available for General Biology I and II, General Chemistry I and II, and Organic Chemistry. In large group tutoring, a tutor is available on a weekday night for two hours and students may drop in to get assistance. These sessions allow participants to receive immediate help with an assignment, clarification of lecture materials, or a response to a quick question.

For more details about the Peer Tutoring program at ESF, send an e-mail to tutoring@esf.edu or visit them on-line at http://www.esf.edu/tutoring/.

II. Workshops

General Biology I and II Workshops

Biology workshops are held weekly and are organized and presented by graduate and undergraduate student teaching assistants (TAs). Grades of students attending workshops regularly are among the best in the class as TAs provide an overview of particularly complex concepts/material and facilitate open discussion where students can obtain insights into end of chapter questions, as well as questions that come up during the lecture. Workshops are designed to be a chance to interact with TAs and fellow classmates in an environment where every question asked is considered a great question to be answered. A working schedule for when these workshops are held in the Fall and Spring semesters will be shared in class by Dr. Fierke (Fall semester) and Dr. Whipps (Spring semester).
General Chemistry I and II Workshops
To help support students in General Chemistry I and II, there are a series of weekly help sessions called Graduate Reviews and Workshops. Both of these help sessions cover roughly the same topics and work the same kinds of problems. However, Graduate Reviews are run by graduate teaching assistants, while peers, who have already taken the course, run the Workshops. Both sessions work through the course manual, which provides an emphasis on how to infer information from models and to add critical depth to what is taught in lecture. Both are also intended to help you work through problems at the back of the course manual. Graduate Reviews tend to be larger sections, where attendance can be as high as 100 before an exam, but they are routinely attended by approximately 50 students each week and are usually held on campus in one of the large format lecture halls. Workshops are intended to be smaller, more intimate meetings and are generally attended by 10-12 students each week and, whenever possible, are held in the Multi-purpose Room in Centennial Hall. Exam and quiz questions are frequently lifted verbatim from the course manual, and the grades of students who attend regularly are among the best in the class. One distinction that should be made is that these are not tutoring sessions, rather they are intended to be an enhancement of what is done in lecture, sometimes giving you a leg up on what's coming next and sometimes to help you better understand the current or past material. Both Workshops and Graduate Reviews have a set of objectives whereas tutoring is directed more toward what your personal objectives for your own learning might be.

Academic Support Workshops
During the academic year, the Academic Support Services staff provides a variety of workshops ranging in topics from time management and study skill development, to utilizing the Moon Library resources, mid-term preparedness, and Finals preparation tips. Stop by the ASC for more information and dates for this semester’s workshops.

III. Study Skills
"The least of the work of learning is done in the classroom."
-Thomas Merton, American Author

In high school, much of your day revolved around pre-scheduled time from 8:00AM until 3:00PM. You had classes or study halls scheduled for you and each class had assigned homework that was collected or checked the next day. In college it is now your responsibility to schedule your day, to set up your own study halls, and to decide what homework you need to do for each class. Some professors will have a very prescribed homework routine and others will expect you to figure out what needs to be done to be successful based on their syllabus and lectures. All in all, you have much more freedom in your day, but the work you are expected to be able to do will exceed anything you’ve ever done in high school. It is often nothing more than effective time management that can make or break your semester.

Something to keep in mind is that for every hour of in-class lecture instruction, you are expected to do two to three hours of work outside of class. You are considered a full-time student if you are taking 12 credit hours of courses, which means you are spending 12 hours in class (minimum) a week, then spending roughly 24-36 hours outside of class (some courses may require more hours outside). Essentially you should be spending 36-48 hours on your course work each week (the equivalent of a full-time job) as defined by the New York State
Board of Education (Department of Higher Education, 2002). Many of you are likely to be taking 15-17 credit hours, which means you’ll be spending a minimum of 45 to 51 hours on your work. Unlike in high school, what you do during those 30+ hours outside of class will be largely left up to you. Class syllabi will indicate textbook chapters, topics to be covered, and problems to be completed, but often these assignments are intended to be done on your own and while the instructor will refer to them, it is YOUR responsibility to do them whether they are collected and graded or not.

Developing a successful study plan and gaining appropriate study skills comes from the navigation and management of one’s daily schedule. This can be done by considering the following:

1. What assignments are due this week, this month, this semester?
Generally, there is some form of homework that needs to be considered for just about every class session. Whether it is preparing for an upcoming exam, quiz, essay, lab report, or simply reading the textbook to prepare for the upcoming lecture, students must stay on top of their daily assignments. Reviewing the syllabus for a given course is a great place to start. Even if the problems are never collected, it is expected that you do them in preparation for the exam. Assigned problems and study questions are the best way to review for exams, quizzes, and the next lecture.

2. How do I study?
Studying can generally be done in several ways: reading appropriate assignments (textbook readings, articles, etc.), by reviewing class notes, or by working assigned problems. Do not underestimate the power of flashcards either! The way you approach each of your courses may differ but here are some suggestions for the courses you’ll be taking in your first year:

   a. Class readings: These are a great way to PREPARE for the upcoming class. Whether it is reading a respective chapter of a textbook or an assigned article, such readings often have critical information that will be discussed in the upcoming class. Reading such information is a smart way to getting a jump-start for the discussion. Missing out on this important phase of the studying process may jeopardize one’s ability to grasp larger concepts later on in the course.

   b. Reviewing notes: This process of studying helps put closure to the just learned material by providing a ‘refresher’ before moving on to the next section of material that will be presented during the next class. It is very important to complete this review in a timely manner, for material that is reviewed soon after it is received has a higher likelihood of being retained. Completing such reviews during the day, in-between classes, is an efficient practice that can help cut down on procrastination and ensure that the review is being done in a timely manner.

   c. Working assigned problems: This process is particularly useful in classes like Chemistry and Mathematics where problems are assigned or made available regularly. This technique involves turning to the back of a textbook chapter or to the problem set and comparing the kinds of questions found there with the types of questions that were discussed and worked in class. As you work through the problems you may encounter issues and questions, and this is a good time to review your notes and your textbook for help. Find sample problems in your textbook or notebooks and try to emulate what was done. Remember that many textbooks give you the answers in the back for certain problems, and your professor has the answers to the others. When you simply can’t get
the right answer no matter what you’ve tried, it is probably time to seek out the guidance of a teaching assistant and/or professor.

d. **Flashcards:** This process is useful for learning new vocabulary and essential concepts. Almost all the courses you will be taking this semester will involve new vocabulary. Until you have a working knowledge of this vocabulary (you don’t have to actually think about what something means), you will struggle to understand lectures, homework problems, and exam questions. Make flashcards of vocabulary, of key concepts, of the elements and their symbols, then, carry them with you everywhere. While you are waiting for anything, you can work through a few flashcards and voila! – you’ve mastered a new concept while waiting to process your financial aid forms!!

3. **Where and when do I study?**
   
a. Studying in your room in the residence hall may not be the best idea. Why? It often provides distractions because of the easy access to friends, Facebook, the Internet, television, and other activities. Using quiet spaces in Centennial Hall or on campus in such places as Moon Library, Nifkin Lounge, or in an open classroom provides a much better environment for studying.

   b. For many students, the day time, when you are the most alert and connected to material just recently acquired in class, is the best time to study. Trying to read a textbook in the evening, regardless of the subject, can often be a struggle. This is not because the subject is boring, but because it has been up to twenty-four hours since you last heard the information in class. It is no surprise that waiting until evening to study may cause you to read the same paragraph three or four times before it sticks. Review sooner and the information will be clearer in your mind.

4. **Do I understand the material?**
   
   Be honest and consider whether or not the just-learned material is really sinking in. If not, you may need to find additional avenues to understand the information. You may need to spend time with professors or teaching assistants during office hours, find a tutor, or spend extra time in the library with classmates to learn the information.

5. **How to read your textbook:**

   Textbooks are a useful reference that support and enhance what you are learning in lectures, laboratories, and studios. The way you use a textbook may vary from course to course. Sometimes it is best to read the chapter start to finish while at other times you may want to start with the concept questions and see what you know first and then read about what you don’t yet understand. Either way, if a professor suggests a textbook, it is in your best interest to purchase it and use it to supplement your work.

**Some tips on how to read your textbook for Biology and for Chemistry**

Reading a textbook for Chemistry or Biology is very different from reading a novel. For these classes you will want to start at the back of a chapter. Look at the list of key terms, equations, and concepts and make sure you understand all of them for a given chapter. Then start working through all of the study questions.
In Biology you will want to use the chapter bullets and figures as an outline to guide your more detailed reading. Make flashcards of important vocabulary as you read. Be sure to go back and forth between end of chapter questions and your reading to make sure you can answer concept questions and are assimilating your reading.

In Chemistry, start at the end of the chapter and look over the end of chapter terms, concepts, and equations and define any you are unsure about, then turn to the problems. Find problems that match the types of problems you’ve seen in lecture and that have answers (usually color coded in some way) and try working through these. When you get stuck, find a sample problem in your notes or textbook and try to use it as a guide. Be sure to read the section of the chapter where you found the sample problem that helped you get over the issue carefully, this is a sign that you have not assimilated that material yet. Then work more and more and more problems until you can work all the problems that correspond to the lecture without having to look at sample problems. Reading the chapter over and over in Chemistry is simply not as important as working through the study questions and the problems. It is time consuming and often fruitless. In fact reading the chapter is the last thing you do in chemistry, start with the term/concepts, then do problems then if time allows, read the chapter.

IV. Office Hours

Developing a respectful relationship with professors is an important part of achieving academic success. One of the easiest ways to begin such a dialogue is by using instructor and/or teaching assistant office hours. These ‘open door’ sessions provided by professors are a great way for students to ask questions after a class or in preparation for an upcoming assignment, quiz or exam.

A professor’s office hours during a given semester can be found on the course syllabus for a given course and sometimes the Blackboard site accompanying the course. Do not panic if you have class during your professor’s office hours; just make an appointment, scheduling conflicts are expected, but if you do not have a conflict, go to the scheduled office hours.

Office hours are intended to provide personalized help to you in your studies. They are not, however, intended as an opportunity to get your TA or professor to re-lecture course material. When you come to office hours you should have evidence of what you have tried outside of class to understand the material. While it is okay to not understand how to do something or feel completely confused, the professor or TA needs a starting point to help you. What have you tried? If you come to office hours having done nothing more than attend lecture and worry that you aren’t assimilating the material from being “told” what to do, office hours will be significantly less effective. Your professor or TA is likely to send you away with nothing more than, “try doing some problems, writing out answers to questions, and come back”. So, try doing the problems, try writing out answers to study questions, and then bring that work with you so the professors and TAs can help you efficiently and effectively right away. Have evidence that you’ve done something more than just listen to lecture: an outline, problems worked, concepts rewritten in your own words, or some kind of written extension of your reading. This will help instructors to guide you in your studies.

Professors and TAs want to see you succeed and are there to help you, but you need to take responsibility for your own learning as well.
V. The Writing Resource Center
Do you have trouble getting started with an assignment? Understanding the directions and expectations? Clarifying confusion with citations and formats? Want FREE writing advice? The Writing Resource Center, 13 Moon Library Basement, is your free, go-to resource.

Experienced peer tutors and graduate assistants are trained to help you with your writing in a relaxed, non judgmental, supportive environment. If you come prepared with your assignment and ideas, we will do our best to help you with a myriad of writing tasks such as writer’s block, idea development, organization, tricky citation and format issues, and other writing requests. We work with all stages and all types of writing to help you become a more confident, independent and proficient writer. All we ask is that you bring your assignment and ideas, keep your scheduled appointment and show up on time.

To make a 30 or 60 minute appointment, access our online scheduling system at http://esfWRC.appointy.com and select an available time that fits into your schedule. Tutors meet with you for a ½ or one hour scheduled one-to-one session and are also available for drop in hours at the center. Time slots fill quickly, especially during peak times in the semester. A tutor will be visiting your writing class during the first three weeks of the semester with more information. Tutor hours will be posted the second week of classes.

Please address any questions to Dawnelle Jager, Writing Center Coordinator, at dajager@esf.edu.

Tips for reading critically
There’s no question that we’re living in an age of information overload, an age where we’re constantly bombarded with written and visual communication from the stacks of textbooks on our desks to the unrelenting posts falling in our Facebook feeds. To navigate this glut of information, many of us have become habituated to consuming information as quickly and passively as possible (by skimming, jumping ahead, etc.). Active, engaged reading, however, is one of the foundational practices of being a good college student, and it requires us to attend very closely to what’s on the page to ensure that we understand and retain the information we encounter. This is in stark contrast to our usual methods of information consumption. The following practices will help you slow down and read texts more critically and closely:

- **Underline and highlight important information and meaningful passages.**
- **Annotate as you read.** Annotations can come in many forms, but you might begin by using the space in your margins (or on a separate sheet of paper or word processing document if you’re reading a digital text) to respond to what you encounter, to ask questions about the things that confuse you or inspire your curiosity, to record the definitions of unfamiliar words, to raise challenges and voice agreement or to make connections to current events, knowledge you’ve gained in other classes or from your own experiences. Some students claim they find it distracting to annotate as they read, and while it’s true that the practice can slow us down, studies have indicated that we process information more effectively and begin forming our own critical ideas when we engage with the words on the page (Flippo, 1999).
- **Summarize what you've read.** While collecting and copying material verbatim is an excellent way to engage with texts as you read, information is more likely to be retained when you take the time to recast the ideas in your own words (Flippo, 1999).

- **Consider the purpose and context of the text.** When was the piece written? By whom? For what publication, community or audience? Why might the information or ideas be important or relevant at this particular moment? If you aren’t familiar with the author or publication, it might be a good idea to do a bit of Internet sleuthing to uncover more about them.

- **Talk with others.** Have a conversation about the reading with your classmates as you stand in line at the dining hall or walk to class. Tell your roommate what you've been reading about. Come to class ready to discuss the sticky points of the material and to make observations about the ideas and information you found compelling (or even troubling).

- **Finally, when in doubt, reread!** Reading a text more than once will give you an opportunity to notice more or read with your attention on evaluating—rather than simply grasping—the writer’s ideas.

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**ESF Writing Center Tip Sheet: Academic Writing**

If your professors make comments on your writing assignments such as “language is informal” or “wrong word choice” then it is probably a good idea to brush up on your use of academic language, a common problem area. Academic language is used in textbooks, journals, and other scholarly sources and is different than every-day spoken English. There are four main elements which make academic language distinct and preferred for use in the classroom: objective tone, formality, balanced essay structure, and use of appropriate scientific terms (Flippo, 1999).

To write with an objective tone means that you do not include your personal beliefs and feelings on the subject matter, unless you are asked to do so by a professor or it is appropriate for the assignment. All statements should be based on reasoning or established fact and include citations as needed. For example, statements such as “I believe” or “this is a great book” are not appropriate in formal assignments.

Language formality is the second important element of academic writing. Academic language does not include metaphor, simile, hyperbole, or other figurative language tools. Exclamations and rhetorical questions are also inappropriate. While some might consider this style of writing to be dull, the purpose of academic writing is not to dazzle with creative components, but rather to emphasize the creativity of your ideas and interpretations. The emphasis here is on thought process, rather than creative style.

Balanced essay structure means that your paper is largely composed of your own ideas, not overwhelmed by citations from other authors. While citations are important to substantiate a point, citations are secondary to describing original ideas. Paragraphs should also be about the same length.

Lastly, academic language includes scientific terms, which should be understood and applied correctly. Depending on the subject of the paper, there is a certain technical vocabulary that should be used. For example, the terminology when writing about chemistry is different than for...
sociology, religion, or political science. Become familiar with discipline-specific terms and use them; learning this vocabulary will also make it easier to read other pieces within a discipline.

Examples of Commonly Misused Words in Academic Writing:
Context, Derive, Principle, Theory, Positive vs. Normative, Deduce, Empirical, Ideology, Hierarchy, Paradigm, Commodity (For a more extensive list, with definitions and Chinese translations, see: http://www2.elc.polyu.edu.hk/CILL/eap/wordlists.htm

VI. Being a Good Advisee
Your relationship with your advisor is an important and dynamic one. During your first year you will most likely be relying on your advisor for input on course selection and guidance on the registration process. However, with time you will develop a relationship with your advisor that focuses more on your personal development and preparation for professional life. Below are tips on how you can manage and nurture this relationship as you progress through your studies.

Working With Your Advisor
1. Know how to find and contact your advisor. Where is his/her office? What is their phone number and email? Do they have a place to leave notes on their door? Much of this information can be accessed your home department’s on-line directory or on your advisors website.

2. Get to know advisors and how they wish to interact. Each advisor operates differently – some will have an open door and will welcome students to drop in; others will ask to have visits limited to their posted office hours or appointments. While some prefer to handle routine questions by email, others choose to interact face-to-face. Find out your advisor’s preferences during your first advising meeting and take notes for future reference.

3. Learn how your advisor manages pre-registration meetings. Many faculty advisors have 20+ advisees and must plan ahead of time to schedule their numerous pre-registration meetings. Many advisors will post a sign-up sheet for meetings. Others will have you contact them to make an appointment. Find out well in advance of your first pre-registration meeting (perhaps during your first advising meeting) how your advisor handles this important task.

4. Keep your appointments. If you cannot make an appointment give as much notice as you possibly can - in person, by phone, by e-mail, by carrier pigeon, by post-it note on the office door, by ALL of these means. Not showing up for appointments is memorable to most professors and will, without doubt, reflect badly on you. Don’t be remembered because you failed to show up to an appointment; be remembered because you are always on time, prepared, and smiling!

Know The Academic Calendar
There are several dates and deadlines to be aware of during each semester. You are responsible for meeting these deadlines when you intend to drop, add, withdraw from and register for courses. There is little your advisor can do if you miss a deadline. Actual deadlines
are posted online at the Registrar’s web page (http://www.esf.edu/registrar/), but general deadlines are:

- Last day to add a class: one week from the start of classes.
- Last day to drop a class without record: four weeks from the start of classes.
- Last day to withdraw from a class without penalty: nine weeks from the start of classes.
- Last day to withdraw from class with penalty: fourteen weeks from the start of classes.
- Advising for pre-registration: beginning usually in the twelfth week of classes.
- Registration for following semester: beginning usually in the thirteenth week of classes.

Know Your Program
It should go without saying that YOU are responsible for meeting the curricular requirements of your chosen major. Core course requirements and elective credit requirements are all specified, by major, in ESF’s on-line academic catalog available at: http://www.esf.edu/catalog/. These requirements are also conveniently packaged for you in your Curriculum Plan Sheet.

Study these requirements – know them – if you have questions, ask.

Your advisor is here to help you navigate your curricular requirements, but will not be as familiar as you with your individual progress toward your degree. Know those requirements that you have completed and those still remaining to be completed.

Be Organized – Keep Records
Start a binder/folder to keep the following records:

- **Curriculum Plan Sheet** – This is an important tool to help organize your progression toward your degree. You should have received your first copy of your plan sheet during your orientation program.
  - As you register for and complete classes this plan sheet will be updated automatically (and sometimes manually with respect to your electives). These plan sheets, while very helpful, are still subject to computer glitches and human error, so keep a chronological record of how your plan sheet was updated during your program of study.
  - Periodically as you progress through your program (i.e., each semester perhaps during pre-registration) print and keep hard copies of your plan sheet.

- **Registration Forms** – When you add/drop courses you will give a hard copy of the SUNY ESF Registration Form to the Registrar.
  - Make sure these are properly signed and dated.
  - Keep the carbon copy of each registration form for your records. Having these records can help verify your intentions/actions if any problems arise regarding a course you added or dropped.

Be Prepared For Your Advising Meetings
All undergraduate students are required to meet with their advisor before registering for classes. This requirement is administered by placing an advising hold on your record that can only be lifted when your signed registration form is delivered to the Registrar’s office.
• Prepare ahead of time to ensure your advising meeting is productive:
  ○ Review your Curriculum Plan Sheet before your meeting. Be aware of the core, general education, directed elective and open elective credits that remain to be completed.
  ○ Have a preliminary plan. Don’t just sit down and say “what should I take”? That is a sure way to be dismissed from an advising meeting. Have some options in mind and ask your advisor for recommendations or alternatives.
  ○ Pay attention to course restrictions and prerequisites. Note: there are no automated blocks that keep you from registering for courses for which you have not completed prerequisites. You are responsible for knowing those restrictions. This information is available online in the college catalog and schedule of classes (both available through the Registrar’s web page: http://www.esf.edu/registrar/).
  ○ Check the Registrar’s website (http://www.esf.edu/registrar/) for course availability and times. Schedules for the most recent fall and spring semesters are available.

VII. Academic Integrity

“Honesty is the first chapter in the book of wisdom.”
-Thomas Jefferson, Third President of the United States of America

The primary purpose for attending college is to attain both wisdom and knowledge. To do both of these you will study the works of others, work together as learning teams and partners to master concepts, create your own individual portfolio of novel ideas, and grow as a scholar. As the ESF Academic Integrity Handbook says, “it is expected that you will pursue your educational aspirations with passion and integrity, honestly completing each assignment, every problem and all exams and papers” (SUNY ESF Student).

Please take the time to peruse the Academic Integrity Handbook that has been provided to you and is available on the ESF website. It contains valuable information about our expectations, your rights and responsibilities as students as well as faculty rights and responsibilities. There are helpful hints and resources for you to find answers to many of your questions. It is everyone’s right to live in a respectful and honorable community and it is everyone’s responsibility to maintain it.

In addition to this document, each of your professors will have a statement on their course syllabi that indicates his or her individual expectations with respect to the type of coursework you will encounter in their specific discipline. Do not write this off as something you will only reference when/if you have an issue. Look at it carefully the first day of class and every time you hand in an assignment, a lab report, or take a quiz or exam. Remember your integrity reflects upon who you are as a person.

As a community of learning, the faculty and staff of ESF not only expect that you abide by our Academic Integrity policy, we expect that you should WANT to abide by this policy. Furthermore you should be of the mind to expect that your peers also abide by the policy. At times you may be put in the position where you witness or are even asked by a fellow student to violate the Academic Integrity policy. To be thrust into such a position is uncomfortable at the least, and may present a dilemma for you. Many students feel that if cheating on the part of another does not adversely impact them, then it is not their business. However, it is not only your business to live by standards of honesty and integrity, it is also your business to expect the same of others.
Although you may feel that it is beneath you to “rat out” a friend or peer, you can still remind a fellow student of their obligation to meet ESF’s expectations of academic integrity if you see them cheating during an exam, plagiarizing a paper, or inappropriately collaborating on an assignment. If you feel that the student has not corrected his or her inappropriate behavior, we hope you feel comfortable reporting the behavior to the appropriate instructor.

“Today I give you two examinations, one in trigonometry and one in honesty. I hope you pass them both, but if you must fail one, let it be trigonometry for there are many people in this world today who cannot pass an examination in trigonometry, but there are no good men in the world who cannot pass an examination in honesty.”

-Madison Sarratt, Past Chancellor of Vanderbilt University
Student Support

College is a time of new friendships, new experiences/activities, and new learning opportunities. It can also be demanding and challenging as you manage these changes and find ways to stay balanced. Sometimes through the course of a student’s experience issues arise and it would benefit you to talk about those concerns with someone. The Office of Student Affairs can offer guidance, advice, or other support to navigate the sometimes complex layers of ESF.

The Office of Student Affairs serves as a central helping resource for all students. Student Affairs staff helps students and their families manage crises, life traumas, and other barriers that impede academic success at SUNY-ESF. Our staff works to address the needs of students who are struggling with personal, academic, or health issues by using a variety of resources, interventions, referrals, and follow-up services.

Through ESF’s close relationship with Syracuse University, students are able to access the Counseling Center, the Office of Disability Services, and Health Services in addition to support offered through Student Affairs.

If you need help or assistance of any kind, please contact our staff at 315-470-6660, studenthelp@esf.edu, or stop by the office located at 110 Bray Hall.

Other important resources:
Syracuse University Counseling Center: 315-443-4715 200 Walnut Pl., Syracuse
Syracuse University Office of Disability Services: 315-443-4498 804 University Pl., Syracuse
Syracuse University Health Services: 315-443-2666 111 Waverly Ave., Syracuse

II. How to Balance School and Life in College

It's that time of year again: We’re approaching that point in the semester when everything gets crazy! Let's say you have three presentations this week, daily assignments to finish, a massive test, family and friend things, work, and trying to keep a social life.

We all know that life can get crazy. When things get overwhelming, it gets hard to balance our social life with our school obligations. So, how do you keep track of school and maintain a balanced life? Below are some tips (Office of Student Wellness).

Get Organized

When your life is organized, it’s so much easier to figure out what needs to get done and do it, without extra distractions.

First Things First: Use Your PLANNER!

It gets difficult to remember when assignments are due, so having a planner where you can put all of those things is so much easier than trying to remember dates. If you are ready for an advanced course in organization, color code things! Use different highlighters for different classes or color-coordinate your folders/pens/notebooks. Once you get
the hang of the blue-is-for-biology and red-is-for-math thing, it is so much easier to keep track of it all.

**Take Care of You! Exercise, Eat, Sleep!**

We cannot stress this point enough! **Exercise is a great way to relieve stress**, but it also keeps you feeling energetic… and organized. When you take time out of your day to exercise, you give yourself **your own time** to reflect and organize your thoughts.

Sometimes you may feel that you really don’t have enough time to exercise, keep a good social life, and manage all of your schoolwork. But, if you prioritize everything, you may find that you can fit in a quick workout here or there. Some students even fit in a workout between classes or get a group of classmates and friends to go to the gym so it becomes a social thing, too! You may even find that some professors and administrators would enjoy joining your friends for a regular run or a game of volleyball, basketball or racquetball.

We know that late-night cram sessions and midnight runs to the nearest snack bar are just a part of the college experience, but sleeping is too important to neglect. Lack of sleep can weaken your immune system and impair your ability to perform in your classes.

Getting enough sleep is the easiest way to keep your mind and immune system strong and avoid the Health Center. We need between **6 and 8 hours of sleep every night**. Most days, 8 hours is almost impossible, but if you want to function well at school and work, you need to have a good night’s sleep! Bottom line… get as much sleep as you can and **make it a priority**!

There is no question that eating a balanced diet has a positive effect on a person's well being – and on a student's academic performance. Avoid the empty calories of junk food and strive for eating good food, whether you prepare it yourself or eat in the dining hall.

**Make a List. Avoid Procrastination!**

There are so many reasons to use a list system for everything – we’re talking to-do lists, grocery lists, assignment lists, etc. When you make a list, you can limit yourself to just doing the things on your list **first** before you move on to something else. This helps keep you focused when life gets a little hectic!

Making a to-do list can help you **stay organized** and **prioritize** your life. So make a list of things you have to accomplish for the day and cross them off as you go. There’s nothing like the feeling you get when you cross off a major “to-do” from your list.

Breaking up a big project that can span a few weeks or even a whole semester can seem unmanageable. But, putting them off until the last minute can be a recipe for disaster. Instead, break the project up into more digestible pieces and set up mini due dates for each chunk. That way, you will avoid a last minute scramble, countless sleepless nights, and a lower quality assignment.

**Just Say No**

**Learn to say no!** Newsflash: You can’t do absolutely everything at once. No one can. Learn to say no to things if you have a higher priority such as school work and avoid getting involved in too many activities at ESF.
What is the key to a successful college experience? Prioritizing. You have a test tomorrow, so is it really smart to spend your night hanging out with friends? Even though that is fun, it is not the best way to spend your time. Organize your time so that you can accomplish what you need to do and have fun!

Ask for Help
You probably heard this a million times at Orientation, but it’s worth mentioning again. Don’t be afraid to ask for help when you need it. Maybe you’ve been out of school for a few years or haven’t learned how to take effective notes. Maybe you have a learning disability that you fear will get in the way of your success. Explore campus and the support resources that are available to assist you here at ESF. With proper support, you’ll make the most of your time and efforts and will avoid spinning your wheels.

Learn to Study Effectively
Your education at college involves more than countless hours of studying, so learn how you best study and prepare for exams -- and then adjust your schedule accordingly. Spending too much time studying can actually lead to burnout and produce a negative impact on your academic performance. Too little studying and/or cramming can also lead to disaster. So, along with realistic goals, develop a study schedule that works best for you.

Final Thoughts
College is one of the most exciting times in a person’s life, but it can also be one of the most challenging and scary times too. For many students, college is the first real taste of independence, and with that independence comes a countless decisions about how to spend your time. Your goal should be to seek a balance that allows you to excel in school while still experiencing all that college life has to offer.

III. Staying Healthy as a Student

From the American College Health Association survey of 2005 (American College, 2005):
Of the approximately 17.5 million college students in the US:

- 13% of students reported having symptoms of anxiety, and more than 18% reported depression symptoms
- 46% of college women report they felt so depressed at least once in the last 12 months that it was difficult to function
- 40% of college men said the same thing
- 9% of college men said they had seriously considered suicide in the last 12 months
- 11% of college women said the same thing

Question: What percentage of these students in the study contacted Wellness and Support at their college? Only 3%.

- What was the main cause of the issues? STRESS

STRESS causes many issues in one’s life, especially a college student’s. Student Wellness and Support can assist you with maintaining a healthy balance. However, you must take care of yourself and give attention to:

- Getting enough sleep
- Eating right
• Managing your time appropriately
• Getting regular exercise
• Taking time each day to reflect on how you’re doing
• Celebrating the positives

If you are having difficulty, ASK FOR HELP.

IV. Homesickness

**home·sick**
Pronunciation: 'hOm-"sik
Function: adjective
:longing for home and family while absent from them
-home·sick·ness: noun

Homesickness is universal. Psychologists refer to it as “separation anxiety” and note that few people are immune. Homesickness can impact any of us when we move to new surroundings and experience new situations, people, and demands to which we are not accustomed.

There is a myth many students and families hold that suggests that if the student has successfully experienced leaving home in the past (i.e. camp, travel, etc.) the student will not be vulnerable to experiencing homesickness in college.

Homesickness can hit at any time:
• Some students will experience mild symptoms of depression and anxiety several weeks before leaving home.

• Other students feel fine at first, but as the excitement wanes several weeks into the semester or at semester breaks (sometimes even the beginning of their second year), they start experiencing homesickness.

The Good News

While homesickness can be painful, it also presents you with an opportunity to grow beyond who you are. It represents a challenge to take charge of your life and learn new skills for dealing with your emotions and others. When you work to master homesickness, you can increase our range of comfortable experiences, which usually leads to increased self esteem and a sense of independence.

Overcoming homesickness

Working with your thoughts...
• If you are engaging in negative thoughts about yourself, your new environment, and your life in general, more than likely your symptoms of homesickness will intensify rather than subside. So...

Instead of saying: “I don’t fit in here. I want to transfer.”
**You might want to try saying:** "I am learning how to adjust here. More practice will make this easier. It's already easier to do some things here then when I first arrived. This feeling is normal and I want to give myself more time before I make any big decision to leave.”
Instead of saying: “I hate making changes. I’m too nervous to relax here.”
Try saying: “I can calm down and take this one step at a time. I’ve been upset and anxious before in my life and I’ve managed to get by and even have more self-confidence for hanging in there.”

If you work at shifting your thoughts from negative to positive, it is likely your uncomfortable feelings of homesickness will decrease.

Remember: This takes a lot of practice! Be gentle with yourself when you notice you’re in the midst of saying something negative.

How to cope while creating a second home at SUNY-ESF:
• Structure your time
• Participate in student activities
• Limit the amount of time you consciously think of home
• Focus on things that relax you: deep breathing, listening to music, going for a walk, exercising, or talking with a friend
• Try to make new friends by talking with those on your floor or in class
• Participate in orientation activities or other activities designed for students to meet one another
• Be realistic about what to expect from student life and from yourself
• Try to maintain healthy eating and sleeping habits
• Seek new opportunities

Remember…
• You are not alone! Homesickness is experienced by most college students.
• It’s okay to feel sad and homesick. You are also allowed to enjoy yourself –it isn’t being disloyal to those you miss.
• Be gentle with yourself and give yourself time to adjust. The transition to college is difficult and requires you to be patient and forgiving of yourself. Laugh at your mistakes. You’re learning!


Use Your Supports
If you continue to feel distress, do not hesitate to talk to your RA or the staff in the Office of Student Affairs in 110 Bray Hall (315-470-6660, wellness@esf.edu). Seeking and receiving support early on can help alleviate symptoms of homesickness.

“The only way to make sense out of change is to plunge into it, move with it, and join the dance.”
-Alan Watts
V. Connecting to Campus

The importance of involvement
Students go to college so they can learn, but the transition from high school to college can be more demanding, involving more study time, more freedom, and many more things to do. The beauty about college and ESF is that there are so many opportunities for you that often happen outside of the classroom, from going on field trips offered by student organizations to free movies to big sports events at the Carrier Dome. However, being involved on campus can worry some students in that it will take time away from academics so many do not see the value in getting involved outside of the classroom. Below is a list of reasons why getting involved on campus is a beautiful thing!

Here are a few things to consider:

• Getting involved on campus can be fun! You can try out new things, meet people with similar interests, and have the opportunity to take a break from your studies, which is always important for the mind too!

• Getting involved in groups that share common interests or attending activities offered by the college can be fun. It’s as simple as that. You will have a good time and enjoy yourself. Everyone needs a break to have some fun once in a while.

• Getting involved will give you the opportunity to meet new people. College is about making new friends, understanding different perspectives, and meeting different kinds of people. Getting involved in campus activities gives you the chance to meet people and diversify your contacts beyond the circle of people you will typically encounter in Centennial Hall or in your classes.

• Colleges offer opportunities, often at little or no cost, that you may not encounter easily again. Performers come to ESF and Syracuse University. Discount tickets to performances and athletic events are sometimes available. At ESF, you also have the opportunity to make something unique happen.

• You may have the opportunity to feed a new interest. You can explore an area that you’ve thought about but not been involved in before. You may even discover hidden talents or new passions.

• You may have the opportunity to connect with the college in a new and different way. You may begin to feel more a part of either the college community or the wider community. You will increase your sense of loyalty and identity as a member of ESF’s college community.

• You may discover a new career path by participating in clubs or organizations that will lead to new directions.

• Being involved in some groups may be a resume builder. Although this certainly shouldn’t be the primary reason for joining a group or participating in an activity, it may be something that could garner the attention of a future employer.

• You will learn to deal with all kinds of people. You will not only meet and spend time with other types of students, but your activities may place you in closer contact with faculty members, administrators, or members of the outside community.
• You may have opportunities to increase your self-esteem, confidence, and develop more leadership qualities. You may be surprised to discover new things about yourself as you become more involved in helping a group function.

• Several studies have shown that students who are active in campus activities and who do more than focus solely on their studies are more engaged in the campus community and succeed more academically. Other studies suggest that more engaged students stay at their institutions and won’t feel the need to transfer. Although some students fear that being involved will hurt their academics, it may actually help their studies.

Being involved in the things happening at the College can bring tremendous benefits to you. However, as with so many things during these college years, it is important that you find balance. Participating in some groups at school and attending activities on campus are important for your well being. But being involved in everything and allowing activities to distract from studies or interfere with a focus on what you want from life can be dangerous. You will need a good balance between the two and decide for yourself, “How much is enough?” and “How much is too much?”


Getting Involved at ESF

Many of the major events and programs at ESF are created, planned, and managed by our students. Conducting campus tours through the Ambassador program, assisting new students during Orientation through Mighty Movers or Orientation Leaders, planning the Annual Awards Banquets, or hosting families and friends during the Fall BBQ are all ways in which you can become involved. You will have the opportunity to gain new skills, manage finances, expand your knowledge about a particular topic, contribute to and improve campus life, and most importantly have a good time doing it!

During your first year at ESF you should make it a priority to attend at least one USA meeting, an Insomniacs event, join at least one club, tie-dye one of your ESF shirts, participate in an Eco-Rep program, and check out Earth Week. There is so much more to do than that at ESF but it will give you a nice snapshot of the traditional events and programs we have at ESF. Do not forget to check out all the events that are going on across the street at SU too! Being a first-year student, you will also be given access to a Peer Mentor who is an upperclass student leader assigned by floor in Centennial Hall. They will also be there to help you get involved on campus.

Below is a list of ESF student organizations that are either directly related to your academic program or of particular interest to ESF students. You are also eligible for membership in all student groups at Syracuse University (except NCAA Division I sports). Currently there are about 30 organizations at ESF and more than 325 at SU in which you can become involved. There is also an extensive list of clubs at Syracuse University that be found on the Syracuse University website.
ESF Student Organizations

Alchemists: to facilitate the general knowledge of chemistry on ESF’s campus and apply it to educating grammar school children in chemistry.

Alpha Phi Omega (APO): provides an opportunity to help their community through a focused organization with three cardinal principles: leadership, friendship, and service.

Alpha Xi Sigma (AXS): recognizes students who have excelled academically. To be eligible for membership, you must have completed one semester at ESF and maintain a 3.175 GPA.

American Fisheries Society: is dedicated to the preservation and conservation of aquatic resources, and to facilitating the information exchange between students, professionals, and the public regarding our knowledge of aquatic resources.

Baobab Society: promotes a culturally conscious community by providing education and support for its members and facilitates interaction with the greater Syracuse community.

Bob Marshall Club: Named for Adirondack educator and preservationist, Bob Marshall, this is an organization of students who are concerned about the future of natural wilderness areas, especially the Adirondack Mountains.

Cycling Connection: Cycling Connection both promotes and encourages the use of bicycles in the Syracuse area in order to increase overall health, safety, and access to transportation for all of the ESF campus. We focus on these goals and maintain ESF’s Bike Library Program.

Empire Forester: The basic goals of this organization are to collaborate with members of the student body in order to produce a publication (yearbook) which will reflect a year’s worth of events and memories of the ESF community.

Engineers Without Borders (EWB): is a student initiated university chapter of the national organization, EWB-USA. This organization is devoted to implementing low-tech, high-impact, engineering projects as a means of improving the quality of life and environment all over the world.

Environmental Resources Engineering (ERE) Club: familiarizes members with developments in ERE. The emphasis is on professional development and enhancing relationships among ERE students and faculty.

Environmental Studies Student Organization (ESSO): was founded to build a common identity for Environmental Studies students by providing a medium for student interaction and as a means to represent their interests.

ESF FORCES: promote stewardship projects and volunteerism in New York State Parks.

Forestry Club: evolving student participation in forest and natural resource management through the organization of educational and enjoyable activities.

Green Campus Initiative (GCI): is SUNY-ESF’s campus activist group that aims to revolutionize the school to “practice what we teach!”
Green Construction Group: provide education on environmentally sustainable building through guest speakers, field trips, professional meetings, club projects, and other relevant activities.

Guy A. Baldassarre Birding Club: to facilitate student interest and education in bird watching and ornithology through means of birding surrounding areas, studying birds, and discussion.

SU/ESF Habitat for Humanity: works in partnership with people in need to improve the conditions in which they live.

INTERP Club: The INTERP Club is designed to offer its members new skills and opportunities in interpretation of a wide range of scientific topics. INTERP hosts various events including interpretive walks, arts and crafts, movie nights, and other projects around campus and in the community.

Knothole: The mission of The Knothole is to provide its readers with writings that are both stimulating and contemporary, to inform its students of campus happenings, and to challenge a world driven by progress to uncover the truth about current environmental policies.

LANDscape Club: connects students with the Department of Landscape Architect and sponsors the Festival of Places. The club also volunteers in the community at least once a year to do a design project.

SUNY-ESF Music Society: provides performance opportunities for soloists, small groups, and organized large groups and performs for the student body on a regular basis.

Nautilus Society: creating an institution for people with interest in aquatic sciences; sharing ideas and becoming informed; participating in community service around local watersheds; highlighting research, internships, and fellowship opportunities; and, introducing members to professional societies

NY Water Environment Association (NYWEA): the student chapter provides students with an opportunity to discuss and learn about contemporary water resources engineering issues and develop connections in the professional field through sponsoring events, visiting facilities, and attending conferences.

Papyrus Club: helps students connect to the paper and bioprocess industries through conferences, speakers, and tours as well as volunteering at local high schools, museums, and demonstrations.

Plant Propagation Club: focuses on educating the campus community on how to grow plants in various ways.

Primitive Pursuits: dedicated to connecting with nature through ancestral living skills and ancient pathways of awareness. We practice and teach skills such as fire by friction, brain tanning animal hides, wild edible and medicinal plants, shelter, tracking, flint knapping, primitive trapping, primitive cooking, and bow making.
Society for Conservation Biology: The Society for Conservation Biology, Central New York Chapter, strives to carry out the mission statement of our international society: to advances the science and practice of conserving Earth’s biological diversity.

Student Activities Programming Board (SAPB): to provide ESF students with entertaining, educational, social, and cultural campus-wide programming throughout the year.

Student Environmental Education Coalition (SEEC): purpose is to increase environmental awareness through on- and off-campus education. The goal of environmental awareness is to understand the effects of our individual and collective actions on the global environment.

Syracuse University Outing Club (SUOC): gives students at both SU and ESF an opportunity to experience a variety of outdoor activities. SUOC’s trips include caving, rock and ice climbing, backpacking, and cross-country skiing.

The Wildlife Society (TWS): sponsor activities for those interested in professional wildlife management.

Trout Bums: activities focus on helping to protect and preserve fresh water systems through education and service and bringing together experienced and beginning anglers.

Undergraduate Student Association (USA): This is the umbrella organization for all student groups on campus and primary sponsor of student social activities and programs. USA serves as the representative voice and student government for the undergraduate student body. USA’s purpose is to unite those who wish to promote the social, academic, cultural and professional interests of the student body.

Insomniacs: Established in the spring of 2005, the Insomniacs look to bring healthy, safe, and fun programs and activities to the college community. Activities will occur between the hours of 10pm and 2am, when students experience most of their “free time.” Working to create an identity and campus culture for alternative programming, the Insomniacs establishes a college-wide focus on students’ healthy choices with alcohol through student driven programming.

Frequently Asked Questions for the Student Involvement and Leadership Office

Q: What does your office do?
A: Our office is staffed by Laura Crandall who is the director and administrative support by Debbie Sala. We oversee all of orientation both Fall and Spring semesters, the campus-wide events and programs sponsored by our office or USA, the first-year mentor program, Family and Friends Fall BBQ, alcohol and other drug education, general student initiatives, and organization graduation ceremonies for Fall and Spring semesters.

Q: Where are you located?
A: We are located in 14 Bray Hall located in the lower level of Bray. We are located across from 12 Bray which is a 24-Hour Bray Space.

Q: What types of traditional campus-wide events happen at ESF?
A: USA hosts several of these types of events including Morning Munches, Ice Cream Socials, Thank Goodness It’s Friday (TGIF) parties, Open Forums with the President of ESF, and an End of Semester Awards Ceremony. The Student Activities Programming Board (SAPB) also hosts several social and educational events including comedians,
trips to local venues, stress free zones, musicians, and ghost hunters. There is also Friday late night programming done through the Insomniacs program. If you would like to join USA or SAPB, please see Laura Crandall in 14 Bray Hall.

Q: What is the best way to learn more about what is going on around campus and be an active and involved student at ESF?
A: Join the Undergraduate Student Association (USA), which is the student government. USA oversees the student activities money and disperses it out to the different student organizations and campus-wide events. If you would like to be involved in a general group that plans a lot of great activities, you should also consider joining the Student Activities Programming Board. Also, there are many different mechanisms between emails, flyers, social media, electronic displays, the Knothole, and word of mouth. The important thing is to be utilizing all of these strategies so you know what is going on!

Q: How do I join a student organization at ESF and at SU?
A: To join one of the 30 student organizations at ESF, you can visit the website at http://www.esf.edu/students/activities/clubs.htm. You can also speak to Laura Crandall in 14 Bray Hall or attend a Student Association (USA) meeting for more details. We also offer three Activities Fairs – one during the first week of classes, one at the Fall BBQ, and the final one during Earth Week.

VI. Career Services & Internships
The mission of the Career Services Office is to assist ESF students and alumni in applying their education and experiences toward advancing their career goals over a lifetime. The office offers various personalized services, programs and resources to guide in developing the skills necessary in advancing through ESF and entering into a rewarding career. As an ESF student, you also have full access to all career development services provided by our neighbor, Syracuse University.

So what can the Career Services Office do for you? Help you to determine or refine your career direction. Explore the benefits and methods of self-assessment, including assessment testing. Plan a job or internship search strategy. Coach you on interviewing and/or negotiating. Help determine if Grad School is for you.

No matter what your career plans are or where you are in your career development, the Career Services Office can assist you. We provide services to help you look for career opportunities, make employer connections, update your resume and gain helpful hints on how to nail that interview. The career planning process doesn’t begin your senior year; it starts as soon as you walk onto campus! So let's get you started early! Here are some of the programs and resources the Career Services Office has to support you in your career exploration:

Environmental Career Fair
This exciting event is aimed at introducing students to organizations, companies and careers associated with the environment. The Career Fair will enable ESF students to meet with representatives from a variety of environmental fields to discuss full-time career opportunities, internships and seasonal employment. This event is held in the Gateway Center on the last Wednesday of February each year. You will have the opportunity to meet with over 75 organizations interested in ESF students. Save the date and come dressed to impress!
One-on-One Student Appointments
Through individual appointments in 110 Bray Hall, Career Services can provide you with the knowledge and guidance you need to be successful in your career development. We can start by helping you create a resume for your future career, along with learning how to write a cover letter and establish professional references. When you're ready, we can explore strategies for you to identify companies you would like to work for, along with how to apply to jobs and internships. We can practice mock interviews, and talk about accepting offers when the time comes. We are also here for you if you are just confused and want someone to talk to about your future.

Workshops & Presentations
Throughout the fall and spring semesters, you can expect to see Career Services staff as guest speakers in your classrooms, as well as presenters around campus with workshops open to everyone. We present on professional documents, networking and social media, job and internship searches, as well as the benefits of LinkedIn. Our office also plans alumni panel discussions, networking events, and brings guest speakers to campus. Look out for our advertisements and weekly newsletter highlighting our upcoming events.

Fellowship Opportunities
Various fellowships under the Career Services Office offer undergraduate and graduate students opportunities to pursue professional development experiences such as internships, conference attendance, projects, research, and career travel. Lack of funds can often hinder students from taking advantage of life-changing opportunities. With the help of some of our funding opportunities, the chance to pursue career dreams can become a reality. Visit our office, or our website, to learn more about how you can take advantage of these opportunities while you are at ESF.

Career Guide & Online Resources
Career Services has a number of free resources available to you. You can pick up a copy of our Career Guide outside of 110 Bray Hall, or in an individual appointment with one of our staff. It is full of sample career documents and articles to help you started with career development. GreenLink is our career management system where you will find job and internship postings from employers interested in you! Our newest resource is called OptimalResume. ESF students can access OptimalResume to create a resume from sample documents and templates. There are also cover letter resources and tools to create a professional website. Visit www.esf.edu/career to find more information about these great resources.

VII. Community Service and Service-Learning
Service to the community is woven throughout students’ academic and co-curricular experiences at ESF. Students learn ESF’s fundamental values first-hand and follow the College's mission of "stewardship of both the natural and designed environments" to make the world a better place. ESF has a strong culture of service to the community, and all students have opportunities to become engaged through community service and service-learning.
Engaging in the community is beneficial for several reasons; it improves the lives of others, it helps you explore your interests, it gives you experience in the field, and it develops your values and character. Your service experiences are what you make of them. If you give it your all and choose to make a difference, you will be a better volunteer and have a more valuable experience.

To get students better acclimated to service in the Syracuse community, the following annual programs are highlighted below:

**Saturday of Service**
From the moment first-year students arrive on campus, you will be immersed in service and learn first-hand how ESF improves our community. The Saturday of Service program occurs on the Saturday of first-year student orientation, and places over 350 new students and their Orientation Leaders in city, county, and state parks. This is an exciting event that’s been a memorable tradition since 2004. Not to mention, 10 parks are improved for the area’s residents, and ESF students, to enjoy.

**Campus Day of Service**
ESF’s oldest service program, the Campus Day of Service, has recruited over 50 ESF volunteers once per semester since 2001. During this event, which usually occurs in late September and April, students meet on campus for a continental breakfast and then split up between six service sites. Sites usually include community gardens, parks, nature centers, and community centers.

**Service-Learning**
Annually, an average of 27 ESF courses incorporate a service-learning component. Service-learning is a method of teaching that gives students real-world applications for course content by incorporating a community-based project into the course activities. Service-learning takes many forms; you may be required to complete service hours and relate them to course content, your entire class may participate in a one-time service activity, or your class may work on a project throughout the semester for a community organization. Service-learning creates some of the most memorable and beneficial learning experiences at ESF, all the while providing valuable assistance to the community.

In addition to the above programs, many of ESF’s student organizations incorporate service into their club activities. Students are also notified via e-mail of one-time service opportunities available near and around our campus.

If you would like to learn more about service opportunities at ESF, visit the Office of Student Affairs in 110 Bray Hall, or e-mail communityservice@esf.edu.
References


SUNY ESF Student and Judicial Handbooks (n.d.) Retrieved from http://www.esf.edu/students/handbook/

Office of Student Wellness and Support (n.d.) Retrieved from http://www.esf.edu/students/wellness/default.htm

Writing Resources
How Do I Reference?
The APA style uses the name-year system for referencing, not footnotes or endnotes. You will include an in-text citation (also called a parenthetical reference) in the text immediately following the information (e.g., title, word, or phrase) that is being referenced, as well as an entry in the References. (Note: Footnotes in APA are used to supplement or amplify important information in the text or for copyright permission.)

In-text citations include the author’s last name and year of publication. These citations can be included within a sentence in various ways:

- at the end of the sentence, in parentheses:
  This hypothesis was tested (Smith, 2010).
- as part of the sentence, using the parentheses to include whatever reference information is not in the sentence:
  Smith (2010) tested this hypothesis. OR
  Smith's (2010) study tested this hypothesis. OR
  In 2010, Smith tested this hypothesis.

Note: In the text of your paper, use “double quotation marks” for the title of an article or chapter, and italics for the title of a periodical (journal) or nonperiodical (book).

This handout provides examples of the APA format for citations within the text (see “In-Text Citations”) as well as for your references (see “Reference List”).

About this Handout

Information in this Fastfacts is based on the 6th edition of the Publication Manual of the American Psychological Association. If you can’t find what you’re looking for here, the official APA sources have more complete information:


APA Web site: http://www.apastyle.org/pubmanual.html

About this Handout

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What Should I Reference?
You must reference all direct quotations; paraphrases of material; and summaries of opinions, ideas and interpretations obtained from other sources. If you fail to reference your information, you will be criticized for making statements that appear to be unsupported by evidence. It is not necessary to document information that is common knowledge, but remember that it is always better to overdocument than to underdocument.

You may be concerned that, if you reference too much, your instructors will think the paper is not your own work. That is not so. The method of organization is yours, as well as the purpose which ties the material together, the topic sentences, concluding sentences, analytical and evaluative comments which allow the reader to make sense out of the reference material, and probably most of the introductory and concluding paragraphs.

What Style Should I Use?
Always ask the professor which documentation style is required for the assignment. Styles can vary greatly between journals even within one field. If no specifics are given, this Fastfacts can serve as a guide to one of the standard formats, described in the Publication Manual of the American Psychological Association (known as the APA style), used in psychology and many of the social sciences.

Remember to choose one style for a particular paper, and be consistent within that paper.

Why Should I Reference?
References are used to record or document the source of each piece of information in your paper obtained from other researchers and writers. If you fail to document information that is not your own, you have committed plagiarism, a form of stealing.

ACKNOWLEDGING PRINT AND ELECTRONIC SOURCES IN THE SOCIAL SCIENCES

APA STYLE

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Remember to choose one style for a particular paper, and be consistent within that paper.
A. IN-TEXT CITATIONS

A basic citation includes the author’s name and the year of publication, separated by a comma. The following list explains what information should be included for various specific citation situations. These formats apply to both electronic and print sources. Bracketed numbers refer to the sections in the APA manual where each citation method is addressed.

ONE AUTHOR (6.11)

... was tested (Smith, 2010).
... was tested (Statistics Canada, 2008).

TWO AUTHORS (6.12)

... (Elias & Williams, 1996). BUT
Elias and Williams (1996) tested …

Note the use of the ampersand (&) in the parenthetical citation, but not in the sentence.

THREE TO FIVE AUTHORS (6.12)

For the first citation:

... (Franklyn, Rosen, Lock, Smith, & Chen, 1996).
For another citation in the same paragraph:

... (Franklyn et al.).
For another citation in a different paragraph:

... (Franklyn et al., 1996). OR
Franklyn et al. (1996) found...

EXCEPTION: If the first authors of two different sources have the same last name, cite as many names as you need to distinguish between the two texts.


SIX OR MORE AUTHORS (6.12)

... (Lui et al., 1995).

GROUPS AS AUTHORS (6.13)

For the first citation:

National Institute of Mental Health (NIMH, 2003)…

OR
...(National Institute of Mental Health [NIMH], 2003).

For the subsequent citations:

NIHM (2003)… OR
... (NIMH, 2003).

NO AUTHOR (6.15)

Cite the first few words of the reference list entry (usually the title of the article or book) and the year. Italicize titles of books, brochures, periodicals, and reports. Put quotation marks around titles of articles, chapters, webpages, etc. When there is no title, cite the first few words of the text itself.

... (Studies of Alcohol, 1999).

MULTIPLE SOURCES, SAME AUTHOR (6.16)

Order them chronologically, earliest to latest.


NOTE: Use ‘a’ and ‘b’ to distinguish two works by the same author in the same year. (These are also distinguished by ‘a’ and ‘b’ in the reference list, where they should be ordered alphabetically by title.)

... (Jones, 1998a, 1998b).

MULTIPLE SOURCES, DIFFERENT AUTHORS (6.16)

List them alphabetically, regardless of date, separated by a semi-colon.


DIFFERENT AUTHORS, SAME LAST NAME (6.14)

Use initials to distinguish them, and place them in alphabetical order by first initial in parenthetical references.

... (N. B. Smith, 2000; T. R. Smith, 1993). OR
NO DATE (6.22)

... (Smith, n.d.).

A SPECIFIC PART OF A SOURCE (6.19)

Add a comma and the specific location after the year. If there are no page numbers, use a paragraph number or the closest heading.

... (Alberts, 2001, fig. 6).
... (Zelickson & Robbins, 1986, p. 24).

If directly quoting online material (6.05), give the author, year, and page number in parenthesis. If there is no pagination, use the paragraph number.

... (Brown & Jones, 2007, Conclusion section, para. 4).

REPRINTED PUBLICATION (CLASSICAL WORKS) (6.18)

Provide dates of original publication and publication of the collection, separated by “/”:

... (Jackson, 1890/2003). OR
Jackson (1890/2003) ...

ANOTHER CITATION WITHIN YOUR SOURCE (6.17)

Avoid using “secondary” sources by finding and using the original source (e.g. Brown) whenever possible. If you can’t find and use the original, list only your “secondary” source (e.g. Smith) in the reference list.

... Brown’s study (as cited in Smith, 1995, p. 14).

If your quotation includes a citation, keep it in, but include only the source you are using (e.g., Lamont) in the reference list:

... several cases of “unusual side effects (Turner & Jones, 1989)” have been reported (Lamont, 2003).

UNPUBLISHED INFORMATION (6.20)

Unpublished information that is not available to other scholars — including your own lecture notes — should be cited and described, but not included in your reference list:

... (J. R. Ewing, personal communication, November 16, 2003).

... (M. Li, lecture notes, POLS2000 Canadian Government, February 10, 2004).

COURSE AND LECTURE MATERIALS

Course readers: Treat articles in course readers as “reprinted publications.”

Course manuals: Treat these as books or non-periodicals with the instructor as author (unless another author is indicated).

Lecture notes: Treat these as books or non-periodicals if they are published, but as unpublished information if they are your own notes or are unpublished. Lecture notes are considered published if they have been copied and distributed in print or on the Web with the instructor’s permission.

B. REFERENCE LIST

The reference list comes at the end of your paper, on a separate page, entitled References. Put the list in alphabetical order by author, and use a hanging indent to format all entries (as shown).

This list shows you how to format various kinds of reference list entries. In the list, titles of books and periodicals should always be in *italics*; articles should be in regular type without quotation marks. List authors by “Last name, First initials.”

ONE AUTHOR (7.02)

Author, A. A. (Date). Title (Edition). Location: Publisher.


TWO OR MORE AUTHORS (6.27; 7.01.2)

List up to and including seven authors. If there are more than seven, include the first six, then an ellipsis, then the last author’s name:

GOVERNMENT OR GROUP AS AUTHOR (7.03.31)

Organization. (Date). Title (Report No. XXX). Location: Publisher.


CHAPTER OR PART IN A COLLECTION (7.02)

Author(s), A. A. (Date). Title of part. In E. E. Editor(s) (Eds.), Title of collection (pp. page–page). Location: Publisher.


If the chapter or part is considered a “reprint” (as it would be in a course reader), add the original publication information in parentheses at the end:


In text, cite as (Winston & Blais, 1996/2003).

COURSE AND LECTURE MATERIALS (7.02)

Course readers: Treat articles in course readers as Chapter or Part in a Collection (see above).

Course manuals: Treat these as books or non-periodicals, with the instructor as author (unless another author is indicated).


NEWSPAPER ARTICLE (7.01.10)

Author(s), A. A. (Date). Title of article. Newspaper Title, page number.


If there’s no author, start with the article title (your in-text citation should use the first words from the title).

ARTICLE IN A PERIODICAL (7.01)

Author(s), A. A. (Date). Title of article. Title of Journal, volume(issue), page–page.


ARTICLE IN AN ONLINE PERIODICAL (6.31, 6.32 & 7.01)


Many publishers now assign a Digital Object Identifier or DOI to articles. If your article has one, you should include this number instead of the website URL. If your article has a DOI, it will be on the first page of the article or in the full record display on the database page of the search engine you are using.
If the article has a DOI, the reference will look like this:


**NOTE:** Do not include a date of retrieval when using the DOI.

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**ONLINE DOCUMENT (7.02.19-22, 24, 29 & 30)**

**Author, A. A. (Date). Title of work. Retrieved from http://xxx**


If there’s no author, start with the title (your in-text citation should use the first words from the title).


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**ELECTRONIC MESSAGE POSTINGS (7.11)**

**Author, A. A. (Year, Month Day). Title of post [Description of form]. Retrieved from http://xxx**


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**SOME GUIDELINES FOR REFERENCING ELECTRONIC SOURCES**

Remember to acknowledge electronic sources and to evaluate them critically since much of the material on the internet is inappropriate for use in an academic paper. Is the reference current? Has the work been critically evaluated and, if so, by whom? Who is the publisher or sponsoring organization? Does the work cite sources? For information about how to evaluate a Web site, look at www.lib.uoguelph.ca/assistance and look for the topic under Online Tutorials.

- When citing an internet document (nonperiodical) that includes multiple pages with different URLs, provide a URL that links to the home page for the document.
- For an online periodical with no DOI, provide the home page URL of the journal.
- It is generally not necessary to include database information or retrieval dates (unless the information is likely to change over time).
- Use *n.d.* (no date) when no publication date is visible.
- If page numbers are not available in an online source, provide paragraph number or the nearest heading.
- Break a URL after a slash or before a period. Do not insert (or allow your wordprocessor to insert) a hyphen at the break.
- If the author of a document is not identified, begin the reference with the title of the document.
- If the document retrieved is an abstract rather than a full paper, begin the retrieval statement with “Abstract retrieved from http://xxx.”

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**Need Advice or More Information?**

If you have further questions or concerns about how to properly cite a text, see your writing instructor or make an appointment with a consultant in the Writing Resource Center, located in 109 Moon Library.

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MLA Citation Guide

Research papers always contain information compiled from other sources. When you write a research paper, you must cite the sources of your information. In other words, you must give proper credit to the original authors of the information and let your readers know how to find the information for themselves. There are many different ways to cite the sources of our information, but this guide is designed to help you learn “MLA style,” outlined in the Modern Language Association’s MLA Handbook for Writers of Research Papers (http://mlahandbook.org).

Before you start your research, you may want to print copies of the Citation Data Form from http://andyspinks.com/mla/ and use them to collect the bibliographic information for each of your sources.

There are three main parts to MLA citation:

1. The Information Itself (quoting and paraphrasing properly)
2. The In-Text Citation (giving the source of each bit of information)
3. The “Works Cited” Page (creating a list of the sources you used)

Make sure to read the information at the beginning of all three sections before you begin.

Part 1: The Information Itself

All research papers contain information from other sources. When you use information that has been previously published by someone else, it is important that you avoid plagiarism—presenting someone else's ideas as your own. (Plagiarism is not just cheating; it is also stealing.) There are two ways that you can include other people's ideas and words in your paper without plagiarizing: paraphrasing and quotation.

Paraphrasing

You can include someone else's ideas in your paper by putting those ideas into your own words. This is called paraphrasing. Here are a few things to remember when paraphrasing:

- Always cite the source of the paraphrased information with in-text citation (see Part 2) and list the source on your Works Cited page (see Part 3).
- Restate the information using your own words and your own sentences. Never use the same sentence structure as the original author.
- Combine information from different sources. Try not to paraphrase more than one or two sentences in a row from the same source.

Original Encyclopedia Text:

“The industrial revolution began in Great Britain for several reasons. The country had large deposits of coal and iron, the two natural resources on which early industrialization largely depended. Other industrial raw materials came from Great Britain’s Colonies.”

Paraphrase:

The abundance of natural resources in Great Britain and its colonies was one factor that allowed the industrial revolution to begin there (Lampard 10:248).

Quotation

You can also use someone else’s exact words in your paper; you just have to clearly indicate that the words are a quotation and give proper credit to the original author. This is very useful when the original author has phrased the idea in a powerful, clever, or unique way. If the quoted text is four lines or less, you should put it in quotation marks and include it in line with the rest of your paper. If the quoted text is more than four lines, you should put it in a separate paragraph (without quotation marks) and indent it by one inch. Either way, you should introduce the quotation and make sure to explain how the information relates to your paper.

Short Quotations (Up to Four Lines)

Picasso's attraction to art came at an early age; in fact, he “was able to draw before he could speak, and he could speak long before he was able to walk” (Bernadac and Bouchet 19).

Long Quotations (More than Four Lines)

One critic adeptly summarized the mainstreaming of the punk genre:

For punk rock, the 1990s were a watershed and a nightmare. The mainstream commercial success in that decade of bands like Green Day, Rancid, and Blink 182 was unprecedented for a genre that survived the Reagan-Bush era on $3 concerts, indie labels, and the relatively limited broadcast range of college radio. (Matula 19)

This commercialization was simultaneously the rise and fall of punk.

Part 2: The In-Text Citation

When you include information from other sources in your paper, you must include a citation that tells where the information came from (regardless of whether you quoted it or paraphrased it). At one time, MLA Style required that these citations be listed as footnotes at the bottom of the page. Now you can just insert a shortened citation immediately after the information you have quoted or paraphrased. (Since the citations appear in the text of your paper, they are called “in-text” citations. Since they are enclosed in parentheses, they are sometimes called “parenthetical” citations.) The citation should direct the reader to that source's entry on the Works Cited page of your report. For print sources, you normally only need to include the Author and Page Number in your citation. For multi-volume works like encyclopedias, include the Author, Volume Number, and Page Number (with a colon separating the volume and page). For internet sites and other sources without specific page numbers, just include the Author. If the author is not given, use the first few words of the title (in quotation marks).

Book or Signed Article

Encouraged by the government, tourism is one of the largest industries in Greece (Arnold 45-46).

Book or Signed Article (Author Mentioned in Text)

Arnold states that tourism, encouraged by the government, is one of Greece's largest industries (45-46).

Book or Signed Article (Two Authors)

Picasso's attraction to art came at an early age; in fact, he “was able to draw before he could speak, and he could speak long before he was able to walk” (Bernadac and Bouchet 19).

Article in a Multi-Volume Reference Book

The abundance of natural resource in Great Britain and its colonies was one factor that allowed the industrial revolution to begin there (Lampard 10:248).

Article in a Multi-Volume Reference Book (No Author)

Globally, no other infectious disease kills more people than tuberculosis (“Tuberculosis” 3:875).

Online Source (No Page Numbers)

Hinduism and its mythology are a mixture, resulting from centuries of cross-cultural integration (Naylor).

Online Source (No Author or Page Numbers)

Available as a free download, OpenOffice is a popular open source alternative to Microsoft Office (“OpenOffice 3.0”).

Part 3: The “Works Cited” Page

The final part of MLA citation is a list of the works cited. The list should include all of the sources cited in the text of the paper and only those cited in the paper. (See Part 2: The In-Text Citation)

Creating and Formatting a Works Cited Page

Creating a Works Cited page is easy: Begin by creating a new document or inserting a “page break” at the end of your paper. At the top of the new page, type the words “Works Cited” and center them. Below this title, type a list of the sources you referred to in your report, in alphabetical order. Enter each source in its own separate paragraph, each one formatted with a ½ inch hanging indent. (A “hanging indent” means that the first line of the paragraph starts at the left margin, but all other lines are indented.) Also, your list should be double-spaced, but with no extra spaces in between. (Check the help file of your word processor for more information on page breaks, hanging indents, and double-spacing.)

Creating and Formatting Works Cited Entries

The Works Cited entry for each source should include enough information to allow readers to look up the original source and to distinguish it from other sources with the same author and/or title.

Authors/Contributors: Begin each entry with the author or primary contributor, if known. When citing one person’s specific contribution to the work (the illustrator’s work in a graphic novel, for example), list that person first, before the title. If a source has several major contributors (names listed on the title page or front cover) include them after the title.

Titles/Publication Information: Each entry should also include the title(s) of the source and the relevant information about its publication. Include the year of publication for all sources (for magazines and newspapers, also give the month and if known, the day.) For web pages, include the date of the most recent update. If necessary, you can use the abbreviation “n.d.” for “no date given” and/or “n.p.” for “no publisher given.”

Access Information: MLA style no longer requires a URL for online sources, but it does now require that you include the format (i.e., Print, DVD, MP3) for every source. For all online sources, MLA style also requires that you list the title of the database or website and the date you accessed the information. (The media format for all online sources and databases is “Web” – even if the source is a PDF or JPEG file.)

Use the following examples to help format entries for specific sources. If you have questions, consult the MLA Handbook or ask your teacher or library media specialist for help.

### Book (Print)

Author. Title of Book. City of Publication: Publisher, Year. Format.


### eBook (from a database)

Author. Title of Book. City of Publication: Publisher, Year. Database Title. Format. Date of Access.


### Article in a Reference Book or Edited Collection (Print)


### Reference or Encyclopedia Article (from a database)


### Magazine or Newspaper Article (Print)

Author. “Title of Article.” Magazine or Newspaper Date: Pages. Format.


### Magazine or Newspaper Article (from a database)

Author. “Title of Article.” Magazine or Newspaper Date: Pages. Database Title. Format. Date of Access.


### Academic Journal Article (from a database)


### Web Page

Author. “Title of Page.” Title of Web Site. Publisher or Sponsor, Date of Publication. Format. Date of Access.


### Online Photograph, Illustration, or Image

Artist. Image Title. Date of Publication. Collection or Institution. Website or database. Format. Date of Access.


### Song or Sound Recording (from a CD or MP3)

Specific Contributor. “Song Title.” Other Major Contributors. Album Title. Publisher, Year. Format.


### Video or Movie (on DVD or VHS)

Specific Contributor. Title. Other Major Contributors. Distributor, Year. Format.


### Video or Movie (Online)

Specific Contributor. Title. Other Major Contributors. Publisher or Distributor, Year. Website or database. Format. Date of Access.

The most effective way I know to improve your writing is to do freewriting exercises regularly. At least three times a week. They are sometimes called "automatic writing," "babbling," or "jabbering" exercises. The idea is simply to write for ten minutes (later on, perhaps fifteen or twenty). Don't stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. If you can't think of a word or a spelling, just use a squiggle or else write "I can't think what to say, I can't think what to say" as many times as you want; or repeat the last word you wrote over and over again; or anything else. The only requirement is that you never stop.

What happens to a freewriting exercise is important. It must be a piece of writing which, even if someone else reads it, doesn't send any ripples back to you. It is like writing something and putting it in a bottle in the sea. Freewritings help you by providing no feedback at all. When I assign one, I invite the writer to let me read it, but also tell him to keep it if he prefers.
How to Read a Scientific Paper

David W. Ramey, DVM

Biomedical literature is expanding at a phenomenal pace. At the same time, the time that’s available to read that literature is becoming increasingly hard to find. Thus, if you want to try to stay current with medical developments and you don’t want to get overwhelmed, it is important to develop a system for reading and evaluating papers of interest. This paper will look at why you might read a scientific paper, suggest ways to decide whether to read a particular paper, and how to interpret the evidence presented. Author’s address: PO Box 5231, Glendale, CA 91221. © 1999 AAEP.

1. Why Read a Scientific Paper?
If you want to continue to try to do more good than harm for the horses in your care, you need to recognize the need to change and/or improve your diagnostic and therapeutic interventions so that they remain consistent with valid new knowledge. If you don’t stay current, you run the risk of falling short in your clinical practice. Clinical journals are generally the most accessible means of obtaining the information that you need.

There are any number of reasons why you might read a clinical journal; 10 of them are listed in Table 1. Of particular interest to practitioners are items 5–7; these will be discussed in more detail later in this article.

2. Whether to Read a Particular Scientific Paper
It’s not possible for an individual veterinary practitioner to know everything about veterinary medicine or even equine medicine and surgery. Given the demands of clinical practice and the desire to maintain some sort of a nonpractice life, it seems reasonable to assume that you’re already behind in your reading and that you will never have more time to read than you do right now. Thus, to make the most out of your reading time, you should consider focusing on the few articles that are both valid and applicable to your area of interest and rejecting most articles almost immediately. The following guidelines should help you do that (Figure 1).

3. Is the Study Relevant?
If the study doesn’t apply to you or your practice, it may not be worth reading at all. Here are a few suggestions on how you might be able to tell if an article is worth a more thorough evaluation.

1. Look at the title. Is the article one that is potentially useful in your practice? For example, do you have a reproductive practice and is the article about a new orthopedic technique? If so, you may consider rejecting the article out of hand and go on to the next article.

2. Read the summary. Here your objective is simply to decide if the conclusion, if valid, would be important to you as a clinician. The issue here is not whether the results are true; rather, it is whether the results, if true, would be useful. Most summaries can be found in the abstracts that precede full-text articles.

NOTES
3. **Consider the site.** Here, the question is if the site of the study is such that it might apply to your practice. For example, if a new technique for laparoscopic renal biopsy is proposed, would you have the expertise, or access to the required facilities and equipment to perform the technique? Similarly, it’s useful to look at the horses that are included in the study; a technique that is applied to racehorses may not be useful for foals. Putting it another way, are the patients that are included in the study similar to those in your own practice and could you apply the results even if you wanted to?

4. **Is the Study Valid?**

Unfortunately, you can’t assume that a study is worth a look just because it appears in a reputable journal. The review and editorial policies of even the best journals do not protect the reader from errors. In fact, it’s reasonable to be skeptical of the conclusions of almost any article from the start. That’s because the mere fact that the article got printed in the first place makes it subject to potential biases. A list of these can be found in Table 2.

You cannot accept an article solely on the basis of its conclusions. If you do so, you run the risk of accepting false information. A summary can sometimes tell you that an article is invalid but it can almost never tell you if it is valid. Thus, if you’ve made the decision to read an article, there is no alternative to investing your first efforts in reviewing the Materials and Methods sections of an article.

Fig. 1. Flow chart for selecting scientific reading material.

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**Table 1. Ten Reasons to Read Clinical Journals**

1. To impress others
2. To keep abreast of news in the profession
3. To understand pathobiology
4. To find out how a seasoned clinician handles a particular problem
5. To find out whether to use a new or existing diagnostic tests on your patients
6. To learn the clinical features and course of a disorder
7. To distinguish useful from useless or even harmful therapies
8. To determine etiology or causation
9. To sort out claims concerning new therapies
10. To read the letters to the editor
It has been noted that the “Conclusion giveth, but the Materials and Methods taketh away.” That’s where the meat of any article can be found.

The reasons for reading a paper of most general interest to practicing clinicians are likely to be numbers 5–7 in Table 1. Of most particular interest is item 7, “To distinguish useful from useless or even harmful therapy.” This paper will focus only briefly on items 5 and 6, with more detail provided on item 7. More thorough discussions can be found about how to critically read papers on any of these, as well as several other, subjects.1

1. To find out whether or not to use a (new) diagnostic test on your patients. When encountering an article about diagnostic tests, the first thing to look for is if there was an independent “blind” comparison with a “gold standard” of diagnosis. That is, patients must be shown, by the application of some objective method of determination, such as a biopsy, surgery, postmortem examination or long-term follow-up, to have had the disease in question. There must be a second group of patients shown by the same standard not to have had the disease. Then, the test should have been interpreted by clinicians who didn’t know whether or not a given patient really had the disease (that is, they were “blind”). Afterward, these test results should be compared to the gold standard. If this litmus test of validity isn’t followed, you may consider rejecting the paper (and the test) out of hand.

2. To learn the clinical course and prognosis of a disorder. When you’re reading to find out about the clinical course or prognosis of a particular treatable condition, the first thing to look for is if there was a control group assembled. Control groups are used for comparison with the group being studied. Ideally, the control group is identical to the study group, except that it does not possess the characteristic or has not been exposed to the treatment under study. Controls should ideally include no treatment groups, as well as groups that receive placebo treatments. Controlled studies may be divided into case–control studies, in which the cases are horses that have already developed the disease and the controls are those that have not, or cohort studies, in which the horses are separated into study and control groups before the investigator is aware of whether the horses have or will develop the condition being studied.

Controls are especially important in studying subjective analyses (did the horse get “better?”) where there might be a significant observer bias (that is, where the observer might be inclined to believe that there was improvement merely because the patient was treated). If the study fails to include controls, the results of the study will be unpredictable. Accordingly, you may think about passing by that particular paper.

3. To distinguish useful from useless, or even harmful, therapy. When trying to determine if a new therapy is worth trying in your practice, the first thing to look for is if the study was randomized. Randomization means that some method, such as flipping a coin, was used to assign patients to the treatment groups. The reason that randomization is so important is that it is the best way to group patients at the start of a trial who are identical in their risk of events that are going to be studied. It does this in two ways.

First, randomization tends to balance the groups for prognostic factors, such as the severity of the disease in question. If prognostic factors are unevenly distributed, they can exaggerate, cancel, or even counteract the effects of therapy. This can lead to false-positive or false-negative results.

Second, if the studying clinicians are unaware of the randomization, that is, if they are “blinded” to it, they won’t know which treatment the next patient will receive. Thus, they won’t be able to distort, consciously or unconsciously, the balance between the two groups being compared. If randomization isn’t concealed, it tends to lead to a situation where patients with a more favorable prognosis receive the experimental therapy. This can exaggerate the benefits of therapy and perhaps even lead to a false-positive conclusion.

Ideally, the study will be “double-blinded.” That is, neither the patient nor the clinician will know who is receiving treatment until after the study is over. Unfortunately, blinding isn’t possible in all studies (for example, surgical ones); however, it’s still a goal that should be pursued wherever possible so as to try to eliminate subtle biases that may influence study results.

How much do things like randomization, blinding, and controls really matter? Quite a bit, actually. Table 3 estimates the effect that ignoring these critical factors may have on study results.

### Table 2. Sources of Positive Bias in the Reporting of Controlled Trials

<table>
<thead>
<tr>
<th>Source of Bias</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission bias</td>
<td>Research workers are more strongly motivated to complete, and submit for publication, positive results</td>
</tr>
<tr>
<td>Publication bias</td>
<td>Editors are more likely to publish positive studies</td>
</tr>
<tr>
<td>Methodological bias</td>
<td>Methodological errors such as flawed randomization produce positive biases</td>
</tr>
</tbody>
</table>

*Data from Gray.*

### Table 3. Effects of Poor Design of Controlled Trials on Estimates of Treatment Effects (Trials with Poor Evidence of Randomization vs. Trials with Adequate Randomization)

<table>
<thead>
<tr>
<th>Design Fault</th>
<th>Exaggeration of Odds Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate method of treatment allocation</td>
<td>Larger by 41%</td>
</tr>
<tr>
<td>Unclear method of treatment allocation</td>
<td>Larger by 30%</td>
</tr>
<tr>
<td>Trials not double blind</td>
<td>Larger by 17%</td>
</tr>
</tbody>
</table>

*Data from Schultz et al.*
It's usually easy to tell if a study is randomized, controlled, and blinded. It's something to be proud of and it's usually right there in the title and/or abstract of the paper. If a paper doesn't meet these criteria, you may consider rejecting it out of hand. However, if you're still curious about the validity of the paper, then you'll want to look critically at the evidence provided in support of the conclusions and at how the conclusions were drawn.

5. What About the Evidence?
Not all, perhaps not most, research papers in equine medicine are randomized, blinded, and controlled. If that's the case, you're in a bit of a bind. For example, you may end up trying to determine the usefulness of a potential therapy based on evidence that you know may not be all that good. To help sort things out, it may be useful to think of the quality of the evidence with which you are being presented.

All evidence is not created equal. A hierarchy of evidence quality has been developed by the Centre for Evidence-Based Medicine in Oxford, England. Using it may help you decide if the results presented in the paper are likely to be true. In order of importance, the levels of evidence are indicated in Table 4.

Even if the quality of evidence is poor, there may even be a couple of things that you can glean from poor studies.

6. Are the Results Important?

1. See if the treatment effect is so huge that you can't imagine that it could be a false-positive study. This usually only happens when the prognosis is uniformly terrible; it's a very rare situation.

2. If the nonrandomized study concluded that a therapy was useless or harmful, it's usually safe to accept that conclusion. False-negative conclusions from studies are less likely than false-positive ones.

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**Table 4. Quality of Scientific Studies**

<table>
<thead>
<tr>
<th>Grade of Recommendation</th>
<th>Level of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1a Systematic review (with homogeneity) of randomized, controlled trials</td>
</tr>
<tr>
<td></td>
<td>1b Individual randomized, controlled trial (with narrow confidence interval)</td>
</tr>
<tr>
<td></td>
<td>1c All or none studies (studies in which the effects are so great that they could not have been attributed to chance; treatments for disorders in which all died and now some live, or some went on to a bad outcome and now none do so)</td>
</tr>
<tr>
<td>B</td>
<td>2a Systematic review (with homogeneity) of cohort studies</td>
</tr>
<tr>
<td></td>
<td>2b Individual cohort study (including low quality randomized, controlled trial; e.g., &lt;80% follow-up)</td>
</tr>
<tr>
<td></td>
<td>2c “Outcomes” research (nonexperiments linking outcomes, e.g., death, to treatments, e.g., surgery)</td>
</tr>
<tr>
<td>C</td>
<td>3a Systematic review (with homogeneity) of case–control studies</td>
</tr>
<tr>
<td></td>
<td>3b Individual case–control study</td>
</tr>
<tr>
<td>D</td>
<td>4 Case-series (and poor quality cohort and case–control studies)</td>
</tr>
<tr>
<td></td>
<td>5 Expert opinion without explicit critical appraisal, or conclusions based on physiology, bench research (in vitro or lab animal studies), or basic biologic principles</td>
</tr>
</tbody>
</table>
cal difference; it doesn’t tell you if treatment “a” is better than treatment “b,” for example. Other study factors must be interpreted for that assessment.

2. **Confidence intervals.** Perhaps a more useful, although less commonly reported, indicator of statistical significance is the confidence interval (CI). The CI gives a measure of the precision (or uncertainty) of study results for making inferences about the population of similar individuals. Confidence intervals combine information about the strength of an association with information about the effects of chance on the likelihood of obtaining the results. It is possible to calculate the confidence interval for any percentage confidence from 0 to 100; however, most studies choose a CI of 95 per cent. A 95% CI is an interval of numerical values within which you can be 95% confident that the mean of the population will be included. However, you cannot say that the studied parameter is in the 95% CI with a 95% probability.

Confidence intervals place a clear emphasis on quantification of the effect, in direct contrast to the $p$ value approach (which arises from significance testing). CIs indicate the strength of the evidence about quantities that are directly relevant, such as treatment benefits. Thus, they are particularly important to practitioners.

7. **Conclusion**

By using the aforementioned guidelines, you will almost certainly be able to dramatically reduce your reading time. Unfortunately, if you apply them strictly, you may find that you have virtually nothing to read. Nevertheless, using a systematic approach to reading scientific papers will help you sort out the wheat from the chaff and help make sure that the precious time that you devote to reading is well spent.

The author would like to thank Drs. David Sackett and Martha Lee for their assistance in the preparation of this paper.

**References**

Tips from First-Year Students

● Always have shoes and a jacket by your door...especially when a fire alarm goes off...

● Make friends and talk outside your room, or leave your door open. If more people did that sooner last year, we all would have been friends from like the very first week lol. DON'T BE AFRAID TO SIT IN THE HALLWAY! =]

● Don't be afraid to ask questions during lectures

● Explore the city (carefully)! There's a lot of things Syracuse has to offer, like the regional farmers market, or little restaurants by Armory Square.

● I'd suggest encouraging them to take advantage of the tutoring we have because a lot of the tutors know what they're talking about.

● The only thing I wish I learned earlier was how the other side of Sadler led straight to chemistry and the bus schedules.

● Don't be afraid to make mistakes. If you need help, ask. But honestly, the best thing to do at ESF is make mistakes, learn from them, and ask a lot of questions.

● Don't expect quick food delivery on nights there’s a game at the Dome. Guaranteed the driver’s stuck in that traffic.

● www.grubhub.com

● If you're a person who gets lost easily, make a trip to where you need to go ahead of time so you know how to get there and you aren't panicked... Or make a map, just making the map helps you remember where everything is and what it's named. Clearly I had some trouble lol.

● You have to start thinking about housing for the next year really early. If you want to get an apartment off campus, you have to start looking a month or two into school starting.

● My biggest advice is to take a break during orientation week. Being exhausted for the first week of classes isn't worth it.
<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Services</td>
<td>315-470-4921</td>
</tr>
<tr>
<td>Admissions</td>
<td>315-470-6600</td>
</tr>
<tr>
<td>Advocacy Center (SU)</td>
<td>315-443-7273</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>315-470-6632</td>
</tr>
<tr>
<td>Athletics</td>
<td>315-470-4933</td>
</tr>
<tr>
<td>Business Office</td>
<td>315-470-6626</td>
</tr>
<tr>
<td>Career Services</td>
<td>315-470-6660</td>
</tr>
<tr>
<td>Centennial Hall</td>
<td>315-741-3067</td>
</tr>
<tr>
<td>Community Service and Service-Learning</td>
<td>315-470-6658</td>
</tr>
<tr>
<td>Dean for Student Affairs</td>
<td>315-470-6658</td>
</tr>
<tr>
<td>Financial Aid and Scholarships</td>
<td>315-470-6670</td>
</tr>
<tr>
<td>Health Services (SU)</td>
<td>315-443-2666</td>
</tr>
<tr>
<td>Hendricks Chapel (SU)</td>
<td>315-443-2901</td>
</tr>
<tr>
<td>Housing and Meal Plans (SU ONLY)</td>
<td>315-443-2721</td>
</tr>
<tr>
<td>International Student Services</td>
<td>315-470-6691</td>
</tr>
<tr>
<td>Library, F. Franklin Moon</td>
<td>315-470-6716</td>
</tr>
<tr>
<td>Multicultural Affairs</td>
<td>315-470-4815</td>
</tr>
<tr>
<td>Off-Campus and Commuter Services (SU)</td>
<td>315-443-5489</td>
</tr>
<tr>
<td>Parking and Transit Services (SU)</td>
<td>315-443-4652</td>
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<tr>
<td>Physical Plant</td>
<td>315-470-6588</td>
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<tr>
<td>Registrar</td>
<td>315-470-6657</td>
</tr>
<tr>
<td>Student Involvement and Leadership</td>
<td>315-470-6658</td>
</tr>
<tr>
<td>Student Wellness and Support</td>
<td>315-470-6660</td>
</tr>
<tr>
<td>University Police</td>
<td>315-470-6666 (emergency)</td>
</tr>
</tbody>
</table>
ESF FIRST-YEAR STUDENT FALL PROGRAMS

FIRST-YEAR STUDENT RETREAT – SATURDAY, SEPTEMBER 6

Morning Rotation (leave Centennial Hall at 7:50am, return at 1:30pm)
Centennial Hall floors 3 & 4 and commuters

Afternoon Rotation (leave Centennial Hall at noon, return at 6pm)
Centennial Hall floors 1 & 2

More details at: http://www.esf.edu/students/fye/retreat.htm

*All first-year students must attend the retreat. Please see Mr. Scott Blair in 110 Bray regarding any schedule conflicts due to extenuating circumstances (i.e. religious observance)

THE EARTH LECTURES - FALL 2014 SCHEDULE

September 3 @ 12:45pm – 1:40pm Gateway Center Auditorium
October 8 @ 12:45pm – 1:40pm Gateway Center Auditorium
November 5 @ 12:45pm – 1:40pm Gateway Center Auditorium

GENERAL STUDENT PROGRAMS

ESF Welcome Picnic/Activities Fair, August 27 from noon-3pm on the ESF Quad
New York State Fair Trips, August 30, 31, and Sept 1 at State Fairgrounds**
Juice Jam Music Festival, September 7 from noon-6pm on South Campus
ESF Presidential Inauguration, September 11-13 (various times and locations)***
Syracuse University Involvement Fair, September 10 from 11:30-3pm on the SU Quad
Syracuse University Apple Festival, September 12 from 11-2pm on the SU Quad
Writing & Research Strategies Workshop, October 15 @ 12:45 pm in 110 Moon Library
Alumni and Family Fall BBQ, October 10 & 11 (various times and locations)

**Tickets and information about free shuttles to the State Fair can be found at the SU Schine Student Center Box Office.
***For more information about the inauguration, please visit www.esf.edu/inauguration.

EXAM DATES

General Chemistry I Lecture Exams: 9/26, 10/24, and 11/21, Final - TBA
General Chemistry I Lab Practical: 12/1-12/5
General Biology I Lecture Exams: 9/17, 10/13, 10/29, 12/3, Final - TBA
General Biology I Lab Practical and Proficiency Exam: 12/1-12/5