

Chapter 5

"Olivet Nazarene University . . .

. . . the strongest scholarship and the deepest piety"

The purpose of this section is to . . .

- (1) explain the ONU TEAM system for academic success
- (2) define academic integrity
- (3) explore the compatibility of learning and faith

The mission statement of Olivet Nazarene University states that "we seek the strongest scholarship and the deepest piety" (Catalog, 1998, p. 11). The ethos of the University, the distinguishing character or guiding beliefs of an institution, supports the belief that scholarship or learning, and piety or dutifulness to religion are thoroughly compatible. As a student at Olivet Nazarene University, then, your scholarship is expected to be (a) systematic, (b) ethical, and (c) integrated.

Systematic Scholarship

ONU students who expect to be successful scholars, or learners, are encouraged to follow a system that (a) helps them manage their time, (b) fosters an appropriate understanding of the extent of effort required to be academically successful, (c) explains how to measure and improve their individual achievement, and (d) generates sufficient motivation for success over the long period from admission to the University as freshmen to graduation as seniors. For you, the freshman class at Olivet, that means that you are encouraged to follow the **ONU TEAM System** and commit to the management of your **Time, Effort, Achievement, and Motivation**.

TIME

If the words "time management" present images of restriction and control, and you find yourself visualizing a prune-faced Scrooge hunched over your shoulder with a stopwatch in hand just waiting to tell you what to do every minute (Ellis, 1994), relax! If you are scared silly that you will fall into poor time management traps and fail to plan the time necessary to achieve your academic goals, good! If you think you can get by on the amount of time you spent studying in high school, don't! The proper management of time for most freshmen is an elusive skill, so pay attention to the following tips on how to plan your time.

- **Schedule Fixed Blocks of Time First**
 1. Class
 2. Work

3. Athletic Practice
4. Ensemble Practice
5. Extracurricular Meetings

- **Include Time for Errands**
- **Schedule Time for Fun**
- **Set Realistic Goals**
- **Allow Flexibility in your Schedule**
- **Study 2 Hours for Every 1 Hour in Class**
- **Avoid Marathon Study Sessions**
- **Set Clear Starting and Stopping Times**
- **Plan for Unexpected Interruptions**
- **Plan Your Meals**
- **Schedule Enough Time to SLEEP!**
- **Use The Seven-Day Antiprocrastination Plan**

Here are seven strategies to help you eliminate procrastination. They are tied to the days of the week to help you remember (Ellis, 1994).

- **Monday, Make it Meaningful**

Know what is important about the job you have been putting off.

- **Tuesday, Take it Apart**

Break big tasks into smaller more manageable tasks.

- **Wednesday, Write an Intention Statement**

For example, if you can't get started on a term paper, write, "I intend to write a list of at least 10 possible topics by 9 p.m. The act of getting started will provide impetus to finish.

- **Thursday, Tell Everyone**

Announce publicly your intention to get your tasks done. Make the world your accountability group.

- **Friday, Find a Reward**

Reward yourself when you have completed a task. Make sure that the reward isn't something that you were going to do anyway. Be willing to withhold the reward if you don't complete the task.

- **Saturday, Settle it NOW!**

DO IT NOW! The minute you recognize that you are procrastinating, plunge into the task. Gradual immersion can be slow torture.

- **Sunday, Say NO!**

Learn to say NO! (and mean it) to those interruptions that allow you to procrastinate.

EFFORT

Academic success in college is directly related to the effort students expend in (a) going to class, and (b) studying.

Going to Class

Going to class is critically important. There is a prevalent, albeit false, notion among college freshmen that every professor allows a certain number of "cuts." While it's true that there is educational leniency (approved absences) allowed for certain off-campus activities such as approved field trips, scheduled choir tours, a trip or activity in the service of the University, or students traveling with an athletic team as approved by the Intercollegiate Athletic Board (Faculty Handbook, 1997, p. 105), the expectation is that students are required to go to class. Approved absences are not synonymous with excused absences. Assuming that class "cuts" are allowed is a myth. Students are expected to attend class.

Studying

Strong scholarship is dependent on your ability to study. To study means "to use the mind to gain knowledge" (The Merriam Webster Dictionary, 1994, p. 715). The collegiate study skills relative to strong scholarship that you need to cultivate include (a) learning to think critically, and (b) creating your own study system.

- **Learning to Think Critically**

Critical thinking is the process of "constructing and evaluating meaning" Kanar, 1991, p. 184). Critical thinking skills include the ability to:

- Examine Your Assumptions
- Make Predictions
- Sharpen Your Interpretations
- Evaluate What You Read

Evaluative reading involves the ability to:

1. Understand the writer's purpose
2. Find the point and proof
3. Look for a pattern of thinking
4. See implications in what you read
5. Build your vocabulary

- **Becoming An Active Writer**

Active writers will:

1. Brainstorm to determine assumptions about a topic and to generate ideas.
2. Assume that the reader is uninformed.
3. Have a purpose for writing.
4. Make a plan to guide your thinking.
5. Explain ideas by stating the topic, purpose, and pattern in a thesis.
6. Develop the thesis with points and support.
7. Conclude with implications for the reader.
8. Write from experience for reliability.
9. Revise for completeness of ideas and for objectivity.
10. Edit for clarity and usefulness.

- **Creating Your Own Study System**

Successful college students create a study system that works for them. Any system you create that works is great as long as it includes (a)-using textbooks, (b) listening attentively and taking good notes, and (c) developing the ability to collaborate with others.

- **Using Textbooks**

One of the best methods for using your textbooks to achieve academic success is to use the basic SQ3R System (Ellis, 1994) for reading academic texts. The SQ3R System involves:

Survey -- A survey is a quick preview or brief overview of an entire textbook or a single chapter (Kanar, 1991). Survey your textbooks as soon as you can before your classes

meet for the first time. Surveying your text will allow you an advantage when you walk into class. When you survey, attend to the parts of the text or the chapter. Note the title page, the copyright page, the introduction or the preface, the table of contents, chapter titles, the glossary, the appendix, and the bibliography. In surveying a chapter, look at the chapter title, read the introduction to the chapter, look at major and minor headings, overview visual aids, read the summary, and finally, read the discussion questions at the end of the chapter.

Question -- As you overview your text and each chapter, turn each heading into a question. Turning headings into questions directs your reading and helps you mentally organize the information you are reading.

Read -- After you have surveyed your reading and developed potential questions about what you intend to read, begin reading. Read slowly and carefully, concentrating on one section at time. Highly technical information may need to be read more than once. Take your time. It is better for you to comprehend what you are reading than it is to skim large volumes of information and miss important points. Using a highlighter or writing notes in the margin of your texts will help you remember what you have read.

Recite -- Recitation is an essential aid to memory. At the end of each section you have read, try to say out loud what you think are the important points of the section. Write them down. Reciting not only increases your memory's power, it helps you monitor your comprehension.

Review -- Review a chapter immediately after you have finished reading it by resurveying the chapter. Go over the notes you made in the margins and see if they make sense to you. Re-read what does not make sense to you until you understand it. Make sure that your notes are complete and that they accurately summarize the main points of what you have read. With practice, you will soon learn how many times you must review to transfer information from your short-term to your long-term memory.

- **Listening Attentively and Taking Good Notes**

There are two kinds of listeners in the college classroom: passive listeners and active listeners. Passive listeners do more hearing than listening. They are aware that the instructor is speaking, but they aren't making sense of what is said. Active listeners make sense of what they hear, ask questions when they don't understand, and take good notes.

Use the following guidelines for active listening and note-taking:

- Keep track of your notes. Put a date and heading on each set of notes. Number your pages of notes consecutively.
- Use standard size paper. Small sheets of paper get lost.
- Keep notes for one class separate from notes from another class.

- Use an erasable blue or black ink ballpoint pen for taking notes. Pencil smears over time, and other colors of ink are hard to read.
- Develop your own set of abbreviations to speed up your note-taking.
- Copy into your notes anything that is written on the chalkboard or on an overhead.
- Take organized notes. Use a system that you develop, and use it consistently.
- As soon as possible after class, review your notes and add anything that appears to be missing. It is a good idea to retype your notes as soon as possible. Typing up your notes is a tactile strategy that will help you remember information longer.
- If you are having trouble taking complete notes or keeping up with your professor, ask if you can tape-record the lecture so that you can supplement your notes.
- If you have a documented learning disability, apply for a note-taker through the Learning Development and Assistance Center.
- **Collaborating With Others**

Many successful college students benefit from collaborating with other students. Some of your professors will assign group projects where you will work as a team with other students on papers, projects, experiments, or assignments. Some of you will not like being required to work with others, but the ability to work as a member of a team is an important, marketable skill, so you need to find ways to work with others early in your college career. Form study groups in your classes. Find someone in each of your classes to hold you accountable for your own learning. Learn to include academic issues in your discussions in the dining hall or in the dorm. Listen to and respect the opinions of others. When you are a member of a group, give the group your best effort. Make sure that you complete all of the tasks you are assigned to move the group project forward on time. Make sure that you are on time for all group meetings, and come prepared. Do your own share of the work, and NEVER SUBMIT ANOTHER PERSON'S WORK AS YOUR OWN. View every opportunity to work together as a positive experience that will help you develop valuable interpersonal relationship skills.

ACHIEVEMENT

The third component of the ONU TEAM System for Success is Achievement. Good students monitor their achievement by (a) gaining test-taking confidence, and (b) tracking academic progress.

- **Gaining Test-taking Confidence**

Most ONU freshmen have real anxiety when they consider the prospect of taking tests in their college classes. While it's normal to have some apprehension about tests, you can minimize this apprehension if you are well prepared for exams. We recommend three steps for preparing for exams: (a) make a study schedule, (b) decide what to study, and (c) develop a test-taking routine.

- **Make a Study Schedule**

1. **Daily reviews** - review each course everyday for at least five or ten minutes.
2. **Weekly reviews** - every week spend at least an hour reviewing each subject.
3. **Exam reviews** - about one week before a test, conduct an exam review.
 - a. Review at the time of day when you are most alert.
 - b. Study for your hardest exam first.
 - c. About once every hour, take a 10-minute break.
 - d. Reward yourself for getting the job done.

- **Decide What to Study**

1. Lecture Notes
2. Textbook Chapters
3. Textbook Notes and Study Guides
4. Previous Tests, Papers, Homework, and other Assignments
5. Instructor's Handouts

- **Develop a Test-taking Routine**

1. Arrive on Time
2. Jot Down Memory Cues
3. Survey the Test
4. Plan and Use All Your Time
5. Read and Follow Directions
6. Do Easy Questions First
7. Skip and Return to Difficult Questions
8. Guess (If there is no penalty)
9. Control Your Feelings and Attention
10. Check Your Work
11. Learn From Your Mistakes

Tracking Academic Progress

At the end of each semester, you will get a computer printout of your grades. The printout will show a grade for each course, your average for the semester, and a cumulative grade point average (GPA), which is the average for all grades earned from the time of your enrollment.

The GPA is a primary admissions indicator for many graduate and professional schools. Graduate schools, medical schools, and law schools admissions committees look at a student's GPA as a measure of the student's commitment to his or her own learning. If you hope to go on to graduate school, **PAY ATTENTION TO YOUR GPA THE FIRST SEMESTER OF YOUR FRESHMAN YEAR.** Many students have just missed graduating with honors or failed to be admitted to graduate school because their freshman year grades hurt their cumulative GPA.

MOTIVATION

The final component in the ONU TEAM System for success is Motivation. Motivation is defined as "those needs or desires that cause a person to act" (*The Merriam Webster Dictionary*, 1994, p. 480). Motivation to be successful in college generally hinges on a student's (a) locus of control and (b) ability to set goals.

Locus of Control

Your motivation and your attitude, positive or negative, toward college, work, professors, and your abilities may depend on your locus of control. J. B. Rotter, a psychologist, first explained the concept in 1954 as part of his social learning theory. Locus means place. Your locus of control is where you place responsibility for control over your life. Do you believe that you are in charge? If so, then you may have an internal locus of control. Do you believe others more powerful than you are in control of what happens to you? If so, then you may have an external locus of control (Kanar, 1991).

Internal Locus of Control

Students who have an internal locus of control can see a connection between the effort they put forth in a course and the grades they receive. These students tend to be self-motivated positive thinkers. They believe they can do whatever they set out to accomplish. They are not afraid of change. They welcome challenges. When they make mistakes, they can usually trace the mistake back to something they did wrong or something they did not understand. These students don't believe in luck or fate. They are in charge of their lives. When things go wrong, they try to figure out what they can do to put things right again (Kanar, 1991).

External Locus of Control

Students who have an external locus of control cannot see a connection between the effort they put forth in a course and the grade they receive. They may believe teachers award grades on the basis of personal feelings or that their grades result from good or bad luck. These students tend to be negative thinkers who need someone to motivate them and give them a push to succeed. They

believe that many of the things they want in life are out of reach or that other people are holding them back. They may be afraid of change and prefer to follow familiar routines. When they make mistakes, they tend to blame others. They don't see themselves as having any control over their lives. When things go wrong, they feel that they are powerless to change things (Kaner, 1991).

Experience shows that locus of control affects achievement and motivation. The more internal your locus of control, the greater your chance of success in college. Use the following steps to develop a more internal locus of control.

- Become a positive thinker.
- Accept responsibility for motivating yourself.
- Accept the fact that success results from effort.
- Eliminate the nameless "they" from your vocabulary.
- Bring the "I" back into your vocabulary and take charge of your life.

Goal Setting

Goals are well-defined plans aimed at a specific result (Wong, 1997). Writing your goals down is the first step toward realizing your goals. Tips for writing effective goals include:

- Being Specific
- Setting a Specific Target Date for Reaching Your Goals
- Identifying Steps for Reaching Your Goals
- Planning a Reward When the Goal is Reached

Rewards may be (a) extrinsic or (b) intrinsic

- **Extrinsic Rewards**

Extrinsic rewards are materials, things or activities that you will give yourself when you have reached your goal. Examples of extrinsic rewards might be buying a new shirt or dress, going on a trip, eating out, or going bowling.

- **Intrinsic Rewards**

Intrinsic rewards are the positive inner feelings of accomplishment that you get when you have reached your goal. Good students recognize that they are motivated by the increased self-esteem, pride, confidence, and satisfaction they feel when they achieve their goals.

Mature students depend on intrinsic rather than on extrinsic rewards to maintain their motivation (Wong, 1997).

In summary, the ONU TEAM System for academic success supports scholarship from students who manage their TIME, expend the EFFORT it takes to succeed, monitor and support their own ACHIEVEMENT, and maintain an internal locus of control to realize the MOTIVATION they need to survive the rigor of university-level learning. As was suggested earlier in this chapter, not only should "the strongest scholarship" be systematic, it should also be ethical.

Ethical Scholarship

The principles of "the strongest scholarship and the deepest piety" (*Catalog*, 1998, pg. 11) are foundational to the University's commitment to ethical scholarship. Ethics, a discipline dealing with moral principles and practices, (*The Merriam Webster Dictionary*, 1994) is particularly relevant to the principles of an "Education With a Christian Purpose." The University faculty expect that ONU students do work that is compatible with the strictest definition of academic integrity.

Academic Integrity

Students hoping to be successful in the academic arena at Olivet Nazarene University need to understand the University's commitment to maintaining academic integrity. According to the Statement of Academic Integrity in the *University Life Handbook & Student Planner* (1997):

Seeking after truth is at the heart of an education at a Christian liberal arts university such as Olivet. ONU students are expected to be truthful in all areas of life, including the academic arena. Those who engage in any form of academic dishonesty value their own gain more than their desire to seek truth; consequently, their behavior is incompatible with the goals and objectives of the University.

Academic dishonesty includes but is not limited to plagiarism, cheating, and falsification. Any student engaging in such practices will be subject to the following consequences in part or in whole:

- a failing grade on the test, project, assignment, or course itself. This decision rests with the professor teaching the class.
- reports of academic dishonesty to the department and division chairpersons, and/or to the Vice President for Academic Affairs may result in further action such as suspension or expulsion.

A student may appeal the professor's decision by initiating the following process within one week of the report of the alleged incident of academic dishonesty. Sessions may be audiotaped for future reference.

- **Step 1.** The student must meet with the professor to discuss the allegation of academic dishonesty.
- **Step 2.** If not satisfied with the professor's decision, the student must arrange a meeting to discuss the allegations of academic dishonesty with the professor, the departmental and divisional chairperson(s).
- **Step 3.** If the student is still not satisfied with the decision, the student must arrange a meeting to discuss the allegation of academic dishonesty with the professor, the departmental and divisional chairperson(s) and the Vice President for Academic Affairs.
- **Step 4.** If the student is still not satisfied with the decision, the student must request a hearing before the Academic Ethics Committee, which consists of three-(3) faculty and three (3) student representatives. The decision of this committee will be final (*Handbook*, 1997, pp. 26-27).

In summary, we believe in systematic, ethical scholarship that is consistent with the University mission statement that says that Olivet Nazarene University seeks to provide " . . . an `Education with a Christian Purpose.' " (*Catalog*, 1998, p.11). In keeping with the principles of the "strongest scholarship and the deepest piety," stated in the ONU mission statement, we believe in and encourage the integration of learning and faith.

Integrating Learning and Faith

In an address to the Olivet community (1991), our president, Dr. John Bowling, suggested that in the development of higher education across the years, universities abandoned their commitment to Christian ideals and ethics. Because of this change in focus, schools like Olivet Nazarene University were established to ensure that learning was once more committed to providing a holistic education.

As Dr. Bowling noted, John Henry Cardinal Newman argued in his classic study *The Idea of A University* (1959) that theology must be included in a university education; otherwise, the university could not claim to pursue universal knowledge. Further, Newman believed that:

All knowledge forms one whole . . . intimately knit together, and that, in a word, religious truth is not only a portion but also a condition of general knowledge. To blot it out is nothing short of . . . unraveling the web of university teaching. . . . A refusal to recognize theological truth in a course of universal knowledge . . . is not only the loss of theology, it is the perversion of other sciences (Bowling, 1991, pg. 5).

Education with a Christian purpose implies more than merely instruction. At Olivet, we seek to help students develop character. According to Dr. Bowling:

Instruction may impart specific skills and knowledge, but true education develops the person as an integrated whole This is a high and noble calling: the true and genuine integration of faith and learning. It is a calling which affirms that the basic purpose of

education is the transmission of values, the production of wisdom, and the creation of an orderly system of ideas by which to live and interpret the world (Bowling, 1991, pg. 4).

The result of the integration of faith and learning is that institutions like Olivet will produce Christian historians, not a historian and a Christian; Christian artists, not an artist and a Christian; and Christian biologists, not a biologist and a Christian (Bowling, 1991). "The scholars among us at ONU are men and women whose faith informs their learning and their learning informs their faith" (Bowling, 1991 pg. 5).

Conclusion

Students who study and learn at Olivet have an extraordinary opportunity to develop their academic skills in the pursuit of Truth while they develop character and integrity. "The strongest scholarship and the deepest piety," thoroughly compatible principles, are both enhanced as students demonstrate scholarship that is systematic, ethical, and integrated. Students who attend to the integration of their learning and faith affirm the University motto, "Education With a Christian Purpose."

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