



University of Northern Iowa
Classic Upward Bound TRiO Program
Quarterly Newsletter: April 2007



Director's Letter



Senioritis is, "a term used to describe the decreased motivation toward studies displayed by students who are nearing the end of their high school or college careers." With senioritis comes procrastination, apathy towards academics, and even a drop in school attendance. High school seniors often receive college admission letters in the early spring which may affect their motivation to push themselves academically for the remainder of the school year.

However, due to the increasingly competitive nature of post-secondary education, it is more important than ever to work through senioritis. The College Board reported the following:

- As many as half of all college students do not have adequate academic preparation, and are required to take remedial courses.
- More than one quarter of the freshmen at four-year colleges and nearly half of those at two-year colleges do not even make it to their sophomore year.

These statistics illustrate the importance of preparing yourself during high school for what you will encounter in college.

Another important fact to remember is that many college and university admission decisions are conditional upon receipt of the student's final transcript. If that transcript shows a significant drop in GPA or failed classes, universities may rescind the offer of admission altogether or offer conditional admission that requires the student to adhere to a prescribed academic plan, often involving taking additional classes at the student's expense.

An even more disturbing trend is that behaviors associated with senioritis (procrastination, apathy, lack of school attendance) can be observed in students that may be a year or two or three away from being a senior! All of the students in the University of Northern Iowa Classic Upward Bound TRiO Program have the potential to go to and graduate from college. The question is, "Are you willing to have the attitude, commitment, and work ethic it takes to make a college education happen for you?" Students, ask yourself, "Am I displaying the symptoms of senioritis?" If so, today is the day to refocus and reenergize in order to fight this disease and end your senior (or junior, or sophomore, or freshman) year strong!

Sources: <http://en.wikipedia.org/wiki/Senioritis> and <http://www.collegeboard.com/student/apply/the-application/8626.html>

Words of Wisdom



"I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin, but you begin anyway and you see it through no matter what."

~ Harper Lee

"The gem cannot be polished without friction, nor man perfected without trials."

~ Chinese Proverb

"Always bear in mind that your own resolution to succeed is more important than any one thing."

~ Abraham Lincoln



COLLEGE/UNIVERSITY PROFILE

Our newsletter will now be featuring a college or university in each issue to assist you in learning more about a variety of institutions. In the last edition, we profiled all three public universities in Iowa - The University of Iowa, The University of Northern Iowa, and Iowa State University. In this edition, we'll profile three private colleges in Iowa - Grand View College, Luther College, and Wartburg College:

Grand View College

- Private, 4-year liberal arts college affiliated with the Evangelical Lutheran Church of America
- Residential campus in large city of Des Moines
- 1,709 degree-seeking undergraduates: 20% part-time, 69% women, 4% African American, 3% Asian American, 2% Hispanic American, 1% International
- 95% of applicants admitted
- SAT or ACT (ACT Writing recommended) required
- 36% graduate within 6 years
- Class size: 80% < 20, 20% 20-39, less than 1% 50-99
- Freshman Class Profile: 442 applied, 421 admitted, 221 enrolled; Average ACT Score – 18-22; GPA 3.50 or Higher – 26%; GPA 3.0-3.49 – 27%; GPA 2.0-2.99 – 43%; Rank in Top Quarter – 32%; Rank in Top Tenth – 11%; Return as a Sophomore – 68%
- 2005-2006 Annual Costs: Tuition/Fees - \$16,060; Room/Board - \$5,422
- Most Popular Majors: Business/Marketing, Education, Health Sciences, Liberal Arts, Security/Protective Services, Visual and Performing Arts
- Contact Information: admissions@gvc.edu, 1-800-444-6083

Luther College

- Private, 4-year liberal arts college affiliated with the Evangelical Lutheran Church of America
- Residential campus in small town of Decorah
- 2,466 degree-seeking undergraduates: 1% part-time, 58% women, 1% African American, 2% Asian American, 1% Hispanic American, 3% International
- 75% of applicants admitted
- SAT or ACT (ACT Writing optional) required
- 75% graduate within 6 years
- Class size: 50% < 20, 46% 20-39, 2% 40-49, 2% 50-99, less than 1% 100+
- Freshman Class Profile: 2,121 applied, 1,593 admitted, 630 enrolled; Average ACT Score – 22-28; GPA 3.50 or Higher – 65%; GPA 3.0-3.49 – 22%; GPA 2.0-2.99 – 13%; Rank in Top Quarter – 61%; Rank in Top Tenth – 32%; Return as a Sophomore – 84%
- 2005-2006 Annual Costs: Tuition/Fees - \$26,380; Room/Board - \$4,290
- Most Popular Majors: Biology, Business/Marketing, Education, Parks/Recreation, Psychology, Social Sciences, Visual and Performing Arts
- Contact Information: admissions@luther.edu, 1-800-458-8437

Wartburg College

- Private, 4-year liberal arts college affiliated with the Evangelical Lutheran Church of America
- Residential campus in small town of Waverly
- 1,768 degree-seeking undergraduates: 2% part-time, 53% women, 3% African American, 1% Asian American, 1% Hispanic American, 5% International
- 88% of applicants admitted
- SAT or ACT (ACT Writing optional) required
- 68% graduate within 6 years
- Class size: 43% < 20, 50% 20-39, 4% 40-49, 2% 50-99, less than 1% 100+
- Freshman Class Profile: 1,681 applied, 1,472 admitted, 519 enrolled; Average ACT Score – 21-26; GPA 3.50 or Higher – 61%; GPA 3.0-3.49 – 29%; GPA 2.0-2.99 – 10%; Rank in Top Quarter – 61%; Rank in Top Tenth – 31%; Return as a Sophomore – 77%
- 2005-2006 Annual Costs: Tuition/Fees - \$21,130; Room/Board - \$5,600
- Most Popular Majors: Biology, Business/Marketing, Communications/Journalism, Education, Social Sciences
- Contact Information: admissions@wartburg.edu, 1-800-772-2085

Source: 2007 College Handbook. The College Board: New York, 2006.

Procrastination: “I’ll just do it tomorrow.”



Procrastination means putting something off until later. A habit of procrastination can get in the way of doing well in school – and in life! If you tend to procrastinate, think about why. Common reasons include:

- Fear of not doing a good job
- Feeling disinterested in or bored with the project or activity
- Feeling frustrated or overwhelmed – not knowing what to do or where to start

The good news is, you can beat procrastination! Changing a habit may not happen right away, but you can do it with practice, a positive attitude and a few tips. Having a prioritized to-do list and a weekly planner are a big help as well. If you already have a task scheduled, you’re less likely to procrastinate about it. Here are some other tips for breaking the habit of procrastinating:

1. **Know yourself.** If you know a subject is difficult for you, plan extra time for it right from the start. Get help early on if you need it. Don’t let your work get away from you by waiting until it’s too late.
2. **Start your project right away.** Take a small step, even a tiny step, but do something! Don’t try waiting until you feel “ready.” Get started now and you can get into the flow.
3. **Put off the distractions, not the work.** If you feel like doing something else, do some work first. Then take a break. You might find yourself getting so involved in the project that the distraction disappears.
4. **Deal with thoughts that pop up.** If you’re working on one thing and have an urgent idea or thought about something else, write it down. Then, set it aside and get back to work. It will still be there when you’ve finished your scheduled task.
5. **Plan for more time than you’ll probably need.** Set yourself a personal deadline that falls before the actual deadline. This will give you a buffer in case you do end up getting delayed or needing more time. Or – you could actually finish early!
6. **Tell other people your plans.** Sharing your schedule can help you stick to it. You may be less ready to change your plans if someone else is expecting you to follow through.
7. **Look forward to getting done.** Think about how good you will feel when you’re finished. Remember times when you’ve succeeded in finishing projects – it shows it’s possible!
8. **Reward yourself for your accomplishments.** Give yourself credit each step of the way!

Source: “Time for Everything: Tips to Help You Manage Time Well and Stay Organized.” South Deerfield, MA: Channing Bete Company, 2006.



<u>April</u> 7 LaCoia Green 13 Kei-Che Randle 17 Alicia Jones 18 Trameka Kelly 21 Ebonee LeFlore 25 Cierra Speller	<u>May</u> 15 Lonnisha Robinson	<u>June</u> 1 Shequenne Sanders
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The Importance of Writing Skills – Now and in Your Future, Part Five

*“The pen is mightier than the sword.”
~ Edward Bulwer-Lytton*

In this series, we have been stressing the importance of writing skills. They are one of the most essential abilities for students, but are often also one of the most lacking. With that in mind, what follows is information on another common question in writing – knowing whether to use me, myself, or I.

Me is an object pronoun (like you, him, her, it, us, and them). Myself is a reflexive pronoun (like yourself, himself, herself, itself, ourselves, yourselves, and themselves). I is a subject pronoun (like you, her, she, it, we, and they). Okay, but how do you *use* them?

The rules are as follows:

- Use a subject pronoun (I) when referring to the *performer* of an action
- Use an object pronoun (me) when referring to the *receiver* of an action.
- Use a reflexive pronoun to 1) show emphasis (I’ll do it myself!) or 2) when the *performer* is the same person as the *receiver* (I cut myself while shaving.)

Here are a few examples of these rules in practice:

Common mistake: Us and them should have a close game.

Correction: We and they should have a close game. (We and they are the *performers*.)

Common mistake: Liliana invited my brother and I to the party.

Correction: Liliana invited my brother and me to the party. (Me is a *receiver*.)

Common mistake: Byron and myself volunteered first.

Correction: Byron and I volunteered first. (I is the *performer*, not the *performer and receiver*.)

Common mistake: The promise was made to your brother and yourself.

Correction: The promise was made to your brother and you. (You is *performer*, not *performer and receiver*.)

Revise the following sentences so that pronouns are used correctly. Try using the pronoun alone in the sentence to see if the correct one is being used. For example, in number one, does, "Myself had the opportunity to visit " make sense?

- 1) My sister and myself had the opportunity to visit he and she at their ranch.
- 2) Her and me created a plan that would have helped herself meet her idol.
- 3) He hisself did it, without asking ourselves what we thought.
- 4) If you help you, others will help yourself too.
- 5) Them and their friends hosted a dinner for ourselves.

Here are the same sentences written correctly:

- 1) My sister and I had the opportunity to visit him and her at their ranch.
- 2) She and I created a plan that would have helped her meet her idol.
- 3) He himself did it, without asking us what we thought.
- 4) If you help yourself, others will help you too.
- 5) They and their friends hosted a dinner for us.

Source: "Getting Your Writing Right: Skills to Help You Avoid Common Writing Mistakes." South Deerfield, MA: Channing Bete Company, 2006.